



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

**2011-2012**

Sarasota County School Board Approval

## 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, International Baccalaureate, or AICE diploma and earn credits as designated. In 2009-2010, entering Grade 9 students must earn at least twenty-six (26) credits.

### HIGH SCHOOL GRADUATION REQUIREMENTS

<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>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>

1. 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.
2. 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.

4. Riverview High School Teen Parent Program students will meet the following graduation requirements: Entering grade 9 and 10: 26 credits Entering grades 11 and 12: 24 credits. Teen Parent Program students may receive administrative approval to graduate with 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 9<sup>th</sup> 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) or End of Course Exam (EOC) 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 10<sup>th</sup> grade.

## 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 9<sup>th</sup> graders are required to have completed an ePEP in order to be promoted from 8<sup>th</sup> grade. Those who enter high school that year and thereafter without an ePEP, including students who completed 8<sup>th</sup> grade out of state, in a private school, or who were home schooled, must be given assistance in creating a plan. Therefore, 100% of 9<sup>th</sup> 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/1D:*** A traditional four-year plan
  - ***Plan 2A/ 2B/2C:*** An Accelerated College Preparatory three-year plan
  - ***Plan 3A/ 3B/3C:*** 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)**

<b>Traditional Four -Year High School Program for High School Graduation for Students Entering High School Prior To August, 2007</b>		
<b>SUBJECT</b>	<b>CREDITS</b>	<b>COMMENTS</b>
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 <sup>†</sup> 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.

<sup>†</sup>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 )**

<b>Traditional Four -Year High School Program for High School Graduation for Students Entering High School 2007-08 through 2010</b>		
<b>SUBJECT</b>	<b>CREDITS</b>	<b>COMMENTS</b>
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	
Remainder of required credits will be Electives  *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.

<sup>†</sup>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)**

<b>Traditional Four -Year High School Program for High School Graduation for Students Entering High School 2010-2011</b>		
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	
American History	1	
Economics	.5	
American Government	.5	
Performing/Fine Arts	1	
HOPE	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 <b>(Oak Park)</b>	Any course approved by School Board of Sarasota County <sup>†</sup> 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.

- 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.

<sup>†</sup>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 ID: Traditional Four-Year High School Program (2011-2012)**

<b>Traditional Four -Year High School Program for High School Graduation for Students Entering High School 2011-2012</b>		
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 of the three credits must have lab component and one of the three credits must be Biology 1 or its equivalent
World History	1	
United States History	1	
Economics	.5	
American Government	.5	
Performing/Fine Arts	1	
HOPE	1	
At least one of the required credits must be an online course  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 <b>(Oak Park)</b>	Any course approved by School Board of Sarasota County <sup>†</sup> 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.

- 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.

<sup>†</sup>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**

<b>Three-Year Accelerated College Preparatory Program</b>		
<b>SUBJECT</b>	<b>CREDITS</b>	<b>COMMENTS</b>
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	
United States 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 <sup>†</sup> that is appropriate for Gr. 9 or above may fulfill an elective credit for graduation except study hall and other courses identified as noncredit.

<sup>†</sup>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)**

<b>Three-Year Accelerated College Preparatory Program</b>		
<b>SUBJECT</b>	<b>CREDITS</b>	<b>COMMENTS</b>
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	
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	2	Any course listed in the Florida State High School Course Code Directory and approved by the Course Review Committee <sup>†</sup> that is appropriate for Gr. 9 or above may fulfill an elective credit for graduation except study hall and other courses identified as noncredit.

- 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.

<sup>†</sup>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.

**2C: Three-Year Accelerated College Preparatory Program (2011-2012)**

<b>Three-Year Accelerated College Preparatory Program</b>		
<b>SUBJECT</b>	<b>CREDITS</b>	<b>COMMENTS</b>
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 of the three credits must have lab component and one of the three credits must be Biology 1 or its equivalent
World History	1	
United States 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	2	Any course listed in the Florida State High School Course Code Directory and approved by the Course Review Committee <sup>†</sup> that is appropriate for Gr. 9 or above may fulfill an elective credit for graduation except study hall and other courses identified as noncredit.

- 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.

<sup>†</sup>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, Plan 2B, and 2C:

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, 2B, and 2C:

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**

<b>Three -Year Accelerated Career Preparatory Program</b>		
<b>SUBJECT</b>	<b>CREDITS</b>	<b>COMMENTS</b>
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 <sup>†</sup> that is appropriate for Gr. 9 or above may fulfill an elective credit for graduation except study hall and other courses identified as noncredit.

<sup>†</sup>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, 3B, and 3C:**

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, 3B, and 3C:

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**

<b>Three -Year Accelerated Career Preparatory Program</b>		
<b>SUBJECT</b>	<b>CREDITS</b>	<b>COMMENTS</b>
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 <sup>†</sup> that is appropriate for Gr. 9 or above may fulfill an elective credit for graduation except study hall and other courses identified as noncredit.

• 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.

<sup>†</sup>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 3C: Three-Year Accelerated Career Preparatory Program 2011-2012**

<b>Three -Year Accelerated Career Preparatory Program</b>		
<b>SUBJECT</b>	<b>CREDITS</b>	<b>COMMENTS</b>
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 of the three credits must have lab component and one of the three credits must be Biology 1 or its equivalent
World History	1	
United States History	1	
Economics	.5	
American Government	.5	
Foreign Language	0	Not required
Electives		3 credits in single vocational / career education program and 1 credit in electives OR 3 credits in single career/technical DE and 1 credit in electives OR 5 credits in vocational/ career education courses

- 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.

†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 Performance Plan, and signed by principal, school counselor, student, 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)

<b>For students entering as high school freshmen during school year 2007-08 and beyond</b>	
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

<b>Other Course(s) with Allowable Substitution(s)</b>	<b>Approved Substitutions</b>
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. **NCAA Eligibility-** If you wish to participate in NCAA Division I or II athletics, you need to be certified by the NCAA Eligibility Center. You need to qualify academically and you need to be cleared as an amateur student-athlete. You are responsible for achieving and protecting your eligibility status.

**D. 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.

E. 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 and End of Course Examinations as mandated by the state.

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.

F. 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 students identified as ELL/LEP students who were born in a foreign country and are registering for the first time in Sarasota County Schools..

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).

G. 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 shall 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 11<sup>th</sup> and 12<sup>th</sup> 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. However, to receive a standard high school diploma, a transfer student must earn an unweighted 2.0 grade point average and pass the grade 10 FCAT required in f.s.1008.22(3) or an alternate assessment described in F.S. 1008.22(10).
- 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 Adventist Schools
  - k. Florida League of Christian Schools
  - l. Lutheran Schools of Florida- Georgia District (FLGA-LCMS)
  - m. 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 Catholic Conference
- 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:

<b>Accrediting Agency</b>	<b>Local/Regional School</b>
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	West Florida Christian; Community Christian (Manatee County); Port Charlotte Christian

Schools	School
Florida Catholic Conference	Incarnation School; 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 Academy
Southern Association of Colleges and Schools	Florida Virtual School (FLVS); Sylvan Center; Super Camp, Broach School Bradenton
<b>Approved Summer Education Programs</b>	
University of Florida Student Science Training Program	
University of Florida Young Entrepreneurs for Leadership and Change Program	

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 a foreign school must be placed at the appropriate sequential course level. For example, an 11<sup>th</sup> grade transfer student may validate his English I and II credits taken at the sending school with a 2.0 GPA in English III at the

receiving school. Students who do not meet a 2.0 GPA, 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 shall 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 (d) 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 70% proficiency level on the 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. 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.
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 met the minimum state of Florida graduation credits

#### I. Transfer of Credit: Educational Opportunity for Military Children –See Appendix C

## 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 drop/add procedures and timelines. Students who are enrolled in a Sarasota County High School and taking dual enrollment off the campus of their district school sites 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)**

<i>Traditional High Schools – Booker, North Port, Riverview, Sarasota, Venice</i>			
<b>END OF YEAR PROMOTION</b>			
<b>Class of</b>	<b>To be Promoted to</b>	<b>Credits Earned</b>	<b>Courses Required</b>
2013 & thereafter	10 <sup>th</sup> Grade	5	
	11 <sup>th</sup> Grade	11	<i>1.0 English and 1.0 Math</i>
	12 <sup>th</sup> Grade	17	<i>2.0 English and 2.0 Math</i>
2012	10 <sup>th</sup> Grade	6	
	11 <sup>th</sup> Grade	12	<i>1.0 English and 1.0 Math</i>
	12 <sup>th</sup> Grade	18	<i>2.0 English and 2.0 Math</i>

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

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

**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 United States 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 2<sup>nd</sup> 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.

***Traditional High Schools – Booker, North Port, Riverview, Sarasota, Venice***

***MID YEAR PROMOTION***

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

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

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

\*Special Diploma Requirements differ from those above

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

- A. Students who score Level 1 on the FCAT Reading assessment must participate in a yearlong intensive reading course.
- B. Students who score Level 2 on the FCAT Reading assessment must either participate in a yearlong intensive reading course or be placed with a CAR-PD or CATER trained teacher.
- C. Beginning in 2011-2012, students who score level 1 or 2 on FCAT reading but did not score below level 3 in the previous 3 years will be granted a 1 year exemption from the remediation requirement; however, the student must have an approved academic improvement plan already in place, signed by the appropriate school staff and the student’s parent, for the year for which the exemption is granted.
- D. 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. SCSB policy 5.20 II F,G,H
- 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 to include those needed as graduation requirement. 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 8<sup>th</sup> 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, Chinese 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, Chinese 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) Chinese I (Grade 8 only), or Speech I (Grade 8 only) for high school credit. 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, ePEP) for grades 9-12 shall be initiated for each eighth 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.
- F. Students entering grade 9 in the 2011-2012 school year must complete at least one online course within their 26 credit requirement for high school graduation.

## **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 school 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, AICE, or IB 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, Pre-AICE, AICE, and 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, Pre-AICE, AICE, 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 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 school 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, Term 2 grades, and the final exam which may not exceed 20% with the exception of courses requiring state end of course examinations.

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.

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. No exceptions will be according to 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. Grade forgiveness still applies for courses where participation in the state EOC is required and the score must count for 30% of the final grade. If the student's final course average, with the EOC assessment included as 30%,

results in a course grade of “D” or “F”, the options for the student include one of the following:

- Retaking a semester of the course
- Retaking the entire course
- Retaking only the EOC assessment for that course
- Retaking both the course and the EOC assessment to improve the student’s final course grade

If retaking the course, including the EOC assessment as 30%, or retaking the EOC assessment results in a final course average of “C” or above, then this grade replaces the “D” or “F”. If it does not result in a “C” or above, then the original course average stands and is not replaced. Only one credit is allowed per course, so only one grade per course should be included as part of the student’s GPA (s.1003.428(4)(d), F.S.: “In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student’s grade point average. Any course grade not replaced according to a district school board forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation.”

**A student who is required to pass an EOC assessment for course credit and has already earned a passing score may not participate in a retake administration to improve his/her score.**

3. Pass/fail grades will not be included in GPA calculation. If a student passes the EOC in the second year of its administration or thereafter, without taking the course and therefore earns the credit, the credit will meet the course graduation requirement but will not be included in the GPA calculation.
4. The following chart summarizes grade forgiveness/replacement policies:

<b>Examples</b>
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.

<b>Examples</b>
<p>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.</p>
<p>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.</p>
<p>If an eighth grade student received a grade of “C” in Spanish, he/she would be permitted to retake the course for grade forgiveness.</p>

K. Each report card will provide information on grade level status, attendance, tardies, conduct, and behavior[F.S. 1003.33(1)]

L. 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

M. 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.

N. 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.

O. 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.

P. 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.**

Q. 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.

R. 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.

S. Full-Time Students

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

T. 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.

U. 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 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.

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 earned 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. [F.S. 1003.4285]

*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 “13<sup>th</sup>” year student to meet the required GPA and/or 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.. [F.S. 1003.4285 (7b)]
- D. ELL/LEP students who by the end of grade 12 fail to pass the FCAT shall be provided appropriate coursework as 13<sup>th</sup> 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:

- Completion of four or more accelerated college credit courses in AP, IB, AICE, 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 school counselor. Each year underclassmen will meet with a school counselor every spring to discuss credit standing and scheduling requirements. Students’ ePEP will be updated annually.

## XVI. SECONDARY CREDIT-EARNING OPTIONS

### A. 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 Performance-Based 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 in addition to meeting state required assessments.

#### 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. 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 **AND**
- b. Earn a 2.0 grade point average or better on a 4.0 scale for courses taken while enrolled in the program **AND**
- c. Complete the required credits for graduation.

#### 2. Performance-Based Exit Option Program

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

1. Be off track to graduate with their kindergarten cohort due to overage for grade,
2. Be behind in credits or have a GPA that is less than 2.0,
3. Be approved by Principal, School counselor, and Exit Option Coordinator,
4. Demonstrate a reading level of at least 9th grade as evidenced by a TABE test,

5. 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
6. Have Parent/ Guardian notification and consent.

Students participating in the Performance-Based Exit Option Program will be awarded a State of Florida High School Performance-Based Diploma issued by the district high school.

Students participating in the Performance-Based Exit Option Program who are over-age for grade and classified as a ninth grader may be promoted to the 10<sup>th</sup> grade for the purpose of taking the grade 10 FCAT or EOC exams.

B. 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.

- a. Parents must register home education students with the School Board of Sarasota County within 30 days of the establishment of the home education program.
- b. 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.
- c. 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.
- d. Parents shall provide for annual educational evaluations documenting the student’s educational progress is at a level commensurate with his or her ability.
- e. A home education program shall be excluded from meeting the requirements of a school day.
- f. 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.

g. 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.

h. 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 10<sup>th</sup> grade so that appropriate guidance can be given related to mandatory testing and credit requirements.
- b. Designate the 10<sup>th</sup> grade reading FCAT and other state assessments as one measure of annual evaluation in the home education evaluation plan.
- c. Take the 10<sup>th</sup> grade reading FCAT and successfully meet all current testing requirements in all areas specified by the state.
- d. Must enroll full time in the districted high school for the entire final or "senior" year.
- e. Must 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 and state assessments requirements in the 10<sup>th</sup> grade should enroll full time in their districted school no later than the second semester of the 11<sup>th</sup> grade in order to meet all graduation requirements.

C. Florida Virtual School – (FLVS)

- a. Students, including Home School students, may earn credits offered through the Florida Virtual School each year.
- b. 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).

- c. Students requesting to take a course offered by Florida Virtual School must have parent and school 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.
- d. 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.
- e. Florida Virtual does not grant a high school diploma.

D. Sarasota Virtual School

SVS is a **full time** online district school for students in grades K-12. 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 midyear.

- 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.

## **XVII. ADDITIONAL SECONDARY AND POSTSECONDARY CREDIT-EARNING OPTIONS**

### **A. 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.

### **B. 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.

- a. 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.
- b. 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.
- c. Students may take Dual Enrollment courses during school hours, after school hours and during the summer term.
- d. 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.

- e. For academic Dual Enrollment courses, students must have a cumulative 3.0 unweighted GPA and obtain the required CPT/ACT/SAT where applicable.
- f. 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.

#### C. 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.

- a. Early Admissions students are advised to not enroll for more than 15 credit hours per semester.
- b. Early Admission students are eligible to receive the appropriate honors designation.
- c. 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.

#### D. Nationally Recognized Industry Certification

The State Board of Education has approved the listed Statewide Career and Technical Education Articulation Agreements which are based on industry certification. These agreements are intended to be a minimum guarantee of articulated credit into related A.S. and A.A.S. programs and do not preclude institutions from granting additional credit based on local agreements.

#### E. Career and Technical Education Program Articulation

Our local Articulation Agreement with State College of Florida and other postsecondary institutions ensures that students completing identified

secondary Career and Technical Education programs and continue into postsecondary A.S. and A.A.S. degree programs will receive articulated college credit for prior coursework, providing all articulation criteria are met. These requirements may include industry certification, college end-of-course assessments, portfolio review, and other artifacts that indicate student prior knowledge and are outlined in detail in the Articulation Agreement.

## **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 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 14<sup>th</sup> 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 I.
- C. The following chart details the requirements for Special Diploma Option 1:

<b>Courses</b>	<b>Students entering grade 9 prior to 2006-2007</b>	<b>Students entering grade 9 in 2007-2008 and 2008-2009</b>	<b>Students entering grade 9 2009-2010 and thereafter</b>
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 12<sup>th</sup> 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

**APPENDIX C**  
**EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN**  
**INTERSTATE COMPACT ON**  
**EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN**  
**INTERSTATE COMMISSION MEETING**

**-- Rules (*Approved, Nov. 2009*) --**

**INTRODUCTION:**

Upon activation of the Interstate Compact a year ago, one of the first tasks necessary for the Commission was the creation of administrative rules under which the Compact would operate. A Rules Committee was formed and over the past year, the Committee met on several occasions to develop the rules. Comments were solicited from various stakeholders and input was considered. The rules complement the Interstate Compact and may not conflict with it. In addition, the rules are not designed to address every issue arising under the Compact, however, there is flexibility to make reasonable changes or clarification as the need arises through amendment, advisory opinions, and training opportunities. Attached is a final draft of the proposed rules for your consideration. The full Commission will be voting on the rules at our November meeting. Please review prior to then and we look forward to seeing you at the conference in Palm Springs.

**Chapter – 100 DEFINITIONS**

***SEC. 1.101 Definitions***

As used in these rules, unless the context clearly requires a different construction—

A. “Active duty” means: full-time duty status in the active uniformed service of the United States, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. Section 1209 and 1211.

B. “By-laws” means: those by-laws established by the Interstate Commission on Educational Opportunity for Military Children for its governance, or for directing or controlling the Interstate Commission’s actions or conduct.

C. “Children of military families” means: a school-aged child(ren), enrolled in kindergarten through twelfth (12<sup>th</sup>) grade, in the household of an active duty member.

D. “Compact commissioner” means: the voting representative of each compacting state, appointed pursuant to Article VIII of this compact.

E. “Days” means: business days, unless otherwise noted.

F. “Deployment” means: the period one (1) month prior to the service members’ departure from their home station on military orders though six (6) months after return to their home station.

G. “Education(al) records” means: those official records, files, and data directly related to a student and maintained by the school or local education agency (LEA), including but not limited to records encompassing all the material kept in the student's cumulative folder such as general identifying data, records of attendance and of academic work completed, records of achievement and results of evaluative tests, health data, disciplinary status, test protocols, and individualized education programs.

H. “Extracurricular activities” means: a voluntary activity sponsored by the school or LEA or an organization sanctioned by the LEA. Extracurricular activities include, but are not limited to, preparation for and involvement in public performances, contests, athletic competitions, demonstrations, displays, and club activities.

I. “Interstate Commission on Educational Opportunity for Military Children” means: the

commission that is created under Article IX of this compact, which is generally referred to as Interstate Commission.

J. “Local education agency” means: a public authority legally constituted by the state as an administrative agency to provide control of and direction for kindergarten through twelfth (12<sup>th</sup>) grade public educational institutions.

K. “Member state” means: a state that has enacted this compact.

L. “Military installation” means: a base, camp, post, station, yard, center, homeport facility for any ship, or other activity under the jurisdiction of the Department of Defense, including any leased facility, which is located within any of the several States, the District of Columbia, the Commonwealth of Puerto Rico, the U.S. Virgin Islands, Guam, American Samoa, the Northern Marianas Islands and any other U.S. territory. Such term does not include any facility used primarily for civil works, rivers and harbors projects, or flood control projects.

M. “Non-member state” means: a state that has not enacted this compact.

N. “Receiving state” means: the state to which a child of a military family is sent, brought, or caused to be sent or brought.

O. “Rule” means: a written statement by the Interstate Commission promulgated pursuant to Article XII of this compact that is of general applicability, implements, interprets or prescribes a policy or provision of the compact, or an organizational, procedural, or practice requirement of the Interstate Commission, and has the force and effect of statutory law in a member state, and includes the amendment, repeal, or suspension of an existing rule.

P. “Sending state” means: the state from which a child of a military family is sent, brought, or caused to be sent or brought.

Q. “State” means: a state of the United States, the District of Columbia, the Commonwealth of Puerto Rico, the U.S. Virgin Islands, Guam, American Samoa, the Northern Marianas Islands and any other U.S. territory.

R. “Student” means: the child of a military family for whom the LEA receives public funding and who is formally enrolled in kindergarten through twelfth (12<sup>th</sup>) grade.

S. “Transition” means: 1) the formal and physical process of transferring from school to school or 2) the period of time in which a student moves from one school in the sending state to another school in the receiving state.

T. “Uniformed service(s)” means: the Army, Navy, Air Force, Marine Corps, Coast Guard as well as the Commissioned Corps of the National Oceanic and Atmospheric Administration, and Public Health Services.

U. “Veteran” means: a person who served in the uniformed services and who was discharged or released under conditions other than dishonorable.

## **Chapter 200 – GENERAL PROVISIONS**

### **Section 2.101 Adoption of rules; Amendment**

Proposed rules or amendments to the rules shall be adopted by majority vote of the members of the Interstate Commission in the following manner:

(a) Proposed new rules and amendments to existing rules shall be submitted to the Interstate Commission office for referral to the Rules Committee as follows:

(1) Any Commissioner may submit a proposed rule or rule amendment for referral to the Rules Committee during the annual Commission meeting. This proposal

must be made in the form of a motion and approved by a majority vote of a quorum of the Commission members present at the meeting;

(2) Standing Committees of the Commission may propose rules or rule amendments by majority vote of that Committee;

(3) Any regional group of states as may be subsequently recognized by the Commission may propose rules or rules amendments by a majority vote of members of that region;

(b) The Rules Committee shall prepare a draft of all proposed rules and provide the draft to all Commissioners for review and comments. All written comments received by the Rules Committee on proposed rules shall be posted on the Commission's website upon receipt. Based upon the comments made by the Commissioners, the Rules Committee shall prepare a final draft of the proposed rule(s) or amendments for consideration by the Commission no later than the next annual meeting falling in an odd-numbered year.

(c) Prior to promulgation and adoption of a final rule by the Interstate Commission, the text of the proposed rule or amendment shall be published by the Rules Committee no later than thirty (30) days prior to the meeting at which the vote is scheduled, on the official web site of the Interstate Commission and in any other official publication that may be designated by the Interstate Commission for the publication of its rules. In addition to the text of the proposed rule or amendment, the reason for the proposed rule shall be provided.

(d) Each administrative rule or amendment shall state—

(1) The place, time, and date of the scheduled public hearing;

(2) The manner in which interested persons may submit notice to the Interstate Commission of their intention to attend the public hearing and any written comments; and

(3) The name, position, physical and electronic mail address, telephone, and telefax number of the person to whom interested persons may respond with notice of their attendance and written comments.

(e) Every public hearing shall be conducted in a manner guaranteeing each person who wishes to comment a fair and reasonable opportunity to comment. No transcript of the public hearing is required, unless a written request for a transcript is made, which case the person or entity making the request shall pay for the transcript. A recording may be made in lieu of a transcript under the same terms and conditions as a transcript. This subsection shall not preclude the Commission from making a transcript or recording of the public hearing if it chooses to do so.

(f) Nothing in this section shall be construed as requiring a separate hearing on each rule. Rules may be grouped for the convenience of the Interstate Commission at hearings required by this section.

(g) Following the scheduled hearing date, or by the close of business on the scheduled hearing date if the hearing was not held, the Interstate Commission shall consider all written and oral comments received.

(h) The Interstate Commission shall, by majority vote of a quorum of the commissioners, take final action on the proposed rule and shall determine the effective date of the rule, if any, based on the rulemaking record and the full text of the rule.

(i) Not later than sixty (60) days after a rule is adopted, any interested person may file a petition for judicial review of the rule in the United States district court of the District of

Columbia or in the federal district court where the Interstate Commission's principal office is located. If the court finds that the Interstate Commission's action is not supported by substantial evidence, as defined in the federal Administrative Procedures Act, in the rulemaking record, the court shall hold the rule unlawful and set it aside.

(j) Upon determination that an emergency exists, the Interstate Commission may promulgate an emergency rule that shall become effective immediately upon adoption, provided that the usual rulemaking procedures provided in the compact and in this section shall be retroactively applied to the rule as soon as reasonably possible, in no event later than ninety (90) days after the effective date of the rule. An emergency rule is one that must be made effective immediately in order to--

- (1) Meet an imminent threat to public health, safety, or welfare;
- (2) Prevent a loss of federal or state funds;
- (3) Meet a deadline for the promulgation of an administrative rule that is established by federal law or rule; or
- (4) Protect human health and the environment.

#### **SEC. 2.102 Dues formula**

(a) The commission shall determine the formula to be used in calculating the annual assessments to be paid by states. Public notice of any proposed revision to the approved dues formula shall be given at least 30 days prior to the Commission meeting at which the proposed revision will be considered.

(b) The Commission may consider the population of the states, the number of students subject to the compact within each state, and the volume of student transfers between states in determining and adjusting the assessment formula.

(c) The approved formula and resulting assessments for all member states shall be distributed by the commission to each member state annually.

(b) The dues formula shall be based on the figure of one dollar per child of military families eligible for transfer under this compact.

### **Chapter 300 – TRANSFER OF EDUCATION RECORDS AND ENROLLMENT**

#### **SEC. 3.101 Eligibility for transfer and enrollment**

(a) *Unofficial or "hand-carried" education records* – In the event that official education records cannot be released to the parents for the purpose of transfer, the custodian of the records in the sending state shall prepare and furnish to the parent a complete set of unofficial educational records containing uniform information as determined by the Interstate Commission. Upon receipt of the unofficial education records by a school in the receiving state, the school shall enroll and appropriately place the student based on the information provided in the unofficial records pending validation by the official records, as quickly as possible. In the event a state or LEA charges a fee for copies of educational records, such a fee shall not exceed the reasonable cost of reproduction.

(b) *Official education records/transcripts* -- Simultaneous with the enrollment and conditional placement of the student, the school in the receiving state shall request the student's official education record from the school in the sending state. Upon receipt of this request, the school in the sending state will process and furnish the official education records to the school in the receiving state within ten (10) business days except for a designated school staff break including, but not limited to, spring, summer, or holiday. Records should be furnished as soon as possible following the return of staff from a school staff break; however, the time shall not exceed ten (10) days after the return of

staff.

### **SEC. 3.102 Application for transfer of student records and enrollment**

An application for transfer of educational records of students subject to this compact shall contain the following:

(a) *Immunizations* – Compacting states shall give thirty (30) calendar days from the date of enrollment. For a series of immunizations, initial vaccinations must be obtained within thirty (30) calendar days.

(b) *Kindergarten and First grade entrance age* – Students shall be allowed to continue their enrollment at grade level in the receiving state commensurate with their grade level (including Kindergarten) from a LEA in the sending state at the time of transition, regardless of age. A student that has satisfactorily completed the prerequisite grade level in the local education agency in the sending state shall be eligible for enrollment in the next highest grade level in the receiving state, regardless of age. A student transferring after the start of the school year in the receiving state shall enter the school in the receiving state on their validated level from an accredited school in the sending state.

(1) Any student who transfers from an out-of-state public school and who does not meet regular age requirements for admission to the school of the state being transferred into shall be admitted upon presentation of the data required in subsection (3).

(2) Any student who transfers from an out-of-state nonpublic school and who does not meet regular age requirements for admission to a public school in the state being transferred, shall be admitted if the student meets age requirements for public schools within the state from which he or she is transferring, and if the transfer of the student's academic credit is acceptable under rules of the school board. Prior to admission, the parent or guardian must also provide the data required in subsection (3).

(3) In order to be admitted into a school in the receiving state, such a student transferring from the sending state must provide the following data:

(i) Official military orders showing that the military member was assigned to the state (or commuting area) of the state in which the child was previously duly enrolled and attended school. If a child of a military member was residing with a legal guardian during the previous enrollment and not the military member, a copy of the family care plan, or proof of guardianship, as specified in the Interstate Compact, or any information sufficient for the receiving district to establish eligibility under this compact shall be provided;

(ii) An official letter or transcript from the proper school authority which shows record of attendance, academic information, and grade placement of the student;

(iii) Documented evidence of immunization against communicable diseases; and

(iv) Evidence of date of birth.

## **Chapter 400 – GRADUATION**

### **SEC 4.101 Graduation**

(a) *Waiver requirements* – LEA administrative officials shall waive specific courses required

for graduation if similar course work has been satisfactorily completed in another LEA or shall provide reasonable justification for denial. Should a waiver not be granted to a student who would qualify to graduate from the sending school, the LEA shall provide an alternative means of acquiring required coursework so that graduation may occur on

time. If the receiving LEA requires a graduation project, volunteer community service hours, or other state or LEA specific requirements, the receiving LEA may waive those requirements.

*(b) Exit exams* – States shall accept: 1) exit or end-of-course exams required for graduation from the sending state; or 2) national norm-referenced achievement tests or 3) alternative testing, in lieu of testing requirements for graduation in the receiving state. In the event the above alternatives cannot be accommodated by the receiving state for a student transferring in his or her senior year, then the provisions of Article VII, Section C of the Compact shall apply.

*(c) Transfers during senior year* – There may be cases in which a military student transferring at the beginning or during his or her senior year is ineligible to graduate from the receiving LEA after all alternatives have been considered. In such cases the sending and receiving LEA's shall ensure the receipt of a diploma from the sending LEA, if the student meets the graduation requirements of the sending LEA. In the event that one of the states in question is not a member of this compact, the member state shall use best efforts to facilitate the on-time graduation of the student in accordance with Sections A and B of Article VII of the Compact.

## **Chapter 500 – PLACEMENT & ATTENDANCE**

### **SEC. 5.101 Course placement**

The receiving school shall initially place a student who transfers before or during the school year in educational courses based on the student's enrollment in the sending state school and/or educational assessments conducted at the school in the sending state to the extent the educational courses are provided by the receiving school. Course placement includes but is not limited to Honors, International Baccalaureate, Advanced Placement, vocational, technical and career pathways courses. The receiving school may perform subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the course(s). The receiving school may allow the student to attend similar educational courses in other schools within the LEA if the receiving school does not offer such educational courses.

### **SEC. 5.102 Educational program placement**

The receiving state school shall initially honor placement of the student in educational programs based on current educational assessments conducted at the school in the sending state or participation/placement in like programs in the sending state. Such programs include, but are not limited to: 1) gifted and talented programs; and 2) English as a second language (ESL). The receiving school may perform subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the course(s). The receiving school may allow the student to attend similar educational courses in other schools within the LEA if the receiving school does not offer such programs.

### **SEC. 5.103 Special education services**

(a) In compliance with the federal requirements of the Individuals with Disabilities Education Act (IDEA), 20 U.S.C.A. Section 1400 et seq, the receiving state shall initially provide comparable services to a student with disabilities based on his/her current Individualized Education Program (IEP); and

(b) In compliance with the requirements of Section 504 of the Rehabilitation Act, 29 U.S.C.A. Section 794, and with Title II of the Americans with Disabilities Act, 42

U.S.C.A. Sections 12131-12165, the receiving state shall make reasonable accommodations and modifications to address the needs of incoming students with disabilities, subject to an existing 504 or Title II Plan, to provide the student with equal access to education.

(c) The receiving school may perform subsequent evaluations to ensure appropriate placement and appropriate services. The receiving school shall follow any current regulations the receiving state has in place in order to comply with federal or state law.

**SEC. 5.104 Placement flexibility**

LEA officials shall have flexibility in waiving course/program prerequisites, or other preconditions for placement in courses/programs offered under the jurisdiction of the LEA.

**SEC. 5.105 Absence as related to deployment activities**

A student whose parent or legal guardian is an active duty member of the uniformed services, as defined by the Compact, and has been called to duty for, is on leave from, or immediately returned from deployment to a combat zone or combat support posting, shall be granted additional excused absences at the discretion of the LEA superintendent or head of school to visit with his or her parent or legal guardian relative to such leave or deployment of the parent or guardian. Notwithstanding the above, the LEA superintendent or head of school may provide a maximum number of additional excused absences.

**Chapter 600 -- ELIGIBILITY**

**SEC. 6.101 Eligibility for Enrollment**

(a) A custody order, special power of attorney, or other applicable document relative to the guardianship of a child of a military family and executed under the applicable law of each member state shall be sufficient for the purposes of enrollment and all other actions requiring parental participation and consent. A special power of attorney form, which is acceptable in some jurisdictions, can be obtained through the JAG offices pursuant to Military Family Care Plan regulations.

(1) A local education agency shall be prohibited from charging local tuition to a transitioning military child placed in the care of a non-custodial parent or other person standing in loco parentis who lives in a jurisdiction other than that of the custodial parent. Tuition may be charged for optional programs offered by the LEA.

(2) A transitioning military child, placed in the care of a non-custodial parent or other person standing in loco parentis who lives in a jurisdiction other than that of the custodial parent, may continue to attend the school in which he/she was enrolled while residing with the custodial parent. The local education agency shall not charge tuition. In addition, transportation to and from school is the responsibility of the non-custodial parent or other persons standing in loco parentis.

(b) *Eligibility for extracurricular participation* – State and local education agencies shall facilitate the opportunity for transitioning military children’s inclusion in extracurricular activities, regardless of application deadlines, with consultation with the state high school athletic association, to the extent they are otherwise qualified. Application deadlines include tryouts, summer conditioning and other coach or district prerequisites.

**Chapter 700 – OVERSIGHT, ENFORCEMENT, AND DISPUTE RESOLUTION**

**SEC. 7.101 Informal communication to resolve disputes or controversies**

(a) States shall attempt to resolve disputes or controversies by communicating with each other by telephone, telefax, or electronic mail.

(b) *Failure to resolve dispute or controversy*—

(1) Following an unsuccessful attempt to resolve controversies or disputes arising under this compact, its by-laws or its rules as required under sec.7.101 (a), states shall pursue one or more of the informal dispute resolution processes set forth in sec. 7.101 (b)(2) prior to resorting to formal dispute resolution alternatives.

(2) Parties shall submit a written request to the executive director for assistance in resolving the controversy or dispute. The executive director shall provide a written response to the parties within ten (10) days and may, at the executive director's discretion, seek the assistance of legal counsel or the executive committee in resolving the dispute. The executive committee may authorize its standing committees or the executive director to assist in resolving the dispute or controversy.

**SEC. 7.102 Formal resolution of disputes and controversies**

(a) *Alternative dispute resolution* – Any controversy or dispute between or among compacting states that arises from or relates to this compact that is not resolved under sec. 7.101 may be resolved by alternative dispute resolution processes. These shall consist of mediation and arbitration.

(b) *Mediation and arbitration*

(1) Mediation

(i) A state that is party to a dispute may request, or the executive committee may require, the submission of a matter in controversy to mediation.

(ii) Mediation shall be conducted by a mediator appointed by the executive committee from a list of mediators approved by the national organization responsible for setting standards for mediators and pursuant to procedures customarily used in mediation proceedings.

(2) Arbitration

(i) Arbitration may be recommended by the executive committee in any dispute regardless of the parties' previous submission of the dispute to mediation.

(ii) Arbitration shall be administered by at least one neutral arbiters or a panel of arbiters not to exceed three members. These arbiters shall be selected from a list of arbiters maintained by the commission staff.

(iii) The arbitration may be administered pursuant to procedures customarily used in arbitration proceedings and at the direction of the arbiter.

(iv) Upon the demand of any party to a dispute arising under the compact, the dispute shall be referred to the American Arbitration Association and shall be administered pursuant to its commercial arbitration rules.

(v)(a) The arbiter in all cases shall assess all costs of arbitration, including fees of the arbiter and reasonable attorney fees of the prevailing party, against the party that did not prevail.

(b) The arbiter shall have the power to impose any sanction permitted by this compact and other laws of the state or the federal district in which the commission has its principal offices.

(vi) Judgment on any award may be entered in any court having jurisdiction.

### **SEC 7.103 Enforcement actions against a defaulting state**

(a) If the Interstate Commission determines that any state has at any time defaulted (“defaulting state”) in the performance of any of its obligations or responsibilities under this Compact, the by-laws or any duly promulgated rules the Interstate Commission may impose any or all of the following penalties:

(1) Damages or costs in such amounts as are deemed to be reasonable as fixed by the Interstate Commission;

(2) Remedial training and technical assistance as directed by the Interstate Commission;

(3) Suspension and termination of membership in the compact. Suspension shall be imposed only after all other reasonable means of securing compliance under the by-laws and rules have been exhausted. Immediate notice of suspension shall be given by the Interstate Commission to the governor, the chief justice or chief judicial officer of the state, the majority and minority leaders of the defaulting state’s legislature, and the state council.

(b) The grounds for default include, but are not limited to, failure of a Compacting State to perform such obligations or responsibilities imposed upon it by this compact, Interstate Commission by-laws, or duly promulgated rules. The Interstate Commission shall immediately notify the defaulting state in writing of the penalty imposed by the Interstate Commission on the defaulting state pending a cure of the default. The Interstate Commission shall stipulate the conditions and the time period within which the defaulting state must cure its default. If the defaulting state fails to cure the default within the time period specified by the Interstate Commission, in addition to any other penalties imposed herein, the defaulting state may be terminated from the Compact upon an affirmative vote of a majority of the compacting states and all rights, privileges, and benefits conferred by this Compact shall be terminated from the effective date of suspension.

(c) Within sixty (60) calendar days of the effective date of termination of a defaulting state, the Interstate Commission shall notify the governor, the chief justice or chief judicial officer, the majority and minority leaders of the defaulting state’s legislature, and the state council of such termination.

(d) The defaulting state is responsible for all assessments, obligations, and liabilities incurred through the effective date of termination including any obligations, the performance of which extends beyond the effective date of termination.

(e) The Interstate Commission shall not bear any costs relating to the defaulting state unless otherwise mutually agreed upon between the Interstate Commission and the defaulting state.

(f) Reinstatement following termination of any compacting state requires both a reenactment of the Compact by the defaulting state and the approval of the Interstate Commission pursuant to the rules.

### **SEC 7.104 Judicial enforcement**

The Interstate Commission may, by majority vote of the members, initiate legal action in the United States District Court for the District of Columbia or, at the discretion of the Interstate Commission, in the federal district where the Interstate Commission has its offices to enforce compliance with the provisions of the Compact, its duly promulgated rules and by-laws, against any compacting state in default. In the event judicial

enforcement is necessary, the prevailing party shall be awarded all costs of such litigation including reasonable attorneys' fees.