

2009-2010 ELEMENTARY SCHOOL  
**STUDENT PROGRESSION  
PLAN**

ENTRY, PROMOTION, AND RETENTION  
For  
Grades K-5

Effective August 25, 2009



*BUILDING BRIDGES  
TO SUCCESS*

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# ENTRY AND ATTENDANCE REQUIREMENTS

## INITIAL ENTRY REQUIREMENTS

It is the responsibility of the parents of students entering school in the Monroe County School District for the first time to present the following at the time of registration:

1. a valid birth certificate or other documentation of birth [Florida Statute §1003.21];

### ***Florida Statute §1003.21(4)***

- (4) *Before admitting a child to kindergarten, the principal shall require evidence that the child has attained the age at which he or she should be admitted in accordance with the provisions of subparagraph (1)(a)2. The district school superintendent may require evidence of the age of any child whom he or she believes to be within the limits of compulsory attendance as provided for by law. If the first prescribed evidence is not available, the next evidence obtainable in the order set forth below shall be accepted:*
- (a) *A duly attested transcript of the child's birth record filed according to law with a public officer charged with the duty of recording births;*
  - (b) *A duly attested transcript of a certificate of baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent;*
  - (c) *An insurance policy on the child's life that has been in force for at least 2 years;*
  - (d) *A bona fide contemporary religious record of the child's birth accompanied by an affidavit sworn to by the parent;*
  - (e) *A passport\* or certificate of arrival in the United States showing the age of the child;*
  - (f) *A transcript of record of age shown in the child's school record of at least 4 years prior to application, stating date of birth; or*
  - (g) *If none of these evidences can be produced, an affidavit of age sworn to by the parent, accompanied by a certificate of age signed by a public health officer or by a public school physician, or, if neither of these is available in the county, by a licensed practicing physician designated by the district school board, which certificate states that the health officer or physician has examined the child and believes that the age as stated in the affidavit is substantially correct. A homeless child, as defined in s. 1003.01, shall be given temporary exemption from this section for 30 school days.*

- Please note that if a passport is offered for verification of birth, it may not be duplicated for placement in the cumulative folder.

2. certification of a physical/health examination to be submitted within 30 school days if not available at the time of registration [Florida Statute §1003.22] (Recommended form: DH 3040 – See Health Requirements.);
3. proof of residence – Parent(s)/guardian(s) must provide proof of residence to show that the student resides within the boundary of the school to which he/she is applying by presenting documentation such as a lease, mortgage or utility bill;
4. a certificate of immunization [Florida Statute §1003.22] – Students will not be admitted into class without proof of immunization.

Immunization Requirements for Entry into Grades Kindergarten through 5						
	K	1	2	3	4	5
DPT/DtaP/DT Series	√	√	√	√	√	√
OPV/IPV series	√	√	√	√	√	√
MMR (first)	√	√	√	√	√	√
MMR (second)	√	√	√	√	√	√
HEP B series	√	√	√	√	√	√
Varicella	√	√	√	√	√	√

Students who are without a fixed, regular and adequate residence are homeless. According to the McKinney-Vento Act, (Section 725) homeless students are to be enrolled in the school immediately. Arrangements are to be made for immunization, transportation and all other school services. For further details, contact the **Department of Instructional Services at 305-293-1400 ext. 370**. Appropriate student school and grade level placement as well as completion of required immunization and physical examination shall occur within 30 days of enrollment.

A School District of Monroe County *New and Returning Student Registration* form should be completed by the student’s parent(s)/guardian(s). School personnel are strictly prohibited from requesting and/or requiring documentation of the immigration status of students and families.

## HEALTH REQUIREMENTS

All new students seeking entrance into a public school in Monroe County are required by Florida Statute §1003.22 and School Board Policy 5.09 to present, at the time of entry, valid documentation that they have received within the past year both a health examination and the required immunizations against the communicable diseases as identified by the Monroe County Health Department.

## Immunization

Students may provide a *Certificate of Medical Exemption* (temporary or permanent), DH Form 680, or a *Certificate of Religious Exemption*, DH Form 681, for exemption from immunizations based on medical reasons or religious tenets. The *Certificate of Religious Exemption*, DH Form 681, is available only through the Monroe County Health Department. It is not available from private physicians.

The Florida *Certification of Immunization* that includes temporary and permanent medical exemption sections is available from either private physicians or the Monroe County Health Department:

- Documentation of Immunization      DH Form 680 (November 1996), Part A-1
- Documentation of Temporary Medical Exemption      DH Form 680, Part B
- Documentation of Permanent Medical Exemption      DH Form 680, Part C

## Physical/Health Examination

### EXPLANATION OF PHYSICAL EXAMINATION REQUIREMENTS 2005-06

STUDENTS	PHYSICAL EXAMINATION
Monroe County	Required for PreK, Kindergarten and Grade 7
Transfers within Monroe County (including private schools)	Review DH Form 3040 and DH Form 680 for documentation.
Transfers within Florida	Required for Kindergarten and Grade 7 Review and file DH Form 3040 and DH Form 680 in the cumulative folder for all other grades.
Transfers from another state or country	Required for all grades  Physicals presented on forms from another state or country are acceptable if they include all components covered on DH Form 3040.**  <b>Must</b> have been performed within one year of enrollment unless exempt based on a written request for religious reasons

\*\*DH Form 3040 – State of Florida Health Examination Form

## KINDERGARTEN AND FIRST GRADE ENTRY

### Kindergarten Age Entry

Entering kindergarten students **must** attain the age of 5 on or before September 1 of the school year for which entry is sought. [Florida Statute §1003.21]

## First Grade Age Entry

1. Entering first grade students **must** attain the age of 6 on or before September 1 of the school year for which entry is sought. [Florida Statute §1003.21]

### **Florida Statute §1003.21**

*2 (b) Any child who has attained the age of 6 years on or before September 1 of the school year and who has been enrolled in a public school or who has attained the age of 6 years on or before September 1 and has satisfactorily completed the requirements for kindergarten in a private school from which the district school board accepts transfer of academic credit, or who otherwise meets the criteria for admission or transfer in a manner similar to that applicable to other grades, shall progress according to the district's student progression plan. However, nothing in this section shall authorize the state or any school district to oversee or exercise control over the curricula or academic programs of private schools or home education programs.*

2. Students who have been enrolled in a public kindergarten **must** progress according to the district's Student Progression Plan.

## **Florida Kindergarten Readiness Screener (FLKRS)**

### Kindergarten Entry

Upon entry, each kindergarten student shall participate in the Florida Kindergarten Readiness Screener (FLKRS) program [Florida Statute §1002.69] and shall be administered the *Early Childhood Observation System™ (ECHOS™)* and the first two measures of the *Florida Assessment in Reading (FAIR)*. The *ECHOS™* **must** be administered within the first 30 school days. The FAIR **must** be administered between school days 20 and 30.

### *ELL Students*

For ELL students, administration of the *ECHOS™* should be conducted as close as possible to the conclusion of the 30-day administration period and **after** the English oral proficiency test has been administered.

Speakers of languages other than English should not be administered the FAIR-K

## *Students with Disabilities*

Entering with a diagnosed or suspected disability - Students entering any ESE program must meet the two criteria, 1. Diagnosed disability and 2. The need for specially designed instruction. Many cases have been shown where a child may have a diagnosed disability but no need for the program or a need but no diagnosis. Preschool and kindergarten students who possess a diagnosed or suspected disability may be placed in the appropriate program and or evaluated by the SST team. If further review is appropriate, interventions, assessments, evaluation and records review will be conducted. A temporary placement may be used until a full review is possible. See Students With Disabilities “*Transfer Students*” below.

### *504*

Section 504 was enacted to protect otherwise qualified individuals with disabilities from discrimination based solely on their disability, based on the fact that they have a previous history of having a disability, or on the fact that they are perceived as having a disability. Whether a particular individual is protected under Section 504 requires a careful analysis first of whether the individual is an “individual with a disability” and then whether that individual is qualified. A person who experiences no substantial limitation in any major life activity when using a mitigating measure does not meet the definition of a person with a disability and would not necessarily require accommodations under Section 504.

Students must meet the eligibility criteria for a 504 plan prior to creation of the accommodation plan. Both Prong I and Prong II must be met in order to qualify for a 504 plan according to state and federal statute.

**Prong I** - The person has a physical or mental impairment that **substantially limits one or more major life activities**. The disabling condition need only substantially limit one major life activity in order for the student to be protected from discrimination. Substantial limitation is the key concept in this definition. Under Section 504, major life activities include, but are not limited to the following:

- Caring for one’s self
- Performing manual tasks
- Walking
- Seeing
- Hearing
- Speaking
- Breathing
- Learning
- Working

Conditions resulting from cultural, environmental, economic factors, and age are **not considered** to be disabilities under Section 504.

**Prong II** - Individuals having a record or history of a physical or mental impairment that **substantially limits one or more of the individual’s major life activities** are also protected from discrimination under Section 504. A student who has been dismissed from a special program for students with disabilities would be an example of someone who has a record of having had a disability. Denying that student the opportunity to participate in field trips because of a previous history of a disability would be an example of discrimination.

*Students described in Prongs I and II are protected from discrimination under Section 504, even though they are not individuals with a current substantiated disability under Section 504 for which accommodations may be necessary.*

## **PLACEMENT OF TRANSFER STUDENTS**

### General Transfer Information

A student who transfers to a Monroe County public school with documentation of completed course work from a state or regionally accredited public or private school or institution is awarded equivalent credits and all records from the previous school are accepted, subject to validation if deemed necessary.

The school principal will determine placement of a student who transfers from a home education program or a state or regionally accredited school or institution. If a student transfers from a school or program other than a state or regionally accredited institution or with inadequate or incomplete records, placement will be based upon the information available, including any or all of the following:

1. student's age.
2. a review of all existing school records, home education portfolio (e.g., student work samples, annual evaluations) and/or credit transcripts.
3. a review of the previous educational program including, but not limited to, time spent in a program and curriculum requirements of the program.
4. a test on grade level or individual subject-area objectives or competencies to be identified by the principal.
5. interview with the student and/or the parent(s)/guardian(s) by the principal or designee(s).

Grade placement shall be validated through satisfactory completion of academic work in the district within a forty-five (45) school-day period or equivalent period or passing appropriate examination(s) for each subject. [School Board Policy 5.09]

The student who does not satisfactorily complete the forty-five (45) school-day period specified above shall be provided remedial assistance or placement in the appropriate grade level according to the *Student Progression Plan*. The student's custodial parent(s)/guardian(s) may appeal the placement decision to the superintendent or designee within fourteen (14) calendar days of the principal's decision.

### English Language Learners (ELL)

The ESOL coordinator/contact person and the guidance counselor/administrator review the educational background of the transferring student to determine appropriate grade level, subject, and ESOL program placement. Parental input regarding educational background should be taken into consideration especially when transcripts, records or report cards are not readily available. Program placement is reflected in the student's schedule in TERMS. Bilingual personnel assist the students and their families when necessary to ensure proper program/course placement.

An ELL Committee must meet when a student's placement is based on age either because of lack of information about prior schooling (no transcript or report card) or prior schooling does not meet grade level requirements. An administrator must be part of the ELL committee making the placement decision.

ELL students are scheduled into classes that fulfill graduation requirements and the district's Student Progression Plan.

ELL students are placed in classes/courses based on completed academic coursework, regardless of the language in which the coursework was done. School board policy and Administrative Directives provide flexibility to school staff in making academic placement decisions on behalf of students and parents. Parents/guardians may appeal academic placement decisions to the principal.

### Students with Disabilities

#### *504 Students*

A transferring 504 student is a student who was previously enrolled in any other school or agency with an active *Section 504 Accommodation Plan* and is enrolling in Monroe County School District. Upon notification & documentation that a transferring student currently possesses an active 504 plan, the receiving school will review the existing 504 plan in accordance with Florida Statute. The receiving school reserves the right to review & revise the 504 plan as appropriate.

*For additional information regarding evaluations, data and placement of students or 504 plans, please refer to the State of Florida & School Board Approved Admissions and Placement Manual.*

#### *Exceptional Student Education (ESE) Students*

Within Florida Transfers - An ESE student who is entering a Monroe County Public School from a school district **within** Florida and who has a current IEP/EP as well as evaluation data necessary to determine that the student meets Florida and Monroe County's eligibility criteria for special programs may be placed in a temporary assignment until all reviews are completed. The school district reserves the right to consider any out of county evaluations, assessments, interventions and data associated with the IEP in order to make an appropriate placement that meets MCSD criteria for special programming. The receiving school SST and/ or IEP team will review the current IEP/EP and may revise and /or consider additional evaluations as necessary and determine the permanent placement.

Out of State Transfers - An ESE student who is transferring from an **out-of-state** who has a current IEP/EP as well as evaluation data necessary to determine that the student meets Florida & Monroe County's eligibility criteria for special programs may be placed in a temporary assignment until all assessment and reviews are completed. An ESE student who is transferring from another state and does not meet the district's criteria for entrance or dismissal from an ESE program will also be placed immediately in the appropriate educational program(s) in a temporary assignment. In both cases, the receiving school **will** review the current IEP/EP and may revise and / or consider additional evaluations as necessary to make the final placement.

Within Monroe County School District Transfers - Transfers within the county either by parental choice or a change in residence within the county. MCSD will provide adequate educational services for all children. Monroe County Schools operate utilizing a School Based Management model (SBM). This model gives the schools autonomy to select the most appropriate program design to meet the student needs. The programs differ widely between schools and some cluster special education programs exist carefully following state and federal guidelines. Choice / parental selection of a particular school(s) are subject to the choice school requirements and transportation to a parental selected school may not be guaranteed.

For additional ESE information regarding evaluations, data and placement of students into ESE programs please refer to the State of Florida & School Board Approved Admissions and Placement Manual.

### Placement of Transfer Kindergarten and First Grade Students

Dates for the legal public school minimum entry age by state and territory (provided by the Florida Department of Education) should be used in accepting kindergarten and first grade transfer students according to State Board Rule 6A-1.0985.

#### **State Board Rule 6A-1.0985**

6A-1.0985 Entry into **Kindergarten** and **First Grade** by **Out-of-State Transfer** Students.

- (1) Any student who transfers from an **out-of-state public school** and who does not meet regular age requirements for admission to Florida public schools 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 Florida public schools may 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 to Florida schools, such a student transferring from an out-of-state school must **provide the following data:**
  - (a) Official documentation that the parent(s) or guardian(s) was a legal resident(s) of the state in which the child was previously enrolled in school;
  - (b) An official letter or transcript from proper school authority which shows record of attendance, academic information and grade placement of the student;
  - (c) Evidence of immunization against communicable diseases as required in Section 1003.22, Florida Statutes;
  - (d) Evidence of date of birth in accordance with Section 1003.22, Florida Statutes; and
  - (e) Evidence of a medical examination completed within the last twelve (12) months in accordance with Section 1003.22, Florida Statutes.

### Placement of Transfer Students - Grades 2-5

A student in grades 2-5 who transfers from any other public school in the United States or a foreign country is placed in comparable classes, and all records from the previous school are accepted.

### Placement of Transfer Students from Home Education Program

Refer to "General Transfer Information" on page E/5.

## ATTENDANCE GUIDELINES

School attendance is the direct responsibility of the parent(s)/guardian(s). All students are expected to attend school regularly and to be on time for classes in order to benefit from the instructional program and to develop habits of punctuality, self-discipline and responsibility.

The district and/or school student handbook outlines the attendance procedures for that school. All school procedures conform to the following district-wide directives:

1. Notes or telephone calls from parent(s)/guardian(s) are required either before or after an absence. It is the responsibility of the student to make up work missed because of absences. Students receiving out-of-school suspension **must** be assigned schoolwork that will cover the content and skills taught during the duration of the suspension. Students are given one day for each absence to complete makeup work unless unusual circumstances indicate an extension.
2. An "excused" absence is:
  - (a) due to sickness of, or injury to, the student, attested to orally or in writing by the student's parent or guardian, or, in the event the absence is of three days or more, by a written statement of a licensed practicing physician, chiropractor, dentist, or other appropriate licensed health care or mental health professional;
  - (b) due to religious instruction for the student or religious holidays of the student's own faith to be observed by the student, when the absence is requested in writing by a parent or guardian at least three (3) school days in advance of the absence, as delineated in Rule 6A-1.09514, Florida Administrative Code.
  - (c) due to a medical, chiropractic, dental, or other appointment with a licensed professional related to the physical or mental health of the student, when the appointment cannot be scheduled outside of school hours and when written documentation is provided by the parent or guardian prior to the scheduled appointment;
  - (d) due to attendance at an Individualized Educational Program (IEP) meeting at which the student's educational program is the topic;
  - (e) due to attendance in an administrative or judicial proceeding which involves the student as a witness or as the subject of the proceeding;
  - (f) due to a death in the immediate family of the student and such absence does not exceed seven (7) school days;
  - (g) due to placement in The Florida Keys Children's Shelter and such placement transition period does not exceed three (3) school days. (By the fourth day, Shelter personnel are required to enroll the student in the appropriate public school closest in geographic proximity to the Shelter.)

- (h) with written permission of the principal or the principal's designee, for good cause shown, including insurmountable conditions as defined by rules of the state board of education in Rule 6A-1.09513, Florida Administrative Code.
  - (i) due to participation in an approved special event. The student must receive advance written permission from the school principal or the principal's designee. (Examples of special events include public functions; conferences; and regional, state and national competitions).
  - (j) due to having, or being suspected of having, a communicable disease or infestation which can be transmitted to other students or school staff. (Examples include, but are not limited to, fleas, head lice, ringworm, impetigo, and scabies.)
3. An "unexcused" absence is any absence that does not fall into one of the above excused absence categories.
  4. If a student is confined to home or hospital, but is able to participate in and benefit from an instructional program, the student may be eligible for a hospital/homebound program. Complete information regarding the criteria for a hospital/homebound program is available in the *Specially Designed Instructions for Students Who Are Homebound or Hospitalized* [State Board Rule 6A-6.03020] and in the *Policies and Procedures for the Provision of Specially Designed Instruction and Related Services for Exceptional Students* [State Board Rule 6A-6.03411].
  5. Every school year, each student will be provided a *New and Returning Student Registration* form that is to be completed and signed by the parent(s)/guardian(s) and returned to the school. It is the responsibility of the parent(s)/guardian(s) to notify the school promptly of any change of a student's address.

## Students with Disabilities

### *504 Students*

In the case of a student with excessive absences the Student Services Team should be convened to determine if the absences are caused in relation to the active *Section 504 Accommodation Plan*. If the multidisciplinary team determines that the absences are related to the 504 plan, the team should consider interventions and or changes to better accommodate and or facilitate the students learning. The revised 504 plan should address any additional strategies and/or interventions needed to support the student's academic achievement.

If the multidisciplinary team determines that the absences are not related to the 504 plan, the student is treated in the same manner as that for a general education student with regard for the state and federal statutes regarding students with an ADA /504 plan.

*For additional ADA/ 504 information regarding evaluations, data and creation of a 504 plan, please refer to the State of Florida & School Board Approved Admissions and Placement Manual.*

## ESE Students

In the case of an ESE student with excessive absences, an IEP team meeting **should** meet to determine whether or not the absences are related to the student's disability. If the IEP team determines that the excessive absences **are** related to the student's disability, the IEP team will determine a reasonable course of action or placement that will support the student's academic achievement.

If the IEP team determines that the student's excessive absences **are not** related to the student's disability, the student is treated in the same manner as that for a general education student, with regard for the state and federal statutes regarding ESE students.

*For additional ESE information regarding evaluations, data and placement of students into ESE programs please refer to the State of Florida & School Board Approved Admissions and Placement Manual.*

## **STUDENT ABSENCES FOR RELIGIOUS REASONS**

Students will be afforded an opportunity to make up missed work without adverse school effects when absent because of a religious holiday. Within five school days prior to an expected absence for religious reasons, parent(s)/guardian(s) **must** notify the principal in writing and request that the student be excused from attendance. A written excuse will not be required upon return to school and no adverse or prejudicial effects will result for any student availing her/himself of this provision. Students will be permitted to make up missed work according to school-center procedures.

Should questions arise regarding this rule, the principal will grant the parent(s)/guardian(s) a conference. Parent(s)/guardian(s) may appeal the principal's decision to the superintendent or designee should a conflict arise.

## **STUDENT WITHDRAWALS**

### Early Withdrawals

Students who are required to leave school prior to the last day of the school year must show evidence that the withdrawal is mandatory and must successfully complete assigned class work in order to satisfy promotion requirements. Principals are authorized to make arrangements for the administration of any tests or examinations, as appropriate.

Principals may waive the requirements for early withdrawal when unusual/extenuating circumstances require it. Approval is mandatory prior to the student's leaving school.

## Student Withdrawals for Enrollment in Home Education Program

To withdraw a student for enrollment in a home education program, the custodial parent(s)/guardian(s) must initiate the withdrawal process at the school and notify the Superintendent of Schools/designee, **in writing**, of the intent to establish a home education program for the student and complete the appropriate documentation. The custodial parent/guardian shall submit the letter of intent to the Home Education Office within 30 days of the establishment of the home education program. Home education correspondence should be mailed to:

School District of Monroe County  
Home Education Office  
Attn: Dr. Lesley Messier  
241 Trumbo Road  
Key West, FL 33040

Following the acceptance into the home education program the parent or guardian is accepting the full responsibility for the following:

1. **Parent must notify the district** in writing of the intent to home school.
2. **Parent must maintain a portfolio** of records that consist of the following:
  - a. Log of educational activities
  - b. Writing samples, work sheets, workbooks, and or other creative materials
  - c. The portfolio must be maintained by the parent and may be reviewed by the school district with appropriate notice
3. **Evaluation**, the parent must ensure annual evaluation by a certified instructor, state evaluation, or national evaluation instrument and report the results to the district coordinator
4. **Annual Review**, the district will review the evaluation results, if there are any concerns regarding the child's academic achievement. The district may place the parent on one year probation if the student fails to show adequate progress. Under probation, the parent must then remediate the child within the year or the district may require the student to enroll in an appropriate program (FS1002.41)

## PROGRAM DESCRIPTION

The School District of Monroe County Curriculum Guidelines incorporates the strands, standards and benchmarks of the Florida Department of Education *Sunshine State Standards*. The curriculum guidelines include benchmarks for the disciplines of:

- Reading
- Language Arts
- Mathematics
- Science
- Social Studies
- Foreign Language
- Health Education
- Music
- Physical Education
- Art

These benchmarks delineate what students should know and be able to do. District-adopted and/or district-developed instructional materials are tools provided for elementary school students to meet the benchmarks.

Grade Level Expectations are based upon the curriculum guidelines of the school district and identify what each student should know and be able to do in the above identified subjects.

### **FLORIDA'S SYSTEM OF SCHOOL IMPROVEMENT AND ACCOUNTABILITY GOAL 3: STUDENT PERFORMANCE**

A comprehensive program of general education based on *Florida's System of School Improvement and Accountability*, Goal 3, when implemented effectively enables students to make maximum use of their educational opportunities and to function effectively as productive individuals.

The Monroe County School District Curriculum Guidelines also incorporate the Goal 3 Standards of *Florida's System of School Improvement and Accountability*. Goal 3 emphasizes instruction that focuses on the first ten of the eleven Goal 3 Standards in order to help students apply specific content knowledge in real-world situations and become successful as:

1. information managers
2. effective communicators
3. numeric problem solvers
4. creative and critical thinkers
5. responsible and ethical workers
6. resource managers
7. systems managers
8. cooperative workers
9. effective leaders
10. multi-culturally sensitive citizens

The eleventh Goal 3 Standard states that throughout a student's education, families will share the responsibility of accomplishing all the standards set in Goal 3.

## **SPECIAL PROGRAMS**

### Programs for English Language Learners (ELL)

Students whose English language proficiency in the listening, speaking, reading and writing skill areas is limited will be identified as English Language Learners. All ELL students **must** be given **equal access** to the general curriculum as defined by the School District of Monroe County Curriculum Guidelines. The general education standards and benchmarks should be the basis of their curriculum. The individual student's ELL schedule documents the instructional model that is utilized to ensure the student an equal opportunity to master the general education curriculum.

Note: See School District of Monroe County *District English Language Learners (ELL) Plan* for full explanation of services and models.

### Alternative Education/Dropout Prevention (DOP) Programs

The academic program for an Alternative Education/DOP student may differ from traditional education programs and schools in scheduling, administrative structure, philosophy, curriculum and/or setting. The programs employ alternative teaching methodologies, curricula, learning activities or diagnostic and assessment procedures in order to meet the needs, interests and talents of eligible students.

### Gifted Education

Each school functions based on a School Based Management model as described earlier. As such the courses and programs offered at each school vary as prescribed by the site based leadership team.

Students identified as gifted have an Educational Plan (EP) that provides direction for the instructional program. The differentiated instructional program may include a variety of educational opportunities that address the student's advanced abilities.

*For additional ESE information regarding evaluations, data and placement of students into ESE programs please refer to the State of Florida & School Board Approved Admissions and Placement Manual.*

### 504 Students

A formal alteration to the delivery of instruction or student assignments for a 504 student is the conducted via the Student Services Team and **is** addressed in the *Section 504 Accommodation Plan*. This plan documents the instructional modifications needed to ensure the student an equal opportunity to master the general education curriculum and during assessments.

### Students with Disabilities

For students with diagnosed disabilities currently enrolled in ESE, the IEP specifies the adequate educational instruction and supports. Students are given access to the general curriculum as appropriate and outlined in the child's IEP. For the majority of students, the general education standards and benchmarks are the basis of their curriculum. However, for some students, modified

standards and/or benchmarks in one or more content area may be more appropriate as indicated in the IEP.

The IEP addresses annual goals and short-term objectives to meet the unique needs of the student as well as appropriate classroom modifications.

### Home Education Program

Home education as outlined below, is sequentially progressive instruction directed by his/her parent(s) or guardian(s). The parent(s)/guardian(s) of each registered home education student **must** maintain a portfolio of student work including a log of educational activities made concurrently with instruction and a listing of all reading material. The parent/guardian is responsible for submitting an annual evaluation in accordance with Florida Statute §1002.41.

#### Steps for entrance into Home Education Program

1. **Parent must notify the district** in writing of the intent to home school.
2. **Parent must maintain a portfolio** of records that consist of the following:
  - a. Log of educational activities
  - b. Writing samples, work sheets, workbooks, and or other creative materials
  - c. The portfolio must be maintained by the parent and may be reviewed by the school district with appropriate notice
3. **Evaluation**, the parent must ensure annual evaluation by a certified instructor, state evaluation, or national evaluation instrument and report the results to the district coordinator
4. **Annual Review**, the district will review the evaluation results, if there are any concerns regarding the child's academic achievement. The district may place the parent on one year probation if the student fails to show adequate progress. Under probation, the parent must then remediate the child within the year or the district may require the student to enroll in an appropriate program (FS1002.41)

## PROMOTION

There are pertinent factors to be considered by the teacher before recommending that a student progress from one grade to another. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. The basis for making the determination for promotion should reflect teacher judgment based on factors that may include, but are not limited to:

- previous retentions
- level of text at which student is successful
- observations
- checklists
- student portfolios
- district approved assessments
- current grades/marks
- Lexile levels

The primary responsibility for determining each student's level of performance and ability to function academically, socially and emotionally at the next academic level is that of the classroom teacher and/or a promotion and retention committee. The final determination resides with the school principal.

## **STATEWIDE ASSESSMENTS**

Each student **must** participate in the statewide assessments tests required by Florida Statute §1008.22. Each student who does not meet specific levels of performance as determined by the district school board in reading, writing, science and mathematics for each grade level, or who does not meet specific levels of performance as determined by the Commissioner of Education on statewide assessments at selected grade levels, **must** be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need. [Florida Statute §1008.25(4)(a)]

## **STUDENT PERFORMANCE LEVELS for READING, WRITING, MATHEMATICS and SCIENCE**

Florida Statute §1008.25 requires that the district define specific levels of performance in reading, writing, mathematics and science for each grade level. These levels of performance will be used to identify students who **must** receive remediation and **may** be retained. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion or administrative placement [Florida Statute §1008.25(6)(a)]. No students may be retained solely on the basis of standardized assessments. Students will be identified as performing at one of three levels that indicates a student's achievement.

- 3 = Successful progress
- 2 = Progressing but needs improvement
- 1 = Area of concern-not progressing
- = Not evaluated at this time

Various indicators that include, but are not limited to, multiple measures using appropriate grade-level assessments as well as teacher judgment will be used to determine performance levels. Each elementary school shall regularly assess the reading ability of each K-3 [Florida Statute §1002.20(11)] and grades 4-5 student.

### Teacher Judgment

The teacher **must** provide compelling, verifiable evidence when student performance on appropriate grade-level assessments is not believed to be indicative of daily classroom performance.

Teacher judgment factors may include, but are not limited to:

- previous retentions
- level of text at which student is successful
- observations
- checklists
- student portfolios
- classroom assessments
- current grades/marks

### Kindergarten Indicators

- The Florida Kindergarten Readiness Screener (FLKRS)
- District-adopted mathematics and reading program assessments
- District-adopted science program assessments

### First Grade Assessments

- Florida Assessment in Reading (FAIR)
- Stanford Achievement Testing or equivalent
- District-adopted mathematics and reading program assessments
- District-adopted science program assessments

### Second Grade Assessments

- Florida Assessment in Reading (FAIR)
- Stanford Achievement Testing or equivalent
- Reading Running Record(s)
- District-adopted mathematics and reading program assessments
- District-adopted science program assessments

### Third Grade Assessments

- Monroe County School District Progress Monitoring Assessments in Reading and Mathematics
- FCAT Reading and Mathematics SSS
- Reading Running Record(s)
- District-adopted mathematics and reading program assessments
- District-adopted science program assessments

### Fourth Grade Assessments

- FCAT Writing +
- Monroe County School District Progress Monitoring Assessments in Reading and Mathematics
- FCAT Reading and Mathematics SSS
- Reading Running Record(s)
- District-adopted mathematics and reading program assessments
- District-adopted science program assessments

### Fifth Grade Assessments

- Monroe County School District Progress Monitoring Assessments in Reading, Mathematics, and Science
- FCAT Reading, Mathematics, and Science SSS
- Reading Running Record(s)
- District-adopted mathematics and reading program assessments
- District-adopted science program assessments

## PROGRESS MONITORING PLAN PROCESS

As required by Florida Statute §1008.25(4)(b), schools **must** implement a progress monitoring plan. A progress monitoring plan is intended to provide the school district and the school flexibility in meeting the academic needs of the student and to reduce paperwork.

A student who is not meeting the school district or state requirements for proficiency in reading and math shall be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement:

1. A federally required student plan such as an individual education plan;
2. A schoolwide system of progress monitoring for all students; or
3. An individualized progress monitoring plan.

The plan chosen must be designed to assist the student or the school in meeting state and district expectations for proficiency. If the student has been identified as having a deficiency in reading, the K-12 comprehensive reading plan required by § 1011.62(8) shall include instructional and support services to be provided to meet the desired levels of performance.

Low-performing students may be required to attend remediation programs held before or after regular school hours or during the summer if transportation is provided.

Each plan must outline an intensive remedial program in the area(s) of weakness designed to assist the student in meeting state and/or district expectations for proficiency. Listed below are the steps for implementing the progress monitoring plan.

1. Each student who does **not** meet the levels of performance as determined by the district/state **must** be provided with **additional diagnostic assessments** to determine the nature of the student's difficulty and areas of academic need [Florida Statute §1008.25(4)(a)].
  - Data from the additional assessments are to be used to formulate the progress monitoring plan.
  - Diagnosis and remediation will occur as soon as possible after a student has been identified as deficient in reading, writing, mathematics and/or science.
  - If the student identification occurs during the last nine weeks of the school year, the diagnosis will be made at the beginning of the following school year with remediation immediately following.

Diagnostic assessments may include:

- Monroe Benchmark Assessment data
- student portfolio
- teacher assessment
- text/placement tests
- diagnostic software results

2. The progress monitoring plan for a student who has been identified as deficient in reading **must** identify:
  - the student's deficiencies in phonemic awareness, phonics, fluency, vocabulary, and comprehension;
  - the desired levels of performance in these areas;
  - the instructional and support services to be provided to meet the desired levels of performance.

Schools shall also provide for the frequent monitoring of the student's progress in meeting the desired levels of performance.

3. It is the responsibility of the teacher, the grade chair and the principal to ensure that the progress monitoring plan is substantive and that the outlined instructional and support services are provided. The school district will assist schools and teachers in the implementation of research-based reading activities [Florida Statute §1008.25(4)(b)]. The progress monitoring plan should clearly identify:
  - the specific diagnosed academic needs to be remedied;
  - the success-based intervention strategies to be used;
  - how, when, how often by whom, and how long intensive remedial instruction is to be provided; and
  - the monitoring and reevaluation activities to be employed.

### ELL Students

When an ELL student is determined to be performing below grade level in listening, speaking, science, reading and/or writing, an ELL committee, including parents or guardians, must convene to implement a progress monitoring plan.

### Gifted Students

For a gifted student who is performing below grade level, it is appropriate to implement a progress monitoring plan. Modifications and/or interventions are to be addressed through the Educational Plan (EP) process and possible programmatic changes as determined.

### Students with Disabilities

Students under IDEA that are working toward a standard diploma and performing below grade level should also receive progress monitoring. The IEP is reviewed annually or as needed to determine if programmatic changes are required. Promotion and grading of students with disabilities must take into account the impact of the student's disability. Each student with an IEP is entitled to specific Accommodations and or Modifications as prescribed in the IEP.

### *Accommodations*

If the student with a disability participates in the general curriculum with accommodations to instruction and assessment, the teacher implements the accommodations and then grades the student according to the established learning criteria. It is critical for the teacher to have a clear understanding of what he or she expects the students to learn. For example, the students in the class are expected to calculate long division problems accurately. The teacher designs a test to

include 20 problems to be completed in a 50 minute class period. As an accommodation for a student who has a disability that interferes with his or her ability to respond to many problems in a limited time, the teacher may allow the student to break the test up over several sessions. Alternatively, the teacher may determine the student can demonstrate learning by completing fewer long division problems as long as they are of the same level of difficulty as those completed by other students. By adjusting instruction and assessment using accommodations needed by the student, the grade can be calculated with assurance that it reflects what the student has had an opportunity to learn.

### *Modifications*

When students with disabilities are unable to meet the expectations of the general curriculum, the expectations are modified. Modifications to the curriculum are generally used in coordination with an assessment that is compatible with the modified expectations. Grading systems that should be used for students using curriculum modifications should reflect the student's expected level of performance based on the Sunshine State Standards for Special Diploma. For students who participate in a modified curriculum, the IEP team should determine that it is most appropriate to use grading procedures that reflect the student's expected level of performance in relation to progress toward pre-established learning criteria, which would be the Sunshine State Standards for Special Diploma. In this case, it is essential that all members of the IEP team, including the student and family, have a clear understanding of how the student will be graded.

### *Recommendations for Teachers*

1. Develop a grading approach that conforms to state statutes for IDEA and Section 504 requirements.
2. Make conscious decisions about all elements of your grading approach. Assigning a student "Below Grade Level" is not acceptable in order to give higher grades. The Below Grade Level indicator is used only when a child is more than two years below the age appropriate grade level. Teachers are strongly cautioned to not give "A" and "B" grades with the Below Grade Level indicator. Students achieving at the A & B range should be working on more challenging work in order to catch them up to their age appropriate grade level.
3. Grades should compare student performance to learning criteria. In Florida, the learning criteria should be based on the Sunshine State Standards, benchmarks and the district's curriculum guidelines.
4. Grades should be separate for academic achievement and behavior, effort, and participation.
5. Learning expectations and grading procedures should be clearly presented to students and parents. Using explicit language both at the beginning of the grading period and when report card grades are given about which assessments and products are included in the report card grade and how the grade is calculated.
6. Communication with students and parents by supplementing the letter grade with a narrative that provides specific information about the student's mastery of learning criteria, especially with the "Below Grade Level" box ticked.

## 504 Students

A progress monitoring plan shall be implemented for a 504 student who is performing below grade level. If a 504 student's below-grade-level performance is caused by his or her disability, the student's program modifications are to be addressed in the 504 plan.

## **REMEDICATION AND RETENTION**

Remedial and supplemental (academic) instruction resources **must** be allocated to students in the following priority [Florida Statute §1008.25(3)(a)(b)]:

- students who are deficient in reading by the end of grade 3
- students who fail to meet achievement performance levels required for promotion

## Parental Notification of K-3 Reading Deficient Students

The parent/guardian of any K-3 student who exhibits a deficiency in reading, based upon locally determined or statewide assessments conducted in kindergarten or grade 1, grade 2, or grade 3, or through teacher observations, must be immediately notified in writing [Florida Statute §1002.20(11) and Florida Statute §1008.25(5)(c)1] of the following:

1. That the student has been identified as having a substantial deficiency in reading [Florida Statute §1008.25(5)(c)];
2. A description, understandable to the parent/guardian of the exact nature of the difficulty [Florida Statute §1002.20(11)];
3. The parent/guardian is to be involved in the development of an Academic Improvement Plan (AIP) for the student [Florida Statute §1002.20(11)];
4. A description of the current services that are provided to the student [Florida Statute §1008.25(5)(c)2];
5. A description of the proposed supplemental instructional services and supports that will be provided to the student that are designed to remediate the identified area of reading deficiency [Florida Statute §1008.25(5)(c)3];
6. That if the student's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause [Florida Statute §1008.25(5)(c)4];
7. Strategies for parents to use in helping their child succeed in reading proficiency [Florida Statute §1008.25(5)(c)5];
8. That the Florida Comprehensive Assessment Test (FCAT) is not the sole determiner of promotion [Florida Statute §1008.25(5)(c)6];
9. Additional evaluations, portfolio reviews, and assessments are available to assist parents and the district in knowing when a child is reading at or above grade level and ready for grade promotion [Florida Statute §1008.25(5)(c)6];
10. The district's specific criteria and policies for mid-year promotion [Florida Statute §1008.25(5)(c)7].

## Mandatory Remediation/Retention

- Any student in kindergarten through grade 3 who exhibits a substantial deficiency in reading based upon locally determined or statewide assessments or through teacher observations must be given intensive reading instruction immediately following the identification of the reading deficiency [Florida Statute §1008.25(5)(a)].
- The student's reading proficiency must be reassessed by locally determined assessments or through teacher observations at the beginning of the grade following the intensive reading instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied [Florida Statute §1008.25(5)(a)].
- If the student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring Level 2 or higher on the Grade 3 FCAT Reading SSS, the student must be retained [Florida Statute §1008.25(5)(b)].

Students in grades 1-5 who are identified as being considerably or substantially below grade level (kindergarten through grade 2) or Level 1 or Level 2 (grades 3-5) in reading, writing, mathematics and/or science **must** receive remediation and **may** be retained [Florida Statute §1008.25(4)(c)]. However, students whose test scores and classroom performance indicate that they are almost at grade level may be promoted with close monitoring or promoted with a progress monitoring plan.

The following options are available for students who have not met the levels of performance for student progression [Florida Statute §1008.25(2)(b)]:

- remediate before the beginning of the next school year and promote
- retain and remediate using an intensive program of instruction that is different from the previous school year and takes into account the student's learning style

Each student who does not meet minimum performance expectations for the statewide assessments in reading, writing, science, and/or mathematics **must** continue remedial instruction or supplemental instruction until expectations are met or the student graduates from high school or is not subject to compulsory school attendance [Florida Statute §1008.25(4)(c)].

### *Retention*

Students who score consistently at Level 1 and/or *lower* Level 2 (with no scores in Level 3 or above) on state/district assessments and whose classroom performance in reading, writing, mathematics and/or science indicates that they are below grade level should be retained unless exempted from retention for good cause.

Students whose state/district assessment scores range from Level 1 to *upper* Level 2 (with no scores at Level 3 or above) should be considered for retention. Compelling verifiable evidence indicating the student is performing at or near grade level may be utilized to enact a decision to promote such students.

Students whose state/district assessment scores range between Level 1 to Level 3 or above should be considered for promotion with a progress monitoring plan. Such students may be promoted *without* a progress monitoring plan if compelling, verifiable evidence overwhelmingly indicates that the student is performing at or above Level 3. However, such students may be *retained* if compelling verifiable evidence shows that the student's classroom performance is equivalent to Level 1 or lower Level 2.

## STUDENTS RETAINED FOR READING IN THIRD GRADE

Third grade students retained for reading **must** be provided intensive interventions in reading to improve the student's specific reading deficiency, as identified by a valid and reliable diagnostic assessment. This intensive intervention **must** include effective instructional strategies, the opportunity to participate in the district's Third Grade Summer Reading Academy, and appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level, and ready for promotion to the next grade [Florida Statute §1008.25(7)(a)].

Progress monitoring plans for all students who did not score above Level 1 on the grade 3 FCAT Reading SSS and who did not meet the criteria for one of the good cause exemptions **must** be reviewed to address additional supports and services needed to remediate the identified areas of reading deficiency. In addition, a student portfolio **must** be completed for each such student [Florida Statute §1008.25(7)(b)1].

Third grade students retained for reading **must** be provided intensive instructional services and supports to remediate the identified areas of reading deficiency, including a **minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction** and other strategies which may include, but are not limited to [Florida Statute §1008.25(7)(b)2]:

- a. small group instruction:
- b. reduced teacher-student ratios:
- c. more frequent progress monitoring:
- d. tutoring or mentoring:
- e. transition classes containing 3rd and 4th grade students:
- f. extended school day, week, or year; and/or
- g. Summer Reading Academy.

Written notification **must** be given to the parent(s)/guardian(s) of any third grade student retained for reading stating that his or her child has not met the proficiency level required for promotion **and** the reasons the child is not eligible for a good cause exemption. The notification **must** comply with the provisions of Florida Statute §1002.20 (15) (STUDENT PROGRESS REPORTS) and **must** include a description of proposed interventions and supports that will be provided to the student to remediate the identified areas of reading deficiency [Florida Statute §1008.25(7)(b)3].

Third grade students retained for reading **must** have a high-performing teacher as determined by student performance data and above-satisfactory performance appraisals [Florida Statute §1008.25(7)(b)5].

Parents/guardians of third grade students retained for reading **must** be provided with:

- reading enhancement and acceleration strategies
- at least one of the following instructional options:
  - a. supplemental tutoring in scientifically research-based reading services in addition to the regular reading block, including tutoring before and/or after school [Florida Statute §1008.25(7)(b)6a];
  - b. a "Read at Home" plan outlined in a parental contract, including participation in "Families Building Better Readers Workshops" and regular parent-guided home reading [Florida Statute §1008.25(7)(b)6b]; or
  - c. a mentor or tutor with specialized reading training [Florida Statute §1008.25(7)(b)6c].

## READ Initiative [Florida Statute §1008.25(7)(b)(7)]

The district shall establish a *Reading Enhancement and Acceleration Development (READ) Initiative*. The focus of the READ Initiative shall be to:

- prevent the retention of grade 3 students;
- to offer intensive accelerated reading instruction to grade 3 students who failed to meet standards for promotion to grade 4; and
- to offer intensive accelerated reading instruction to each K-3 student who is assessed as exhibiting a reading deficiency.

The READ Initiative shall:

- a. Be provided to all K-3 students at risk of retention as identified by the statewide assessment system used in *Reading First* schools. The assessment **must** measure phonemic awareness, phonics, fluency, vocabulary, and comprehension [Florida Statute §1008.25(7)(b)(7)(a)].
- b. Be provided during **regular school hours** *in addition* to the regular reading instruction [Florida Statute §1008.25(7)(b)(7)(b)].
- c. Provide a state-identified reading curriculum that has been reviewed by the *Florida Center for Reading Research* (FCRR) at Florida State University and meets, at a minimum, the following specifications [Florida Statute §1008.25(7)(b)(7)(c)]:
  - Assists students assessed as exhibiting a reading deficiency in developing the ability to read at grade level [Florida Statute §1008.25(7)(b)(7)(c)(i)].
  - Provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension [Florida Statute §1008.25(7)(b)(7)(c)(ii)].
  - Provides scientifically based and reliable assessment [Florida Statute §1008.25(7)(b)(7)(c)(iii)].
  - Provides initial and ongoing analysis of each student's reading progress [Florida Statute §1008.25(7)(b)(7)(c)(iv)].
  - Is implemented during regular school hours [Florida Statute §1008.25(7)(b)(7)(c)(v)].
  - Provides a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects [Florida Statute §1008.25(7)(b)(7)(c)(vi)].

## Intensive Acceleration Class (IAC) [Florida Statute §1008.25(7)(b)(8)]

Where applicable, each school must establish an Intensive Acceleration Class (IAC) for retained grade 3 students who subsequently score at Level 1 on FCAT Reading SSS. The focus of the IAC shall be to increase a child's reading level at least two grade levels in one school year. [Florida Statute §1008.25(7)(b)(8)].

The IAC shall:

- a. be provided to any student in grade 3 who scores at Level 1 FCAT Reading SSS and who was retained in grade 3 the prior year because of scoring at Level 1 on FCAT Reading SSS [Florida Statute §1008.25(7)(b)(8)(a)];
- b. have a reduced teacher-student ratio [Florida Statute §1008.25(7)(b)(8)(b)] defined as having a smaller class size than the average class size in the school of those comparable “traditional” third-grade classrooms;
- c. provide uninterrupted reading instruction for the **majority of student contact time each day** and incorporate opportunities to master the grade 4 *Sunshine State Standards* in other core subject areas [Florida Statute §1008.25(7)(b)(8)(c)];
- d. use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year [Florida Statute §1008.25(7)(b)(8)(d)];
- e. provide intensive language and vocabulary instruction using a scientifically research-based program, including use of a speech-language therapist [Florida Statute §1008.25(7)(b)(8)(e)];
- f. include weekly progress monitoring measures to ensure progress is being made [Florida Statute §1008.25(7)(b)(8)(f)]; and
- g. report to the Florida Department of Education, in the manner described by the department, the progress of students in the class at the end of the first semester [Florida Statute §1008.25(7)(b)(8)(g)].

The district will report to the State Board of Education, as requested, on the specific intensive reading interventions and supports implemented at the school district level.

The Commissioner of Education shall annually prescribe the required components of requested reports [Florida Statute §1008.25(7)(b)(9)].

### Transitional Instructional Setting

The Intensive Acceleration Class refers to *what* is being provided to the student. The transitional instructional setting refers to *where* instruction is provided to the student. Any student who has been retained in grade 3 for reading and who has received intensive instructional services but is still not ready for grade promotion, will be provided the option of being placed in a transitional instructional setting called a 3/4 class. Such setting shall specifically be designed to produce learning gains sufficient to meet grade 4 performance standards while continuing to remediate the areas of reading deficiency [Florida Statute §1008.25(7)(b)(10)].

### **EXEMPTION FROM RETENTION (GOOD CAUSE)**

The School Board may exempt a student from retention for good cause [Florida Statute §1008.25(6)(b)]. The procedures for determining eligibility and obtaining approval for an exemption from retention for good cause are presented on the following pages in two parts: exemption from mandatory retention at grade three and other exemptions.

## Criteria for Good Cause Exemption from Mandatory Retention for Reading at Grade 3

Good cause exemption criteria are classified into four specific categories: ELL students, students with disabilities, previous retentions and academic performance.

### *ELL Students*

- A good cause exemption from mandatory retention may exist for ELL students who have had less than two years of instruction in an ESOL program [Florida Statute §1008.25(6)(b)1]. The ELL Committee will meet to determine if a third grade ELL student should be promoted in accordance with the Good Cause Exemption criteria. However, the decision to retain an ELL student who has a substantial reading deficiency must be made consistent with the requirements of Florida Statute §1008.25(6).

### *Students with Disabilities*

- A good cause exemption from mandatory retention may exist for students with disabilities whose IEPs indicate that participation in the statewide assessment program is not appropriate; consistent with State Board of Education Rule [Florida Statute §1008.25(6)(b)2]. (See *Exemptions from District/State Assessment for Special Program Students*)
- A good cause exemption from mandatory retention may exist for students with disabilities who participate in the FCAT and who have IEPs or 504 plans that reflect that the student has received intensive remediation in reading for more than two years but still demonstrates a deficiency in reading **and** was previously retained in kindergarten, grade 1, grade 2, or grade 3 [Florida Statute §1008.25(6)(b)5].

### *Previous Retentions*

- Students who have received the intensive remediation in reading for 2 or more years but still demonstrate a deficiency in reading **and** who were previously retained in kindergarten, grade 1, grade 2 or grade 3 for a total of 2 years may be exempt. Intensive reading instruction for students so promoted **must** include an altered instructional day based upon an AIP that includes specialized diagnostic information and specific reading strategies for each student. [Florida Statute §1008.25(6)(b)6].

### *Academic Performance*

- Students demonstrate an acceptable level of performance by scoring at or above the 45<sup>th</sup> percentile on the FCAT Reading NRT (STA-10) or at or above the 51<sup>st</sup> percentile on the alternate NRT (SAT-9) [Florida Statute §1008.25(6)(b)3].
- Students have an academic performance portfolio that demonstrates reading on grade level as evidenced by demonstration of mastery of the Sunshine State Standards for language arts equal to grade level performance [Florida Statute §1008.25(6)(b)4].

## **CONSIDERATIONS FOR SPECIAL PROGRAM STUDENTS**

### English Language Learners (ELL)

Students identified as Limited English Proficient (ELL) **must** meet the district levels of performance. However, ELL students who are identified as being substantially below grade level in reading in English may be retained only if approved by the ELL committee.

## Students with Disabilities

### *504 Students*

Students with 504 plans **must** meet the district levels of performance. The Team **must** determine if the reason(s) for retention is/are caused by the disability of record on the active *Section 504 Accommodation Plan*

*For additional 504 information regarding evaluations, data and placement of students 504 plan please refer to the State of Florida & School Board Approved Admissions and Placement Manual.*

### *ESE Students*

Specific determinations for retention of students with disabilities shall be determined on an individual basis considering the following factors: disability, diploma option, grades, state assessments, portfolios etc.

*For additional ESE information regarding evaluations, data and placement of students into ESE programs please refer to the State of Florida & School Board Approved Admissions and Placement Manual.*

## **ALTERNATIVE PLACEMENT FOR STUDENTS WITH THREE RETENTIONS**

Students who have previously been retained two or more times **must** be placed in an alternative instructional program [Florida Statute §1008.25(2)(c)]. A student with three retentions (K-8) may be assigned to the next grade if:

- it has been determined that the student's academic progress can **only** occur as a result of promotion to a program that provides alternative methods of instruction that are significantly different from that which has been available to the student, **and** this program will be provided to the student.

## **REMEDIATION PROGRAMS**

### Program Description

Remediation **must** be based on the results of diagnostic assessment(s), and it **must** be systematically embedded in the total educational program for the student. The daily instruction for the student will be modified based on both the diagnosis and the contents of the Progress Monitoring Plan or other educational plan(s) (e.g., IEP, ELL Plan). Remediation **must** include an instructional program that is not identical to that provided during the previous school year.

## K-5 Tutorial/Remediation Program

The K-5 Tutorial/Remediation Program (if offered) provides immediate and ongoing assistance to students throughout the school year as needed. The eligibility criteria for student participation in grades K-5 include:

- teacher recommendation
- participation necessary to maintain continuous academic progress
- Quartile 1 test results in reading and/or mathematics on the FCAT NRT, **OR**
- in the case of a student with disabilities enrolled in ESE, recommendation of the IEP team

The K-5 Tutorial/Remediation Program is designed to assist students in achieving adequate progress in the educational program.

## **SUMMER SCHOOL**

### Extended School Year for ELL Students

The purpose of Extended School Year (ESY) (if offered) for ELL students is to provide beginning and some intermediate English speakers with the opportunity to accelerate their English language acquisition. This is done through content-related instruction in a non-threatening environment that promotes use of listening/speaking/reading/writing English. The ESOL teacher will identify the ELL students eligible for an Extended School Year.

## **EXTENDED SCHOOL YEAR FOR STUDENTS WITH DISABILITIES ENROLLED IN ESE**

Special education and related services provided to students with disabilities beyond the regular 180-day school year are called **extended school year (ESY) services**. Under the Individuals with Disabilities Education Act (IDEA). ESY is provided only when there is documented evidence that a **severe regression will occur** in critical life skills during time off from school. **School districts are not required to provide ESY services to all students with disabilities—only to those who data reveals require ESY services.**

## **REPORTING STUDENT PROGRESS**

Florida Statute §1003.33 requires that district report cards for all elementary school students **must** clearly depict and grade:

- the student's academic performance in each class or course in grades 1-5 (based upon examinations, as well as written papers and other academic performance criteria);
- the student's performance or nonperformance at his or her grade level;
- the student's conduct and behavior; and
- the student's attendance, including absences and tardiness.

The student's final report card for a school year shall contain a statement indicating end-of-the-year status regarding performance or nonperformance at grade level, acceptable or unacceptable behavior and attendance, and promotion or non-promotion [Florida Statute §1003.33(2)].

## PARENT(S)/GUARDIAN(S) - WRITTEN NOTIFICATION REQUIREMENTS

Parent(s)/guardian(s) **must** be notified in writing of the district's promotion requirements.

Parent(s)/guardian(s) of ELL students **may be** notified using the appropriate translated version of the district's promotion requirements upon request.

1. School personnel will notify parent(s)/guardian(s) in writing of Student Progression requirements within the first two months of school. The requirements may be included in the parent/student handbook or sent home in some other written form.
2. The parent(s)/guardian(s) of a student who is not making adequate progress in the standard curriculum in reading, writing, science and math will be notified in writing each marking period on the report card.
3. The parent(s)/guardian(s) of any student in kindergarten through grade 3 who exhibits a substantial deficiency in reading must receive, in writing (e.g., progress monitoring plan, IEP, ELL Plan, mandatory retention letter), the following information [Florida Statute §1008.25(5)(c)]:
  - Notification that his/her child has been identified as having a substantial deficiency in reading
  - A description of the current services that are provided to the child
  - A description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency
  - Notification that if the child's reading deficiency is not remediated by the end of grade 3, the child **must** be retained unless exempted from mandatory retention for good cause
  - Strategies for parents to use in helping their child succeed in reading proficiency
  - That FCAT is not the sole determiner of promotion except in grade 3
  - The district's criteria for during-the-year promotion

An annual written report **must** be provided to the parent of each student on the student's progress toward achieving proficiency in reading, writing, science, and mathematics, including results on each statewide assessment test. The evaluation of each student's progress **must** be based upon the student's classroom work, observations, tests, district assessments, and other relevant information. Progress reporting **must** be provided to the parent in writing in a format adopted by the district school board. [Florida Statute §1008.25(8)(a)].

## FREQUENCY OF GRADE REPORTS

All students in grades K-5 will receive a School District of Monroe County Elementary School Report Card at the end of each marking period. Parent(s)/guardian(s) of students with disabilities enrolled in ESE **must** also be informed of their child's progress toward his or her annual IEP goals at least as often as each marking period. Every child including ESE will receive progress report in the same manner as all students.

## MID-MARKING PERIOD PROGRESS REPORTS

During the middle week of each marking period, teachers **must** provide a written progress report listing the area(s) requiring improvement for each student who has been identified as performing below grade level in reading, writing and/or mathematics. Teachers may provide a written progress report for any student experiencing difficulty even though the student had been identified as belonging in the At Grade Level or Above Grade Level category.

Parent(s)/guardian(s) of students with disabilities enrolled in ESE **must** also be informed of their child's progress at least as often as the general education students.

## GENERAL RULES OF GRADING

A district-wide, standards-based K-5 reporting system has been developed for implementation in all elementary schools to address expected levels of performance for students by grade level. This report will be used to notify parents/guardians when a student is working below level that of his or her assigned grade placement.

1. Grades are based on the quality of student performance relative to expected levels of achievement of the *Sunshine State Standards*.
2. Quality of work will be assessed by multiple measures that include, but are not limited to:
  - assessments (essay, multiple-choice and completion tests, oral tests and skill tests requiring demonstrations)
  - alternative methods (portfolios and performance assessment)
  - teacher observations (oral presentations or reports, speeches, recitations, impromptu speaking and demonstrations)
3. Grades will be recorded on a regular basis to justify the marking-period grade. A marking-period grade is not based solely on a single project.
4. A recorded grade will not be changed without a review of the reason(s) and approval of the principal. Any grade change requires two signatures on a grade change form indicating the change and the reason for the change. If initiated by a teacher, approval of the principal **must** be obtained. If initiated by the principal, approval of the teacher or the superintendent or designee **must** be obtained. The teacher will be consulted prior to the initiation of any grade change by the principal except during those times when the teacher is not on duty. Only in justified cases may a principal change a mark without teacher consent and then only with the approval of the superintendent or designee
5. A student enrolled for twenty days or more shall receive grades for the marking period. Students enrolled less than this amount of time may receive grades at the discretion of the individual teacher.
6. Homework and behavior are important to a student's academic progress. They are evaluated independently and are reported to parents in the appropriate sections section of the report card.

7. ESE and ELL students should have the opportunity to earn grades/marks that are equivalent to the grades/marks earned by general education students. No student should be denied the opportunity to earn above-average grades/marks because of placement in an ESE or ESOL program or due to modifications as deemed appropriate for use within his or her instructional setting. ESE students **must** be graded on the basis of performance within the curriculum designated on their IEP or ELL plan.

## **DESCRIPTION AND DEFINITION OF REPORT CARD MARKS**

### Performance Level for Particular Subjects

The **performance level** is the **single indicator as to whether the student is on track for promotion**. In classes such as art, music, health, Spanish (if offered), handwriting and physical education, students are marked for effort and participation. The student's performance level is reported each marking period in the following manner:

- 3 = Successful progress
- 2 = Progressing, but needs improvement
- 1 = Area of concern (not progressing)
- = Not evaluated at this time

### Grading Code (Grades 1 through 5)

The Grading Codes listed below indicates the quality of work **within the performance level** at which the student is working and **does not indicate grade-level performance**.

- Mark of **A**: Outstanding Progress (*Outstanding* work in the performance level at which the student is working.
- Mark of **B**: Above Average Progress (*Above average* work in the performance level at which the student is working.
- Mark of **C**: Average Progress (*Average* work in the performance level at which the student is working.
- Mark of **D**: Lowest Acceptable Progress (*Needs Improvement* of the work in the performance level at which the student is working.
- Mark of **F**: Failure (Indicates the quality of work in the subject or area as reflected on assessments shows the student is **currently below the expected performance level**.)

The A-F grading system, when based on numerical percentages **must** be consistent with the grade scale identified in Florida Statute §1003.437. Grade averages are calculated to two decimal places. For letter grades, an average of .50 or higher **must** be rounded up (i.e., 79.50 becomes a “B”, while 79.49 is a “C”).

- A = 100-90
- B = 89-80
- C = 79-70
- D = 69-60
- F = 59 and below

### Calculation of Final Grades

The final course grade is calculated using the numeric average from each quarter. This final average is then converted to a letter grade as described above.

### Kindergarten Grading

- S = Successful progress – The student successfully demonstrates an understanding of the concepts or behaviors.
- P = Progressing – The student continues to progress towards understanding of concepts, but needs more practice.
- N = Not evident – The student has not yet demonstrated knowledge of these concepts.

### *Below Grade Level*

The Below Grade Level box indicates student performance in relation to the *Sunshine State Standards*.

- X = Student is NOT meeting standards-improvement needed

## **REPORTING STUDENT CONDUCT AND BEHAVIOR**

Elementary schools use a nonacademic behavior/student-conduct rating. [Florida Statute §1003.33(b)] The rating reflects the student's overall conduct in all school activities and is not cause for lowering an academic grade.

## **PHYSICAL EDUCATION**

Each district school board shall provide 150 minutes of physical education each week for students in kindergarten through grade 5. [2007 Florida Statute § 1003.455 (3)]

## **DISTRICT/STATE ASSESSMENT PROGRAM**

**All** students **must** participate in all regular state and district assessments for accountability purposes. Each student **must** participate in all regular statewide and district wide assessments [Florida Statute §1008.22]. (See Student Performance Levels for Reading, Writing, Mathematics and Science for a listing of assessments.)

## ACCOMMODATIONS OF DISTRICT/STATE ASSESSMENT FOR SPECIAL PROGRAM STUDENTS

### ELL Students

ELL students are required to take all required state and district achievement and norm referenced tests. However, all active (LY) ELL students are eligible to receive accommodations during testing. Permissible accommodations include: flexible setting, flexible scheduling, flexible timing, and assistance in the heritage language. ELL students **must** have access to an English-to-heritage language translation dictionary and/or heritage language-to-English translation dictionary, such as those made available to ELL students in an instructional setting. When a student is in both the ESOL and ESE programs, all accommodations listed on their IEP as well as their ELL Plan **must** be offered. Parents/guardians are notified in writing of all accommodations offered to their child.

### Students with Disabilities

#### *504 Students*

Students with 504 plans may receive modifications on both district and state assessments. The multidisciplinary team should refer to the student's past performance on standardized tests and the classroom modification section of the 504 plan to determine if the impairment substantially interferes with his/her performance. If so, the multidisciplinary team will determine the necessary modifications for district and state assessments. Test modifications may include: flexible setting, flexible scheduling, flexible timing, flexible responding, flexible presentation and/or flexible format.

Note: Refer to *The School District of Monroe County Section 504 Manual* and the *Test Coordinator's Handbook*.

#### *ESE Students*

Test modifications during district/state testing will be implemented as specified in the student's IEP. The IEP **must** specify:

- assessment name
- area of assessment (e.g., reading, mathematics, etc.)
- standard administration

Test modification(s) may include: flexible setting, flexible scheduling, flexible timing, flexible responding, flexible presentation and/or flexible format.

Note: Specific information regarding modifications for each assessment instrument can be found in the *Implementation Guide for EP/IEP* and the *Test Coordinator's Handbook*.

## **EXEMPTIONS FROM DISTRICT/STATE ASSESSMENT FOR SPECIAL PROGRAM STUDENTS**

### ELL Students

ELL students may be considered for an exemption from FCAT when approved by the ELL Committee base on Florida Department of Education guidance on exempting ELL students from statewide assessments.

### Students with Disabilities

#### *504 Students*

Students with 504 plans **may not** be exempted from state assessments. However, the multidisciplinary team **must** determine whether a 504 student should be exempted from a **portion** of a **district** assessment or **all** of a **district** assessment. The multi-disciplinary team will determine the method of alternate assessment.

Refer to *The School District of Monroe County Section 504 Manual* and the *Test Coordinator's Handbook*.

#### *ESE Students*

The IEP committee determines whether a student with a disability participates in state and district assessments. The decision to exclude any student with a disability **must** be documented on the IEP and **must** meet the following criteria:

- The student's demonstrated cognitive ability prevents the student from completing required coursework and achieving the benchmarks of the *Sunshine State Standards*, even with appropriate and allowable accommodation; AND
- The student requires extensive direct instruction to accomplish the application and transfer of skills and competencies needed for domestic, community living, leisure, and vocational activities.

**Students who are excluded from state and district assessment will be assessed through an alternate assessment procedure identified by the IEP team and documented on the IEP.**

**Students who are excluded from the state-required graduation test will not be eligible for a standard high school diploma.**

## ANNUAL REPORT

Beginning with the 2001-2002 school year, each district school board must annually publish in the local newspaper, and report in writing to the State Board of Education by September 1 of each year, the following information on the prior school year [Florida Statute §1008.25(8)(b)]:

- The provisions of this section relating to public school student progression and the district school board's policies and procedures on student retention and promotion [Florida Statute §1008.25(8)(b)1].
- 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 [Florida Statute §1008.25(8)(b)2].
- By grade, the number and percentage of all students retained in grades 3 through 10 [Florida Statute §1008.25(8)(b)3].
- Information on the total number of students who were promoted for good cause, by each category of good cause as specified in paragraph (6)(b) [Florida Statute §1008.25(8)(b)4].
- Any revisions to the district school board's policy on student retention and promotion from the prior year [Florida Statute §1008.25(8)(b)5].

2009-2010 MIDDLE SCHOOL  
**STUDENT PROGRESSION  
PLAN**

ENTRY, PROMOTION, AND RETENTION  
For  
Grades 6-8

Effective August 25, 2009



*BUILDING BRIDGES  
TO SUCCESS*

Dr. Joseph Burke, Interim Superintendent  
Monroe County School District

(305) 293-1400

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# ENTRY AND ATTENDANCE REQUIREMENTS

## INITIAL ENTRY REQUIREMENTS

It is the responsibility of the parents/guardians of students entering Monroe County Public Schools for the first time to present the following at the time of registration:

1. a valid birth certificate or other documentation of birth [Florida Statute 1003.21];

### ***Florida Statute §1003.21(4)***

- (4) ... The district school superintendent may require evidence of the age of any child whom he or she believes to be within the limits of compulsory attendance as provided for by law. If the first prescribed evidence is not available, the next evidence obtainable in the order set forth below shall be accepted:*
- (a) A duly attested transcript of the child's birth record filed according to law with a public officer charged with the duty of recording births;*
  - (b) A duly attested transcript of a certificate of baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent;*
  - (c) An insurance policy on the child's life that has been in force for at least 2 years;*
  - (d) A bona fide contemporary religious record of the child's birth accompanied by an affidavit sworn to by the parent;*
  - (e) A passport\* or certificate of arrival in the United States showing the age of the child;*
  - (f) A transcript of record of age shown in the child's school record of at least 4 years prior to application, stating date of birth; or*
  - (g) If none of these evidences can be produced, an affidavit of age sworn to by the parent, accompanied by a certificate of age signed by a public health officer or by a public school physician, or, if neither of these is available in the county, by a licensed practicing physician designated by the district school board, which certificate states that the health officer or physician has examined the child and believes that the age as stated in the affidavit is substantially correct. A homeless child, as defined in s. 1003.01, shall be given temporary exemption from this section for 30 school days.*

- Please note that if a passport is offered for verification of birth, it may not be duplicated for placement in the cumulative folder.

2. certification of a physical/health examination to be submitted within 30 school days if not available at the time of registration [Florida Statute 1003.22 (1)]
3. a certificate of immunization [Florida Statute 1003.22]. Students will not be admitted into class without proof of immunization.
4. proof of residence to show that the student resides within the boundary of the school to which he/she is applying by presenting documentation such as a lease, mortgage, or utility bill;

5. In the case of military students, the Interstate Compact for Military Students applies

Students who are without a fixed, regular and adequate residence are homeless. According to the McKinney-Vento Act, (Section 725) homeless students are to be enrolled in the school immediately. Arrangements are to be made for immunization, transportation and all other school services. Appropriate student school and grade level placement as well as completion of required immunization and physical examination shall occur within 30 days of enrollment.

A Monroe County School District Registration form should be completed by the parent(s)/guardian(s) of new and returning students. School personnel are strictly prohibited from requesting/requiring documentation of the immigration status of students and families.

At the beginning of each school year, each student will be provided an address verification form that is to be completed, signed and returned by the parent(s)/ guardian(s). It is the responsibility of the parent(s)/guardian(s) to notify the school promptly of any change of a student's address.

## **HEALTH REQUIREMENTS**

### Immunization

All new students seeking entrance into a public school in Monroe County are required by Florida Statute 1003.22 to present, at the time of entry, valid documentation that they have received the required immunizations against the communicable diseases as identified by the Monroe County Health Department or to provide a Certificate of Medical Exemption (temporary or permanent) based on medical reasons or religious tenets.

The Certificate of Religious Exemption, DH Form 681, is available only through the Monroe County Health Department. It is not available from private physicians.

The Florida Certification of Immunization that includes temporary and permanent medical exemption sections is available from either private physicians of the Monroe County Health Department:

- Documentation of Immunization .....DH Form 680 (November 1996), Part A-1
- Documentation of Temporary Medical Exemption .....DH Form 680, Part B
- Documentation of Permanent Medical Exemption ..... DH Form 680, Part C  
(Incorporated here by reference as part of this plan)

## Immunization Requirements for Entry into Grades K through 12 2009-2010 School Year

	K	1	2	3	4	5	6	7	8	9	10	11	12
DTP/DTaP/Tdap	√	√	√	√	√	√	√	√	√	√	√	√	√
OPV/IPV series	√	√	√	√	√	√	√	√	√	√	√	√	√
MMR (1st)	√	√	√	√	√	√	√	√	√	√	√	√	√
MMR (2nd)	√	√	√	√	√	√	√	√	√	√	√	√	√
HEP B series	√	√	√	√	√	√	√	√	√	√	√	√	√
Varicella	√	√	√	√	√	√	√						
Td Booster								√	√	√	√	√	√

\*Td = tetanus/diphtheria

### Physical/Health Examination

All new students seeking entrance into a public school in Monroe County are required by Florida Statute 1003.22 to present, at the time of entry, valid documentation that they have received a health examination performed within one year prior to enrollment.

#### Explanation of Physical Examination Requirements

Students	Physical Examination
Monroe County	Required for PreK, Kindergarten, and Grade 7
Transfers within Monroe County (including private schools)	Review DH Form 3040 and DH Form 680 for documentation
Transfers within Florida	Required for Kindergarten and grade 7 review and file DH Form 3040 <del>and</del> <u>or</u> DH Form 680 in the cumulative folder for all other grades
Transfers from another state or country	Required for all grades. Physicals presented on forms from another state or country are acceptable if they include all components covered on DH Form 3040. Must have been performed within one year of enrollment unless exempt based on written request for religious reasons.

## **PLACEMENT OF TRANSFER STUDENTS**

### General Transfer Information

A student who transfers to a Monroe County Public School with documentation of completed course work from a state or regionally accredited public or private school or institution is awarded equivalent grades and/or credits and all records from the previous school are accepted, subject to validation if deemed necessary.

A student, who transfers from a school or program other than a state or regionally accredited institution, or with inadequate or incomplete records, is placed based upon the information available, including any or all of the following:

- a) Student's age
- b) A review of all existing school records, home education portfolio (e.g., student portfolio, annual evaluations) and/or credit transcripts
- c) A review of the previous educational program including, but not limited to, time spent in a program and curriculum requirements of the program
- d) A test on grade level or individual subject-area objectives or competencies to be identified by the principal
- e) Interview with the student and/or the parent(s)/guardian(s) by the principal or designee(s)

In either case shown above, documentation of coursework in the areas required for middle school promotion (English, mathematics, science, social studies, and career and education planning) must be provided.

Grade placement shall be validated through satisfactory completion of academic work in the district within a forty-five (45) school-day grading period or equivalent period or passing appropriate examination(s) for each subject.

The student who does not satisfactorily complete the forty-five (45) school-day grading period specified above shall be provided remedial assistance or placement in the appropriate grade level according to the Student progression Plan.

The student's custodial parent(s)/guardian(s) may appeal the placement decision to the superintendent or designee within fourteen (14) calendar days of the principal's decision.

### English Language Learners (ELL)

The ESOL coordinator/contact person and the guidance counselor/administrator review the educational background of the transferring student to determine appropriate grade level, subject, and ESOL program placement. Parental input regarding educational background should be taken into consideration especially when transcripts, records, or report cards are not readily available. Program placement is reflected in the student schedule in TERMS. Bilingual personnel assist the students and their families when necessary to ensure proper program/course placement.

The assistant principal, guidance counselor, or ELL teacher must meet when a student's placement is based on age either because of lack of information about prior schooling (no transcript or report card) or prior schooling does not meet grade level requirements.

ELL students are scheduled into classes that fulfill graduation requirements and the district's Student Progression Plan.

ELL students are placed in classes/courses based on completed academic coursework, regardless of the language in which the coursework was done. School Board policy and Administrative Directives provide flexibility to school staff in making decisions on behalf of students and parents. Parents/guardians may appeal academic placement decisions to the principal.

### Students with Disabilities

#### *504 Students*

A transferring 504 student is a student who was previously enrolled in any other school or agency with an active *Section 504 Accommodation Plan* and is enrolling in Monroe County School District. Upon notification & documentation that a transferring student currently possesses an active 504 plan, the receiving school will review the existing 504 plan in accordance with Florida Statute. The receiving school reserves the right to review & revise the 504 plan as appropriate.

*For additional information regarding evaluations, data and placement of students or 504 plans, please refer to the State of Florida & School Board Approved Admissions and Placement Manual.*

#### *Exceptional Student Education (ESE) Students*

Within Florida Transfers - An ESE student who is entering a Monroe County Public School from a school district **within** Florida and who has a current IEP/EP as well as evaluation data necessary to determine that the student meets Florida and Monroe County's eligibility criteria for special programs may be placed in a temporary assignment until all reviews are completed. The school district reserves the right to consider any out of county evaluations, assessments, interventions and data associated with the IEP in order to make an appropriate placement that meets MCSD criteria for special programming. The receiving school SST and/ or IEP team will review the current IEP/EP and may revise and /or consider additional evaluations as necessary and determine the permanent placement.

Out of State Transfers - An ESE student who is transferring from an **out-of-state** who has a current IEP/EP as well as evaluation data necessary to determine that the student meets Florida & Monroe County's eligibility criteria for special programs may be placed in a temporary assignment until all assessment and reviews are completed. An ESE student who is transferring from another state and does not meet the district's criteria for entrance or dismissal from an ESE program will also be placed immediately in the appropriate educational program(s) in a temporary assignment. In both cases, the receiving school **will** review the current IEP/EP and may revise and / or consider additional evaluations as necessary to make the final placement.

Within Monroe County School District Transfers - Transfers within the county either by parental choice or a change in residence within the county. MCSD will provide adequate educational services for all children. Monroe County Schools operate utilizing a School Based Management model (SBM). This model gives the schools autonomy to select the most appropriate program design to meet the student needs. The programs differ widely between schools and some cluster special education programs exist carefully following state and federal guidelines. Choice / parental selection of a particular school(s) are subject to the choice school requirements and transportation to a parental selected school may not be guaranteed.

*For additional ESE information regarding evaluations, data and placement of students into ESE programs please refer to the State of Florida & School Board Approved Admissions and Placement Manual.*

## **ATTENDANCE GUIDELINES**

Each parent or legal guardian of a child within the compulsory attendance age is responsible for the child's school attendance as required by law. [Florida Statute §1003.24] All students are expected to attend school regularly and to be on time for classes in order to benefit from the instructional program and to develop habits of punctuality, self-discipline, and responsibility. Parents must notify the school within 48 hours for an absence to be excused under district guidelines listed below.

To earn a passing grade in a marking period for a course, a student must be in attendance for a minimum of ninety percent (90%) of the class time (e.g., 40 days of a forty-five day marking period). A student who is not in attendance for the minimum ninety percent of class time may earn a passing grade by demonstrating mastery. However, such student shall be reported to the school principal for exhibiting a pattern of nonattendance. If the principal deems the absence unexcused, he or she will report the child to the school's Student Services Team for further action.

Middle school students are expected to enroll in and attend a full day of classes. Each school's student handbook outlines the attendance procedures for that school. All school procedures conform to the following district directives:

1. The school shall respond in a timely manner to each unexcused absence or absence for which the reason is unknown. Upon each unexcused absence or absence for which the reason is unknown, the school shall contact the student's parent or guardian to determine the reason. [Florida Statute §1003.26 (1) (a)]
2. The school must evaluate each parent justification based upon the district's definition of excused and unexcused absences. If it is determined that the justification is not accepted, the parent must be notified and the absence marked as UNEXCUSED.

3. **Excused Absence** means that a student is absent;

- (a) due to sickness of, or injury to, the student, attested to orally or in writing by the student's parent or guardian, or, in the event the absence is of three days or more, by a written statement of a licensed practicing physician, chiropractor, dentist, or other appropriate licensed health care or mental health professional;
- (b) due to religious instruction for the student or religious holidays of the student's own faith to be observed by the student, when the absence is requested in writing by a parent or guardian at least three (3) school days in advance of the absence, as delineated in Rule 6A-1.09514, Florida Administrative Code.
- (c) due to a medical, chiropractic, dental, or other appointment with a licensed professional related to the physical or mental health of the student, when the appointment cannot be scheduled outside of school hours and when written documentation is provided by the parent or guardian prior to the scheduled appointment;
- (d) due to attendance at an Individualized Educational Program (IEP) meeting at which the student's educational program is the topic;
- (e) due to attendance in an administrative or judicial proceeding which involves the student as a witness or as the subject of the proceeding;
- (f) due to a death in the immediate family of the student and such absence does not exceed seven (7) school days;
- (g) due to placement in The Florida Keys Children's Shelter and such placement transition period does not exceed three (3) school days. (By the fourth day, Shelter personnel are required to enroll the student in the appropriate public school closest in geographic proximity to the Shelter.)
- (h) with written permission of the principal or the principal's designee, for good cause shown, including insurmountable conditions as defined by rules of the state board of education in Rule 6A-1.09513, Florida Administrative Code.
- (i) due to participation in an approved special event. The student must receive advance written permission from the school principal or the principal's designee. (Examples of special events include public functions; conferences; and regional, state and national competitions).
- (j) due to having, or being suspected of having, a communicable disease or infestation which can be transmitted to other students or school staff. (Examples include, but are not limited to, fleas, head lice, ringworm, impetigo, and scabies.)

**Unexcused Absence** means any absence that is not an excused absence as defined as excused.

**Examples of unexcused absences** include: vacations, personal services (trip to salon, shopping, dance lessons), non-school events / programs / sporting activities, older students providing day care services for siblings.

1. If a student is confined to home or hospital, but is able to participate in and benefit from an instructional program, the student may be eligible for a hospital/homebound program. Complete information regarding the criteria for a hospital/homebound program is available through the Specially Designed Instructions for Students Who Are Homebound or Hospitalized [State Board Rule 6A-6.03020] and in the Policies and Procedures for the Provision of Specially Designed Instruction and Related Services for Exceptional Students [State Board Rule 6A-6.03411].
2. Students receiving out-of-school suspension must be assigned schoolwork that will cover content and skills taught during the duration of suspension. Students on suspension will be permitted to make up nine-week and semester exams, if applicable. Projects, term papers, etc., which represent work for a nine-week or semester period will be submitted with penalty for the purpose of determining a student grade.

### Students with Disabilities

#### *504 Students*

In the case of a student with excessive absences the Student Services Team should be convened to determine if the absences are caused in relation to the active *Section 504 Accommodation Plan*. If the multidisciplinary team determines that the absences are related to the 504 plan, the team should consider interventions and or changes to better accommodate and or facilitate the students learning. The revised 504 plan should address any additional strategies and/or interventions needed to support the student's academic achievement.

If the multidisciplinary team determines that the absences are not related to the 504 plan, the student is treated in the same manner as that for a general education student with regard for the state and federal statutes regarding students with an ADA /504 plan.

*For additional ADA/ 504 information regarding evaluations, data and creation of a 504 plan, please refer to the State of Florida & School Board Approved Admissions and Placement Manual.*

#### ESE Students

In the case of an ESE student with excessive absences, an IEP team meeting **should** meet to determine whether or not the absences are related to the student's disability. If the IEP team determines that the excessive absences **are** related to the student's disability, the IEP team will determine a reasonable course of action or placement that will support the student's academic achievement.

If the IEP team determines that the student's excessive absences **are not** related to the student's disability, the student is treated in the same manner as that for a general education student, with regard for the state and federal statutes regarding ESE students.

*For additional ESE information regarding evaluations, data and placement of students into ESE programs please refer to the State of Florida & School Board Approved Admissions and Placement Manual.*

## **STUDENT ABSENCES FOR RELIGIOUS REASONS**

Students will be afforded an opportunity to make up missed work without adverse school effects when absent because of a religious holiday. Within three school days prior to an expected absence for religious reasons, parent(s)/guardian(s) must notify the principal in writing and request that the student be excused from attendance. A written excuse will not be required upon return to school and no adverse or prejudicial effects will result for any student availing he/himself of this provision. Students will be permitted to make up missed work according to school-center procedures.

Should questions arise regarding this rule; the principal will grant the parent(s)/guardian(s) a conference. Parent(s)/guardian(s) may appeal the principal's decision to the superintendent should a conflict arise.

## **STUDENT WITHDRAWALS**

### Early Withdrawals

Students who are required to leave school prior to the last day of the school year must show evidence that the withdrawal is mandatory and must successfully complete assigned class work in order to satisfy promotion requirements. Principals are authorized to make arrangements for the administration of any tests or examinations, as appropriate.

Principals may waive the requirements for early withdrawal when unusual/extenuating circumstances require it. Approval is mandatory prior to the student's leaving school.

### Student Withdrawals for Enrollment in Home Education Program

To withdraw a student for enrollment in a home education program, the custodial parent(s)/guardian(s) must initiate the withdrawal process at the school and notify the Superintendent of Schools/designee, **in writing**, of the intent to establish a home education program for the student and complete the appropriate documentation. The custodial parent/guardian shall submit the letter of intent to the Home Education Office within 30 days of the establishment of the home education program. Home education correspondence should be mailed to:

School District of Monroe County  
Home Education Office  
Attn: Dr. Lesley Messier  
241 Trumbo Road  
Key West, FL 33040

Following the acceptance into the home education program the parent or guardian is accepting the full responsibility for the following:

1. **Parent must notify the district** in writing of the intent to home school.
2. **Parent must maintain a portfolio** of records that consist of the following:
  - a. Log of educational activities
  - b. Writing samples, work sheets, workbooks, and or other creative materials
  - c. The portfolio must be maintained by the parent and may be reviewed by the school district with appropriate notice
3. **Evaluation**, the parent must ensure annual evaluation by a certified instructor, state evaluation, or national evaluation instrument and report the results to the district coordinator
4. **Annual Review**, the district will review the evaluation results, if there are any concerns regarding the child's academic achievement. The district may place the parent on one year probation if the student fails to show adequate progress. Under probation, the parent must then remediate the child within the year or the district may require the student to enroll in an appropriate program (FS1002.41)

## **PROGRAM DESCRIPTION**

A comprehensive program of general education based on Florida's System of School Improvement and Accountability, Goal 3, enables students to make maximum use of their educational opportunities and to function effectively as productive individuals.

Monroe County School District Curriculum Guidelines incorporate the Florida Department of Education Sunshine State Standards. The curriculum guidelines include benchmarks for the disciplines of Foreign Language, Health Education, Language Arts, Mathematics, Music, Physical Education, Science, Social Studies, and Visual Arts. These benchmarks delineate what students should know and be able to do. District-adopted and/or district-developed instructional materials are provided for middle school students to meet the benchmarks.

All students in grades 6-8 must be scheduled for a full day. All courses are a full year unless otherwise noted. Courses listed conform to district and state requirements.

Beginning with students in the sixth grade who enter middle school in 2006-2007, the following requirements are established by state statute. All students who attend middle school must successfully complete a course of study which includes three credits in each of the CORE areas of study: English, Mathematics, Science, and Social Studies. Each student must also complete a course in career education and planning course in either the seventh or eighth grade.

Honors weight for high school courses taken by middle school students can only be awarded for those courses listed as high school honors courses in the Florida Course Code Directory. To satisfy high school graduation requirements, this weighting will become part of the student's high school honor point average and cumulative class rank.

**FLORIDA'S SYSTEM OF SCHOOL IMPROVEMENT AND ACCOUNTABILITY**  
**GOAL 3: STUDENT PERFORMANCE**

Florida Statute 1008.25 (4)(a) states that each student must participate in the statewide assessments required by Statute 1008.22. Each student who does not meet specific levels of performance as determined by the district school board in reading, writing, science, and mathematics for each grade level, or who does not meet specific levels of performance as determined by the commissioner on statewide assessments at selected grade levels, must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need.

Monroe County School District will use the state DOE technical assistance guidelines and the district Student Progression Plan to identify those students who need remediation as follows:

GRADES	SUBJECTS	REMEDIATION CRITERIA
Grades 6, 7, 8	Reading (FCAT – SSS) Math (FCAT – SSS)	Achievement Levels 1 & 2 Achievement Levels 1 & 2
Grade 8	Science (FCAT – SSS)	Achievement Levels 1 & 2
Grade 8	Writing (FCAT)	Score below 3.5
Grade 6, 7	Writing (teacher determination)	Evaluation based on the FCAT Writing Rubric

**Special Programs**

Programs for English Language Learners (ELL)

All ELL students must be given equal access to the general curriculum as defined by the Monroe County School District Instructional Guidelines. The general education standards and benchmarks should be the basis of their curriculum. They are placed in these courses regardless of their English language proficiency. The student's schedule documents the instructional model that is utilized to ensure the student an equal opportunity to master the general education curriculum.

Alternative Education/Dropout Prevention (DOP) Programs

The academic program for an Alternative Education/DOP student may differ from traditional education programs and schools in scheduling, administrative structure, philosophy, curriculum, or setting. The programs employ alternative teaching methodologies, curricula, learning activities, and/or diagnostic and assessment procedures in order to meet the needs, interests and talents of eligible students.

Gifted Education

Each school functions based on a School Based Management model as described earlier. As such the courses and programs offered at each school vary as prescribed by the site based leadership team.

Students identified as gifted have an Educational Plan (EP) that provides direction for the instructional program. The differentiated instructional program may include a variety of educational opportunities that address the student's advanced abilities.

*For additional ESE information regarding evaluations, data and placement of students into ESE programs please refer to the State of Florida & School Board Approved Admissions and Placement Manual.*

### Florida Virtual School (FLVS)

The Florida Virtual School (FLVS) is an internet-based school serving the students of the State of Florida. The coursework is based upon the Sunshine State Standards.

A student who is a full-time student (grades 6-12) in the school district must follow district guidelines and obtain permission from his/her principal and/or guidance counselor to enroll in FLVS. For more information, contact your school's guidance counselor or visit [www.flvs.net](http://www.flvs.net) and for verification of active status along with other FLVS enrollment requirements. Florida Statute 1001.42(21) specifies that the district school board shall provide students with access to enroll in courses available through the FLVS and award credit for successful completion of such courses. Access shall be available to students during or after the normal school day, and through summer school enrollment.

### Students with Disabilities

#### 504 Students

A formal alteration to the delivery of instruction or student assignments for a 504 student is the conducted via the Student Services Team and is addressed in the *Section 504 Accommodation Plan*. This plan documents the instructional modifications needed to ensure the student an equal opportunity to master the general education curriculum and during assessments.

#### ESE Students

For students with diagnosed disabilities currently enrolled in ESE, the IEP specifies the adequate educational instruction and supports. Students are given access to the general curriculum as appropriate and outlined in the child's IEP. For the majority of students, the general education standards and benchmarks are the basis of their curriculum. However, for some students, modified standards and/or benchmarks in one or more content area may be more appropriate as indicated in the IEP.

The IEP addresses annual goals and short-term objectives to meet the unique needs of the student as well as appropriate classroom modifications.

### Home Education

Home education as outlined below, is sequentially progressive instruction directed by his/her parent(s) or guardian(s). The parent(s)/guardian(s) of each registered home education student **must** maintain a portfolio of student work including a log of educational activities made concurrently with instruction and a listing of all reading material. The parent/guardian is responsible for submitting an annual evaluation in accordance with Florida Statute §1002.41.

### Steps for entrance into Home Education Program

1. **Parent must notify the district** in writing of the intent to home school.
2. **Parent must maintain a portfolio** of records that consist of the following:
  - a. Log of educational activities
  - b. Writing samples, work sheets, workbooks, and or other creative materials
  - c. The portfolio must be maintained by the parent and may be reviewed by the school district with appropriate notice
3. **Evaluation**, the parent must ensure annual evaluation by a certified instructor, state evaluation, or national evaluation instrument and report the results to the district coordinator
4. **Annual Review**, the district will review the evaluation results, if there are any concerns regarding the child's academic achievement. The district may place the parent on one year probation if the student fails to show adequate progress. Under probation, the parent must then remediate the child within the year or the district may require the student to enroll in an appropriate program (FS1002.41)

Home Education correspondence should be mailed to:

School District of Monroe County  
Home Education Office  
Attn: Dr. Lesley Messier  
241 Trumbo Road  
Key West, FL 33040

### HIGH SCHOOL CREDITS FOR MIDDLE SCHOOL STUDENTS

Each school composed of middle grades 6, 7, and 8 must offer at least one high school mathematics course for which students can be awarded high school credit. Students in grades 6-8 who are enrolled in a high school credit course, who meet the same attendance requirement met by high school students [Florida Statue §1003.436] and who successfully complete the course, may earn one high school credit.

Middle school students who take high school courses for credit should be counseled that grades earned in these courses will be used in the future to calculate high school grade point average (GPA) and cumulative class ranking, and they will remain part of the student's academic record.

For a middle school student to receive high school credit, the middle school principal must designate the student as a high school student for the period(s) the student is enrolled in the high school course(s). High school rules apply for grading (which includes the administration of a semester exam) and attendance and also apply if failure occurs. Students who take high school credit course will be considered dually enrolled in both middle and high school and the credit earned will satisfy the middle school course requirement for the appropriate grade level and will allow the student to acquire high school credit as well.

## **PARENT/STUDENT NOTIFICATION OF OPPORTUNITIES FOR HIGH SCHOOL ACCELERATION, CHOICE PROGRAMS, AND POSTSECONDARY OPPORTUNITIES**

At the beginning of each school year for students in or entering high school, students and parents will be notified of the opportunity and benefits of advanced placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, Florida Virtual School courses, choice programs, graduation options, and general postsecondary requirements. [Statute 1003.02(1) (i)]

### **FORGIVENESS RULE**

The forgiveness rule applies to a middle school student who has earned a grade C or lower in a high school course taken for credit.

- 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. Florida Statute 1003.428 (4) (d)
- Students should be advised that many universities calculate GPAs based on all courses attempted and that all courses attempted for credit must appear on the student transcript.

### **ATHLETIC ELIGIBILITY**

Eligibility for each student shall be limited to three (3) consecutive years from the time the student first enters grade 6.

1. To be eligible to compete in interscholastic athletic competition for the first grading period, a sixth-grade student must be a bona fide student in the school which the student represents (unless being home schooled); must have been regularly promoted from the fifth grade; and must be carrying a normal class load and doing satisfactory classroom work with a satisfactory conduct record.
2. Failure in more than one (1) subject during a given nine-week grading period shall cause a student to be ineligible for practice and competition during the following nine-week grading period. In addition, a student must maintain a specified grade point average of 2.0, as well as acceptable conduct determined by the principal.
3. Age rule: A middle school student loses eligibility when the student reaches the age of 15 years prior to September 1<sup>st</sup> of the current school year.
4. To participate in the first semester of grade 9, a student must be regularly promoted from grade 8 during the immediately preceding year.

## **EXTRACURRICULAR ACTIVITIES FOR HOME EDUCATION STUDENTS**

Registered home education students are eligible to participate in extracurricular activities at the public middle school to which they would have been assigned by the school district. In order to participate, the home education student must meet the same eligibility requirements of the special activity as established for all regularly attending students.

## **PROMOTION**

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion or administrative placement. [1008.25 (6)(a)]

Students with a passing yearly grade in each of the CORE subjects (English, mathematics, science, and social studies) and meeting the established district grade level performance criteria in reading shall be promoted to the next grade level for the next school year. [1008.25 (1)]

Any student who fails one of the CORE subjects (English, science, social studies and/or mathematics) must participate in credit retrieval or attend summer school to gain credit to be promoted. Any student who fails two or more CORE subjects and fails to meet established district/state grade level performance criteria in reading may be retained in the same grade unless the student successfully completes a credit retrieval program to gain the needed credit to be promoted. Examples include attendance in summer school, district-approved online course delivery providers, or enrollment in a similar recognized credit issuing school such as Florida Virtual School.

Those students failing three or more subjects shall not be allowed to attend summer school for promotional purposes. The maximum number of subjects in which a student may be enrolled is two.

## **OTHER STUDENTS WITH PREVIOUS RETENTIONS**

Florida Statute 1008.25(2) (c) requires districts to provide “an appropriate alternative placement” for students with two or more retentions. This includes (but is not limited to):

- Students who have previously been retained in kindergarten through eighth grade and are being recommended for their third retention (K-8).
- Students who, because of retentions, are facing their third year in the same grade.

Students who meet the criteria above may be assigned to the next grade (with the exception of grade 9) only if it has been determined that the student’s academic progress can be achieved as a result of promotion to an alternative program of instruction which may include credit retrieval.

Students who receive an exemption from retention due to multiple retentions are to remain in the alternate program of instruction in which they are placed for the period of at least one school year or until the requirements of the credit retrieval program are satisfied. Withdrawal from the alternate program of instruction will result in forfeiture of the exemption from retention and the student will be placed back into the grade in which he/she was to be retained had an exemption not been granted.

## **SPECIAL PROGRAM CONSIDERATIONS**

### ELL Students

Students identified as ELL must meet the district levels of performance. However, ELL students who are identified as being substantially below grade level in reading in English may be retained only if approved by the ELL Committee.

### Students with Disabilities

#### *504 Students*

Students with 504 plans **must** meet the district levels of performance. The Team **must** determine if the reason(s) for retention is/are caused by the disability of record on the active *Section 504 Accommodation Plan*

*For additional 504 information regarding evaluations, data and placement of students 504 plan please refer to the State of Florida & School Board Approved Admissions and Placement Manual.*

#### *ESE Students*

Specific determinations for retention of students with disabilities shall be determined on an individual basis considering the following factors: disability, diploma option, grades, state assessments, portfolios etc.

*For additional ESE information regarding evaluations, data and placement of students into ESE programs please refer to the State of Florida & School Board Approved Admissions and Placement Manual.*

## **PROGRESS MONITORING PLAN**

A student who is not meeting the school district or state requirements for proficiency in reading and math shall be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement:

1. A federally required student plan such as an individual education plan
2. A school wide system of progress monitoring for all students results of which shall be reported a minimum of three times per year; or
3. An individualized progress monitoring plan

The plan chosen must be designed to assist the student or the school in meeting state and district expectations for proficiency. The K-12 comprehensive reading plan shall include instructional and support services to be provided to meet the desired levels of performance.

Low-performing students may be required to attend remediation programs held before, during, or after regular school hours or during the summer. Middle school students who score at Level 1 on FCAT Reading are required to be enrolled in and complete one or two intensive reading courses (dependent on the student's level of fluency) the following year. Level 2 readers will be placed in

either an intensive reading course and/or a content area course (dependent on the student's level of fluency) in which reading strategies are delivered.

Middle school students scoring at Level 1 or Level 2 on FCAT Mathematics will receive remediation the following year.

## **SECONDARY SCHOOL REFORM**

The primary goal of Secondary School Reform is to ensure students promoted from 8<sup>th</sup> grade have necessary academic skills for success in high school and that students graduating from high school have necessary skills for success in the workplace and postsecondary education. The general requirements for middle grades promotion require that, beginning with students entering grade 6 in the 2006-2007 school year, promotion from middle school requires that a student must successfully complete the following courses: [Statute 1003.4156]

- Three middle school or higher courses in English; emphasizing literature, composition, and technical text
- Three middle school or higher courses in Mathematics
- Three (3) middle school or higher courses in Social Studies; including the study of state and federal government, and civics education-
- Three (3) middle school or higher courses in Science
- One course in career and education planning in 7th or 8th grade for students entering middle school in 2006-07
- Intensive Reading each year for students who score Level 1 or Level 2 on FCAT Reading

## **EXTENDED SCHOOL YEAR**

Special education and related services provided to students with disabilities beyond the regular 180-day school year are called **extended school year (ESY) services**. Under the Individuals with Disabilities Education Act (IDEA). ESY is provided only when there is documented evidence that a **severe regression will occur** in critical life skills during time off from school. **School districts are not required to provide ESY services to all students with disabilities—only to those who data reveals require ESY services.**

# **REPORTING STUDENT PROGRESS**

## **FREQUENCY OF REPORT CARDS**

All middle schools in the Monroe County School District report grades/progress to parents/guardians on a nine-week schedule. The report card will clearly depict and grade the student's academic performance in each class or course in grades 1 through 12 based on examination as well as written papers, class participation, and other academic performance criteria. The student's conduct and behavior, as well as attendance including absences and tardiness will be depicted on the report card.

The final report card for a school year shall contain a statement indicating end-of-the-year status or performance or nonperformance at grade level, acceptable or unacceptable behavior and attendance, and promotion or non-promotion.

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 requirement. [Florida Statute 1003.33]

Parent(s)/guardian(s) of students with disabilities enrolled in ESE must also be informed of their child's progress toward his or her annual IEP goals at least as often as each nine-week period. Every child including ESE will receive progress report in the same manner as all students

## **MID-TERM PROGRESS REPORTS**

Within each grading period, teachers will provide every student who is failing or performing below expectations with a status report listing, at a minimum, current grade average and attendance. This report is issued during the middle week of each grading period. Parent(s)/guardian(s) of students with disabilities enrolled in ESE must be informed at least as often as the general education students.

## **DISTRICT/STATE ASSESSMENT PROGRAM**

All students are expected to participate in state and district assessments for accountability purposes. Sixth, seventh, and eighth grade students participate in FCAT Reading and Math. Eighth grade students also participate in FCAT Writing and Science assessments. [Florida Statute 1008.22]

## **ACCOMMODATIONS/EXEMPTIONS OF DISTRICT/STATE ASSESSMENT FOR SPECIAL PROGRAM STUDENTS**

### 504 Students

Students with 504 Plans may receive accommodations on both district and state assessments. The multidisciplinary team should refer to the student's past performance on standardized tests and the classroom accommodation section of the 504 Plan to determine if the impairment substantially interferes with the student's performance.

### Students with Disabilities

Test accommodations during district/state testing will be implemented in the student's IEP. The IEP must specify:

- Assessment name
- Area of assessment
- Standard administration
- Accommodation(s)

\*\*Specific information regarding accommodations for each assessment instrument can be found in the Test Coordinator's Handbook.

## **EXEMPTIONS FROM DISTRICT/STATE ASSESSMENT FOR SPECIAL PROGRAM STUDENTS**

### ELL Students

ELL students may be considered for an exemption from FCAT when approved by the ELL Committee base on Florida Department of Education guidance on exempting ELL students from statewide assessments.

### Students with Disabilities

The IEP committee determines whether a student with a disability participates in state and district assessments. The decision to exclude any student with a disability must be documented on the IEP and must meet the following criteria:

- The student's demonstrated cognitive ability prevents the student from completing required coursework and achieving the benchmarks of the Sunshine State Standards, even with appropriate and allowable accommodation; AND
- The student requires extensive direct instruction to accomplish the application and transfer of skills and competencies needed for domestic, community living, leisure, and vocational activities.

Students who are excluded from the state and district assessment will be assessed through an alternate assessment procedure identified by the IEP team and documented on the IEP.

Students who are excluded from the state-required graduation test will not be eligible for a standard high school diploma.

Students who do not meet any of the above criteria must be given alternate assessments. Alternate assessments must be specified on the students IEP.

## **ANNUAL REPORT**

The district school board must annually report to the parent of each student the progress of the student towards achieving state and district expectations for proficiency in reading, writing, science, and mathematics, including the student's results on each statewide assessment test. Progress reporting must be provided to the parent in writing in a format adopted by the district school board. [Florida Statute 1008.25 (8)(a)]

The district school board must annually publish in the local newspaper and report in writing to the State Board of Education by September 1 of each year the following information on the prior school year: [Florida Statute 1008.25 (8)(b)]

- The provisions of the law 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 3-10 performing at levels 1 and 2 on the reading portion of the FCAT
- By grade, the number and percentage of all students in grades 3-10
- Information on the total number of students who were promoted for good cause, by each category of good cause
- Any revisions to the district school board's policy on retention and promotion from the prior year

## **GENERAL RULES OF GRADING**

1. Grades are based on the quality of student performance related to the performance criteria established by the Sunshine State Standards, the course frameworks and/or course syllabus approved by the principal/designee.
2. Quality of work will be assessed by multiple measures including, but not limited to:
  - a. Teacher observations (oral presentations or reports, speeches, recitations, student participation, and demonstrations)
  - b. Classroom assignments (paper and pencil assignments, reports term or research papers, models, projects, exhibits, posters, computer programs, and homework)
  - c. Examinations (paper and pencil tests including essay, multiple choice and completion, oral tests, and skill tests requiring demonstration)
  - d. Alternative methods (portfolios and performance assessments)
  - e. Student Participation in class and completion of work assigned
3. A sufficient number of grades will be recorded to justify the marking-period grade. A marking-period grade is not based solely on a single project.

4. A recorded grade (with the exception of I and N) may not be changed after report cards are printed except by one of the following procedures:
  - a. The change is initiated by the teacher and approved by the principal. Signatures of both the teacher and the principal are required; OR
  - b. The change is initiated by the principal and approved by the superintendent. Signatures of both the principal and the superintendent are required. The teacher will be consulted prior to the initiation of a grade change by the principal if the teacher is on duty. If the grade change is initiated when the teacher is not on duty, the teacher will be notified in writing upon his/her return.

\*In either case, any grade change requires two signatures on the form indicating the change and the reason for the change.
5. An Incomplete (I) in any marking period, unless changed, will remain on the report card and the final average will compute to an F.
6. Grades are not required for students who are enrolled for less than 20 days in a marking period.
7. Academic performance and behavior will be evaluated independently.
8. ESE and ELL students, who are seeking a standard diploma, should have the opportunity to earn grades/marks that are equivalent to the grades/marks earned by general education students. No student should be denied the opportunity to earn above-average grades/marks because of placement in an ESE or ESOL program or due to modifications as deemed appropriate for use within his or her instructional setting as long as work is on grade level. ESE students **must** be graded on the basis of performance within the curriculum designated on their IEPs. Students working toward special diploma options must also demonstrate proficiency toward the goals & objectives listed on their IEP.
9. Alternate assessments, including performance assessments, may be used to document progress for the ESE and/or ELL student. Additionally, for ESE student, the criteria and evaluation procedures will be identified and discussed with the student and the parent/guardian upon entry to the program and/or at the beginning of each grading period.

## DESCRIPTION AND DEFINITION OF GRADES

Grade of <b>A</b> :	Superior Progress	(90-100%)
Grade of <b>B</b> :	Commendable Progress	(80-89%)
Grade of <b>C</b> :	Average Progress	(70-79%)
Grade of <b>D</b> :	Lowest Acceptable Progress	(60-69%)
Grade of <b>F</b> :	Failure	(below 60%)
Grade of <b>I</b> :	Incomplete*	(0 %)

A grade of I (Incomplete\*) Indicates a problem that causes the student's work to be incomplete. For example:

- Student has not been enrolled in a class long enough to determine a grade
- Transfer student's grades from previous school have not been received
- A grade of I indicates that a student has entered into an agreement for credit retrieval.

A grade of I, unless changed, will revert to the original assigned grade

## Calculation of Final Grades

The final course\_grade is calculated using the numeric average from each quarter. This final average is then converted to a letter grade as described above.

Semester examinations are not required in middle schools except for high school credit courses.

Students taking high school credit courses will follow the guidelines set for those courses in the High School Student Progression Plan.

## **AWARDS**

Students who perform above average as evidenced by their report card grades will be recognized as Honor Roll students. Students who earn all 'A's for the entire year will be recognized with the Superintendent's Award. Students may also earn awards for attendance, Specials, Citizenship, and other achievements.

## **REPORTING STUDENT CONDUCT**

At the secondary level, teachers record their best judgment of how each student's behavior affects learning in the classroom. The following are the general descriptions used in secondary schools. Student conduct indicators are separate from the academic grade earned for the grading period. These conduct indicators reflect the student's overall conduct in all class activities and cannot be cause for lowering an academic grade. Indicators on the report card that reflect students' behavior are "behavior satisfactory," "behavior needs improvement" and "behavior unsatisfactory."

2009-2010 HIGH SCHOOL  
**STUDENT PROGRESSION  
PLAN**

ENTRY, PROMOTION, AND RETENTION  
For  
Grades 9 – 12

Effective August 25, 2009



*BUILDING BRIDGES  
TO SUCCESS*

Dr. Joseph Burke, Interim Superintendent  
Monroe County School District

(305) 293-1400

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# ENTRY AND ATTENDANCE REQUIREMENTS

## INITIAL ENTRY REQUIREMENTS

It is the responsibility of parents/guardians of students entering Monroe County public schools for the first time to present the following at the time of registration:

1. a valid birth certificate or other documentation of birth [Florida Statute §1003.21];

**Florida Statute §1003.21(4)**

*(4) Before admitting a child to kindergarten, the principal shall require evidence that the child has attained the age at which he or she should be admitted in accordance with the provisions of subparagraph (1)(a)2. The district school superintendent may require evidence of the age of any child whom he or she believes to be within the limits of compulsory attendance as provided for by law. If the first prescribed evidence is not available, the next evidence obtainable in the order set forth below shall be accepted:*

*(a) A duly attested transcript of the child's birth record filed according to law with a public officer charged with the duty of recording births;*

*(b) A duly attested transcript of a certificate of baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent;*

*(c) An insurance policy on the child's life that has been in force for at least 2 years;*

*(d) A bona fide contemporary religious record of the child's birth accompanied by an affidavit sworn to by the parent;*

*(e) A passport or certificate of arrival in the United States showing the age of the child;*

*(f) A transcript of record of age shown in the child's school record of at least 4 years prior to application, stating date of birth; or*

*(g) If none of these evidences can be produced, an affidavit of age sworn to by the parent, accompanied by a certificate of age signed by a public health officer or by a public school physician, or, if neither of these is available in the county, by a licensed practicing physician designated by the district school board, which certificate states that the health officer or physician has examined the child and believes that the age as stated in the affidavit is substantially correct. A homeless child, as defined in s. [1003.01](#), shall be given temporary exemption from this section for 30 school days.*

- \* Please note that if a passport is offered for verification of birth, it may not be duplicated for placement in the cumulative folder.
2. certification of a physical/health examination to be submitted within 30 school days if not available at the time of registration [Florida Statute §1003.22 (1)] (recommended form [DH3040](#))
  3. a certificate of immunization [Florida Statute §1003.22]. Students will not be admitted into class without proof of immunization.

4. proof that student resides within the boundary of the school to which he/she is applying by presenting documentation, such as lease, mortgage or utility bill.

Students who are without a fixed, regular and adequate residence are homeless. According to the McKinney-Vento Act, (Subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.) homeless students are to be enrolled in the school immediately. Arrangements are to be made for immunization, transportation and all other school services. Appropriate student school and grade level placement as well as completion of required immunization and physical examination shall occur within 30 days of enrollment.

A School District of Monroe County *District Registration Form* should be completed by the student's parent(s)/guardian(s). School personnel are strictly prohibited from requesting/requiring documentation of the immigration status of students and families. It is the responsibility of the parent(s)/guardian(s) to notify the school, in writing, promptly of any change of a student's address.

### **MAXIMUM AGE LIMIT FOR ATTENDANCE**

A person who has attained the age of nineteen (19) years on or before the opening of the school year shall not be enrolled in any regular senior high program. An enrolled student who is involved in a continuous high school study program shall be exempt from this restriction.

A student's continuous study program shall not be extended beyond the end of the semester in which the student reaches the age of twenty (20) years.

A student who attains the age of 16 years during the school year is not subject to compulsory school attendance beyond the date upon which he or she attains that age if the student files a formal declaration of intent to terminate school enrollment with the district school board. Public school students who have attained the age of 16 years and who have not graduated are subject to compulsory school attendance until the formal declaration of intent is filed with the district school board. The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and must be signed by the student and the student's parent. The school district must notify the student's parent of receipt of the student's declaration of intent to terminate school enrollment. The student's guidance counselor or other school personnel must conduct an exit interview with the student to determine the reasons for the student's decision to terminate school enrollment and actions that could be taken to keep the student in school. The student must be informed of opportunities to continue his or her education in a different environment, including, but not limited to, adult education and GED test preparation. Additionally, the student must complete a survey in a format prescribed by the Department of Education to provide data on student reasons for terminating enrollment and actions taken by schools to keep students enrolled. [§1003.21(1)(c)]

A child who attains the age of eighteen (18) years during the school year is not subject to compulsory school attendance beyond the date which he/she attains that age provided that the student file the declaration of intent.

A student with a disability shall be considered to be "in a continuous study program" when that student's Individual Education Plan (IEP) requires continued services by the district. **If a student with a disability graduates with a special diploma, a certificate of completion, or a special certificate of completion, and has not reached the age of 22, the student may, at his/her**

**option, continue to receive Free and Appropriate Public Education (FAPE) until that student's 22nd birthday or until he/she earns a standard diploma whichever comes first.** Graduation with a standard diploma, regardless of age, constitutes cessation of FAPE requiring written prior notice. Any further exception to this directive shall be made by the Superintendent on the recommendation of the principal of the high school involved or the Director of Student Services in the case of a student with disabilities.

**HEALTH REQUIREMENTS**

Immunization

All new students seeking entrance into a public school in Monroe County are required by Florida Statute 1003.22 to present, at the time of entry, valid documentation that they have received the required immunizations against the communicable diseases as identified by the Monroe County Health Department or to provide a Certificate of Medical Exemption (temporary or permanent) based on medical reasons or religious tenets.

The Certificate of Religious Exemption, DH Form 681, is available only through the Monroe County Health Department. It is not available from private physicians.

The Florida Certification of Immunization that includes temporary and permanent medical exemption sections is available from either private physicians of the Monroe County Health Department:

- Documentation of Immunization ..... DH Form 680 (November 1996), Part A-1
- Documentation of Temporary Medical Exemption ..... DH Form 680, Part B
- Documentation of Permanent Medical Exemption ..... DH Form 680, Part C  
(Incorporated here by reference as part of this plan)

**Immunization Requirements for Entry into Grades K through 12  
2009-2010 School Year**

	K	1	2	3	4	5	6	7	8	9	10	11	12
DTP/DTaP/Tdap	√	√	√	√	√	√	√	√	√	√	√	√	√
OPV/IPV series	√	√	√	√	√	√	√	√	√	√	√	√	√
MMR (1st)	√	√	√	√	√	√	√	√	√	√	√	√	√
MMR (2nd)	√	√	√	√	√	√	√	√	√	√	√	√	√
HEP B series	√	√	√	√	√	√	√	√	√	√	√	√	√
Varicella	√	√	√	√	√	√	√						
Td Booster								√	√	√	√	√	√

\*Td = tetanus/diphtheria

Physical/Health Examination

All new students seeking entrance into a public school in Monroe County are required by *Florida Statute §1003.22* and School Board policy to present, at the time of entry, valid documentation that they have received a health examination performed within one year prior to enrollment.

## EXPLANATION OF PHYSICAL EXAMINATION REQUIREMENTS

STUDENTS	PHYSICAL EXAMINATION
Monroe County	Required for Pre-K, Kindergarten and Grade 7
Transfers within Monroe County (including private schools)	Review DH Form 3040 and DH Form 680 for documentation.
Transfers within Florida	Required for Kindergarten and Grade 7 Review and file DH Form 3040 and DH Form 680 in the cumulative folder for all other grades.
Transfers from another state or country	Required for all grades  Physicals presented on forms from another state or country are acceptable if they include all components covered on DH Form 3040.**  <b>Must</b> have been performed within one year of enrollment unless exempt based on a written request for religious reasons.

\*\* DH Form 3040 -*State of Florida Health Examination Form*

### PLACEMENT OF TRANSFER STUDENTS

#### General Transfer Information

Coursework or grades of a student who transfers to a Monroe County public school with an official transcript from an educational institution or program shall be accepted at face value subject to validation based on Southern Association of Colleges and Schools (SACS) standards.

Students who enter a Florida public school at the eleventh or twelfth grade from out of state or from a foreign country shall not be required to spend additional time in a Florida public school in order to meet the high school course requirements if the student has met all requirements of the school district, state, or country from which he or she is transferring. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition. However, to receive a standard high school diploma, a transfer student must earn a 2.0 grade point average and pass the grade 10 FCAT required in s. [1008.22](#)(3) or an alternate assessment as described in s. [1008.22](#)(10).

The principal shall validate transfer credit(s) or grades which shall be based on performance during the first grading period the student is enrolled in:

1. validation of the official transcript is deemed necessary under the SACS policy;
2. the student does not possess an official transcript; or
3. the student is a home education student without an official transcript from an educational institution or program.

### Validation Process

Validation of credits shall be based on performance in courses at the receiving school. A student transferring into a school shall be placed in the appropriate sequential course(s). A student entering the district within 15 days of the end of the semester without transfer credit(s) for the current semester must demonstrate proficiency in each course in order to receive credit.

The grade of **P (Pass)** is used when validating/granting transfer credit for coursework when an official transcript or grades that equate to those used in Monroe County cannot be obtained. It is also used when **P** is specified on an official transcript. A grade of **P** is a transcript grade only, *not* a report card grade. It gives credit for coursework, but does not affect the grade point average (GPA).

### Alternative Validation Procedure

If validation based on performance as described above is not satisfactory, or when it is not applicable because there is no sequential course, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal, and parent/guardian:

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

The student's custodial parent(s)/guardian(s) may appeal the placement decision to the Superintendent or designee within fourteen (14) calendar days of the principal's decision.

### English Language Learner (ELL)

The ELL coordinator/contact person and/or the school counselor/administrator shall review the educational background of the transferring student to determine appropriate grade level, subject, and ELL program placement. Parental input regarding educational background should be taken into consideration especially when transcripts, records, or report cards are not readily available. Program placement is reflected in the student schedule in TERMS. Bilingual personnel shall assist the students and their families when necessary to ensure proper program/course placement.

The assistant principal, guidance counselor, or ELL teacher must meet when a student's placement is based on age either because of lack of information about prior schooling (no transcript or report card) or prior schooling does not meet grade level requirements.

ELL students are scheduled into classes that fulfill graduation requirements and the district's student progression plan.

ELL students are placed in classes/courses based on completed academic coursework, regardless of the language in which the coursework was done.

Parents/guardians may appeal academic placement decisions to the principal.

### Students with Disabilities

#### *504 Students*

A transferring 504 student is a student who was previously enrolled in any other school or agency with an active *Section 504 Accommodation Plan* and is enrolling in Monroe County School District. Upon notification & documentation that a transferring student currently possesses an active 504 plan, the receiving school will review the existing 504 plan in accordance with Florida Statute. The receiving school reserves the right to review & revise the 504 plan as appropriate.

*For additional information regarding evaluations, data and placement of students or 504 plans, please refer to the State of Florida & School Board Approved Admissions and Placement Manual.*

#### *Exceptional Student Education (ESE) Students*

Within Florida Transfers - An ESE student who is entering a Monroe County Public School from a school district **within** Florida and who has a current IEP/EP as well as evaluation data necessary to determine that the student meets Florida and Monroe County's eligibility criteria for special programs may be placed in a temporary assignment until all reviews are completed. The school district reserves the right to consider any out of county evaluations, assessments, interventions and data associated with the IEP in order to make an appropriate placement that meets MCSD criteria for special programming. The receiving school SST and/ or IEP team will review the current IEP/EP and may revise and /or consider additional evaluations as necessary and determine the permanent placement.

Out of State Transfers - An ESE student who is transferring from an **out-of-state** who has a current IEP/EP as well as evaluation data necessary to determine that the student meets Florida & Monroe County's eligibility criteria for special programs may be placed in a temporary assignment until all assessment and reviews are completed. An ESE student who is transferring from another state and does not meet the district's criteria for entrance or dismissal from an ESE program will also be placed immediately in the appropriate educational program(s) in a temporary assignment. In both cases, the receiving school **will** review the current IEP/EP and may revise and / or consider additional evaluations as necessary to make the final placement.

Within Monroe County School District Transfers - Transfers within the county either by parental choice or a change in residence within the county. MCSD will provide adequate educational services for all children. Monroe County Schools operate utilizing a School Based Management model (SBM). This model gives the schools autonomy to select the most appropriate program design to meet the student needs. The programs differ widely between schools and some cluster special education programs exist carefully following state and federal guidelines. Choice / parental selection of a particular school(s) are subject to the choice school requirements and transportation to a parental selected school may not be guaranteed.

*For additional ESE information regarding evaluations, data and placement of students into ESE programs please refer to the State of Florida & School Board Approved Admissions and Placement Manual.*

## **ATTENDANCE REQUIREMENTS FOR EARNING CREDIT**

Each parent and legal guardian of a child within the compulsory attendance age is responsible for the child's school attendance as required by law [Florida Statute §1003.21]. All students are expected to attend school regularly and to be on time for classes in order to benefit from the instructional program and to develop habits of punctuality, self-discipline, and responsibility.

A student may be absent no more than six (6) class periods to be awarded semester credit in a high school course. A student who has excessive absences as defined above **must** demonstrate proficiency of the content taught in the course. Students who otherwise would have received credit for a course based on the final semester average and have excessive absences must receive a passing grade on the semester exam in order to receive that credit. A student who has excessive absences and does not receive a passing grade on the semester exam will have the final course grade changed to "F" and will receive no credit for that course.

A "Denial of Credit Appeal" process shall be instituted at each school offering high school courses. The purpose of this process is to allow students who have been denied credit due to excessive absences an opportunity to provide evidence that some or all of the excessive absences should be considered "extraordinary." Absences due to extraordinary circumstances shall not be included in the denial of credit process. Extraordinary absences should NOT be confused with "excused (explained)" absences. Some examples of extraordinary absences include (but are not limited to):

- Student illness requiring hospitalization or home confinement documented by a physician's note
- Death in the immediate family
- Extreme weather conditions

The definition of an extraordinary absence shall be the responsibility of each individual school.

## Students with Disabilities

### *504 Students*

In the case of a student with excessive absences the Student Services Team should be convened to determine if the absences are caused in relation to the active *Section 504 Accommodation Plan*. If the multidisciplinary team determines that the absences are related to the 504 plan, the team should consider interventions and or changes to better accommodate and or facilitate the students learning. The revised 504 plan should address any additional strategies and/or interventions needed to support the student's academic achievement.

If the multidisciplinary team determines that the absences are not related to the 504 plan, the student is treated in the same manner as that for a general education student with regard for the state and federal statutes regarding students with an ADA /504 plan.

*For additional ADA/ 504 information regarding evaluations, data and creation of a 504 plan, please refer to the State of Florida & School Board Approved Admissions and Placement Manual.*

### ESE Students

In the case of an ESE student with excessive absences, an IEP team meeting **should** meet to determine whether or not the absences are related to the student's disability. If the IEP team determines that the excessive absences **are** related to the student's disability, the IEP team will determine a reasonable course of action or placement that will support the student's academic achievement.

If the IEP team determines that the student's excessive absences **are not** related to the student's disability, the student is treated in the same manner as that for a general education student, with regard for the state and federal statutes regarding ESE students.

*For additional ESE information regarding evaluations, data and placement of students into ESE programs please refer to the State of Florida & School Board Approved Admissions and Placement Manual.*

### Hospitalized/Homebound Services

If a student is confined to home or hospital, but is able to participate in and benefit from an instructional program, the student may be eligible for a hospital/homebound program. A student is eligible for services if a licensed physician can certify:

- a. that the student is expected to be absent from school due to a physical or psychiatric condition for at least 15 consecutive school days or due to a chronic condition for at least 15 school days which need not run consecutively;
- b. that the student is confined to home or hospital; and
- c. that the student will be able to participate in and benefit from an instructional program.

Additional information regarding the criteria for a hospital/homebound program is available in the District's Policies and Procedures for the Provision of Specially Designed Instruction and Related Services for Exceptional Students.

## ATTENDANCE POLICY

Students have 48 hours to either bring in an excused note from their parents or a parent must call into the attendance office within the 48 hours. After the 48 hours, the absence automatically becomes unexcused if the school has not received notification.

Excused Absence means that a student is absent:

- (a) due to sickness of, or injury to, the student, attested to orally or in writing by the student's parent or guardian, or, in the event the absence is of three days or more, by a written statement of a licensed practicing physician, chiropractor, dentist, or other appropriate licensed health care or mental health professional;
- (b) due to religious instruction for the student or religious holidays of the student's own faith to be observed by the student, when the absence is requested in writing by a parent or guardian at least three (3) school days in advance of the absence, as delineated in Rule 6A-1.09514, Florida Administrative Code.
- (c) due to a medical, chiropractic, dental, or other appointment with a licensed professional related to the physical or mental health of the student, when the appointment cannot be scheduled outside of school hours and when written documentation is provided by the parent or guardian prior to the scheduled appointment;
- (d) due to attendance at an Individualized Educational Program (IEP) meeting at which the student's educational program is the topic;
- (e) due to attendance in an administrative or judicial proceeding which involves the student as a witness or as the subject of the proceeding;
- (f) due to a death in the immediate family of the student and such absence does not exceed seven (7) school days;
- (g) due to placement in The Florida Keys Children's Shelter and such placement transition period does not exceed three (3) school days. (By the fourth day, Shelter personnel are required to enroll the student in the appropriate public school closest in geographic proximity to the Shelter.)
- (h) with written permission of the principal or the principal's designee, for good cause shown, including insurmountable conditions as defined by rules of the state board of education in Rule 6A-1.09513, Florida Administrative Code.
- (i) due to participation in an approved special event. The student must receive advance written permission from the school principal or the principal's designee. (Examples of special events include public functions; conferences; and regional, state and national competitions).
- (j) due to having, or being suspected of having, a communicable disease or infestation which can be transmitted to other students or school staff. (Examples include, but are not limited to, fleas, head lice, ringworm, impetigo, and scabies.)

An unexcused absence is any absence that does not fall into one of the above excused absence categories. Any unexcused absence will result in a "0" grade for work missed. Students receiving out-of-school suspension **must** be assigned schoolwork that will be graded. Students on out of school suspension will be permitted to make up nine-week and semester examinations. Projects, term papers, etc., which represent work for a period of time greater than the suspension period will be submitted for the purpose of determining a student's grade in accordance with each school's grading practices.

Students will be afforded an opportunity to make up missed work for excused absences. Students have two (2) days for each day missed to make up class work upon return to school from an absence. After three consecutive absences, the teacher will determine due dates. The exception to this policy is the student assigned an out of school suspension.

Should questions arise regarding this rule; principals will grant the parent(s)/guardian(s) a conference. Parent(s)/guardian(s) may appeal the principal's decision to the superintendent if a conflict arises.

## **STUDENT WITHDRAWALS**

### Prior to the Last Two Weeks of the Semester

Students who leave school **prior** to the last 10 school days of any semester will not be granted credit unless they enroll in another school and complete the course requirements including examinations if applicable.

### During the Last Two Weeks of the Semester

Students who leave school **during** the last two weeks (10 days) of any semester **must** show evidence that the withdrawal is mandatory, and the student **must** successfully complete any necessary examinations, as appropriate, in order to receive course credit. Principals are authorized to make arrangements for the administration of examinations.

Principals may waive the requirements for early withdrawal when unusual/extenuating circumstances preclude full compliance by the student. Approval is mandatory prior to the student's leaving school.

### Student Withdrawals for Enrollment in Home Education Program

To withdraw a student for enrollment in a home education program, the custodial parent(s)/guardian(s) must initiate the withdrawal process at the school and notify the Superintendent of Schools/designee, **in writing**, of the intent to establish a home education program for the student and complete the appropriate documentation. The custodial parent/guardian shall submit the letter of intent to the Home Education Office within 30 days of the establishment of the home education program. Home education correspondence should be mailed to:

School District of Monroe County  
Home Education Office  
Attn: Dr. Lesley Messier  
241 Trumbo Road  
Key West, FL 33040

Following the acceptance into the home education program the parent or guardian is accepting the full responsibility for the following:

1. **Parent must notify the district** in writing of the intent to home school.
2. **Parent must maintain a portfolio** of records that consist of the following:
  - a. Log of educational activities
  - b. Writing samples, work sheets, workbooks, and or other creative materials
  - c. The portfolio must be maintained by the parent and may be reviewed by the school district with appropriate notice
3. **Evaluation**, the parent must ensure annual evaluation by a certified instructor, state evaluation, or national evaluation instrument and report the results to the district coordinator
4. **Annual Review**, the district will review the evaluation results, if there are any concerns regarding the child's academic achievement. The district may place the parent on one year probation if the student fails to show adequate progress. Under probation, the parent must then remediate the child within the year or the district may require the student to enroll in an appropriate program (FS1002.41)

## PROGRAM DESCRIPTION

### COURSE OF STUDY

The School District of Monroe County Curriculum Guidelines incorporate the strands, standards and benchmarks that delineate student performance standards as defined by the Florida Department of Education *Next Generation Sunshine State Standards*. The curriculum guidelines and course descriptions include benchmarks for:

- Career Education
- Foreign Language
- Health Education
- Language Arts
- Mathematics
- Music
- Physical Education
- Science
- Social Studies
- Visual Arts

In addition, course descriptions/frameworks are provided for each high school course. District-adopted textbooks and/or instructional materials are provided for all high schools.

The high schools offer a wide range of courses in all disciplines. Courses are provided to meet the needs of all. With the exception of certain dual enrollment courses denoted in the [Dual Enrollment Course-High School Subject Area Equivalency List](#), one-half (½) credit is awarded for passing a semester in each course.

Students may earn credits beyond the regular school program with prior written permission of the principal/designee.

## **SPECIAL PROGRAMS**

All students in the School District of Monroe County are eligible for consideration for and participation in all special programs.

### Career Education Job-Preparatory Programs

The School District of Monroe County high schools offer a variety of programs that prepare students for employment in specific Career Paths. A high school student may elect to enter a job preparatory program at the ninth grade level. Recent legislation has substantially changed many of these programs and has mandated placement and productivity standards as conditions for continued funding. It is essential that parents, students, teachers, guidance counselors and administrators be aware that individual job-preparatory courses do not stand alone but are part of a planned sequence of courses leading to occupational proficiency and program completion. The District Career Department has developed many programs of study that provide the planned sequence of courses linked to postsecondary educational goals. The majority of these programs are articulated to postsecondary institutions. Not all job-preparatory programs are offered at all high schools. All entering ninth grade students will have a Career Path designed for them

Completion of a Career education program is achieved by a student when he/she completes three or more courses in a Career education program of study and demonstrates proficiency in all applicable competencies.

Career Path instruction enables students to attain Occupational Completion Points, (OCP's) and complete Career and Technical Education programs to secure and sustain employment and realize economic self-sufficiency.

A variety of Family and Consumer Science education, Health Science education, Business Technology education, Industrial education, and job-preparatory education such as Pre-Apprenticeship and On the Job Training are available in our high schools.

Students at grade levels below those indicated in the Course Code Directory may be enrolled in job-preparatory programs as part of a drop-out prevention strategy or to meet particular job-preparation objectives or special-learning needs. Placement must be documented and approved by the high school Principal and the District Career Coordinator. These students will earn secondary credit, generate appropriate FTE and be reported at the lowest acceptable grade level specified in the Course Code Directory.

Students completing secondary job-preparatory programs may be enrolled, or dually enrolled, in corresponding Adult programs in order to develop competencies not included in the less-extensive secondary programs. These students will earn secondary credit, generate appropriate FTE and be reported at the lowest acceptable level specified in the Course Code Directory.

### School-to-Career-Pre-Apprenticeship Programs

School-to-Careers-Pre-Apprenticeship is a comprehensive system that includes school-based learning, work-based learning and connecting activities that appropriately involve business and industry as well as educators, students, and parent(s)/guardian(s).

These activities match student interests and abilities to job opportunities and provide workplace experiences that lead to a smooth transition from school to Career. Some age appropriate activities include the Department of Education Pre-Apprenticeship program, visits to business sites, job shadowing, Career presentations, mentoring and internships.

- School-based learning integrates academics and Career exploration in a program of study that motivates students to perform at grade level or above.
- Work-based learning involves employers, students and teachers in a planned program to offer Career-related experiences in business, corporate or professional settings.
- Connecting activities ensure that the school-based and work-based learning components complement one another.

### Alternative Education/Dropout Prevention (DOP) Programs

The district provides special assistance and programs to those students identified as at risk of dropping out of school. All students who exhibit the characteristics of potential dropouts are eligible for these programs. Students who are over age for their grade placement, have failing grades, low achievement test scores, high absenteeism, or demonstrate other at-risk factors may be considered eligible. A student identified as an English Language Learner (ELL) and/or Exceptional Student Education (ESE) who meets the eligibility criteria for dropout prevention may be considered for placement. Various programs and support activities are available in most schools throughout the district.

A student identified as at risk may be eligible for accelerated credit opportunities if the student is enrolled in:

1. an alternative education (dropout prevention) performance-based (competency-based) program that allows for shortened instructional time and awards credits for the mastery of the course performance standards; or
2. an approved alternative education (dropout prevention) course modification program designed for a time variation (shortened or lengthened time for in-class instruction), alternative methods of assessments of student performance, or integration of course performance standards into interdisciplinary units of study.

Documented teacher observation, classroom assignments, examinations and alternative assessment methods are considered appropriate for assessing student mastery of the course performance standards as approved by the principal or district designee.

### *GED Exit Option*

The GED Exit Option requirement may be utilized for eligible students in designated approved programs. The requirements and the schools/sites authorized to implement the program are indicated in The School District of Monroe County GED Exit Option Plan. Eligible students **must** be enrolled in an approved program. The student's class with whom he/she entered kindergarten **must** be scheduled to graduate during the current year or have already graduated. Qualifying students whose credit or GPA deficiencies classify them in the 9<sup>th</sup> grade, upon enrollment, will be assigned to the 10<sup>th</sup>

grade in order to be eligible to take the state assessment test. The students **must** meet all requirements stated in the above-referenced plan as well as pass the required state assessment test and the GED tests in order to receive the standard high school diploma.

### Distance Education Program

#### *The Florida Virtual School (FLVS)*

The Florida Virtual School (FLVS) is an Internet-based high school serving the students of the State of Florida. The for-credit coursework of the school is based upon the *Next Generation Sunshine State Standards*. FLVS, in partnership with affiliated school districts, makes instruction available at any time and in any place to Florida students.

A student who is a full-time student in the school district **must** have permission from his/her school counselor and principal to enroll in FLVS. Registration access shall be available to students during the school year and through the summer.

For each registration period, registered home education students **must** provide verification of active status along with other FLVS enrollment requirements.

### School-to-School Programs

Distance Learning is available from school-to-school for selected courses identified by the principals of the participating schools.

### Programs for English Language Learners (ELL)

All ELL students must be given **equal access** to the general education curriculum as defined by the School District of Monroe County Curriculum Guidelines. The general education standards and benchmarks should be the basis of their curriculum. They are placed in these courses regardless of their English language proficiency. The student's schedule documents the instructional model that is utilized to ensure the student an equal opportunity to master the general education curriculum.

Note: See the *School District of Monroe County English Language Learners District ELL Plan* for full explanation of services and models.

### Gifted Education

Each school functions based on a School Based Management model as described earlier. As such the courses and programs offered at each school vary as prescribed by the site based leadership team.

Students identified as gifted have an Educational Plan (EP) that provides direction for the instructional program. The differentiated instructional program may include a variety of educational opportunities that address the student's advanced abilities.

*For additional ESE information regarding evaluations, data and placement of students into ESE programs please refer to the State of Florida & School Board Approved Admissions and Placement Manual.*

### 504 Students

A formal alteration to the delivery of instruction or student assignments for a 504 student is the conducted via the Student Services Team and **is** addressed in the *Section 504 Accommodation Plan*. This plan documents the instructional modifications needed to ensure the student an equal opportunity to master the general education curriculum and during assessments.

### ESE Students

For students with diagnosed disabilities currently enrolled in ESE, the IEP specifies the adequate educational instruction and supports. Students are given access to the general curriculum as appropriate and outlined in the child's IEP. For the majority of students, the general education standards and benchmarks are the basis of their curriculum. However, for some students, modified standards and/or benchmarks in one or more content area may be more appropriate as indicated in the IEP.

The IEP addresses annual goals and short-term objectives to meet the unique needs of the student as well as appropriate classroom modifications.

### Hospital/Homebound Services

*(See Policies and Procedures for the Provision of Specially Designed Instruction and Related Services for Exceptional Student Education)*

### Home Education

Home education as outlined below, is sequentially progressive instruction directed by his/her parent(s) or guardian(s). The parent(s)/guardian(s) of each registered home education student **must** maintain a portfolio of student work including a log of educational activities made concurrently with instruction and a listing of all reading material. The parent/guardian is responsible for submitting an annual evaluation in accordance with Florida Statute §1002.41.

Following the acceptance into the home education program the parent or guardian is accepting the full responsibility for ht e following:

1. **Parent must notify the district** in writing of the intent to home school.
2. **Parent must maintain a portfolio** of records that consist of the following:
  - a. Log of educational activities
  - b. Writing samples, work sheets, workbooks, and or other creative materials
  - c. The portfolio must be maintained by the parent and may be reviewed by the school district with appropriate notice
3. **Evaluation**, the parent must ensure annual evaluation by a certified instructor, state evaluation, or national evaluation instrument and report the results to the district coordinator

4. **Annual Review**, the district will review the evaluation results, if there are any concerns regarding the child's academic achievement. The district may place the parent on one year probation if the student fails to show adequate progress. Under probation, the parent must then remediate the child within the year or the district may require the student to enroll in an appropriate program (FS1002.41)

Home Education correspondence should be mailed to:

School District of Monroe County  
Home Education Office  
Attn: Dr. Lesley Messier  
241 Trumbo Road  
Key West, FL 33040

### Acceleration Mechanisms

At the beginning of each school year, students and parents/guardians of students in or entering high school **must** be notified of the opportunities and benefits of mechanisms that result in acceleration through high school and/or college (i.e., advanced placement, dual enrollment, graduation options, and Florida Virtual School.) [Florida Statutes §1003.02(1)(i)] 1003.428

Any student who earns 9 or more credits from one or more of the acceleration mechanisms (i.e., advanced placement, International Baccalaureate, dual enrollment, and Florida Virtual School courses) is exempt from any requirement of a public postsecondary educational institution mandating enrollment during a summer term. [Florida Statutes §1007.27(10)]

### Post Secondary/Correspondence Course Programs

A correspondence course from an approved college may be taken for credit with **prior approval from the principal**. To be approved, a correspondence course **must** be listed in the *Florida Course Code Directory* for the year the student took the course and **must** satisfy the state course frameworks and performance standards. Credit is not awarded for foreign travel unless it is a part of a bona fide program from an accredited institution and treated as transfer credit. Credit earned in an accredited post secondary school not a part of the dual enrollment program will not be included in weighted grade point calculations.

### Dual Enrollment Program

The Dual Enrollment Program provides an opportunity for students to simultaneously earn high school and college credit. Course credit earned in college-level courses shall be counted as college-level credit and may also be used to meet high school academic unit credit. Dual enrollment credit can be earned at Florida Keys Community College, or any other public institution of higher learning that has an established interinstitutional articulation agreement with the School District of Monroe County pursuant to state law [Florida Statute §1007.235]. Students participating in these programs **must** maintain a 3.0 unweighted grade point average (GPA) (student qualifications for enrollment in career certificate dual enrollment courses must include a 2.0 unweighted grade point average) and **must** earn a grade of **C** or better in each college-level course to continue in the dual enrollment program. Exceptions to the requirements above can be found in the Interinstitutional Articulation Agreement. Course credit earned in these courses with a grade of **C** or better shall transfer as

college-level credit to a state postsecondary institution. College credit is transferable to other colleges according to the individual college guidelines and requirements. Where sufficient numbers of qualified students have been identified, a college course may be offered at the local high school.

A college course equals one-half ( $\frac{1}{2}$ ) credit for high school unless specified in the Dual Enrollment Course Equivalency List. Certain dual enrollment courses may be used to satisfy specific required courses for graduation and are listed in the [Dual Enrollment Course-High School Subject Area Equivalency List](#).

The following requirements and conditions, as stated in the interinstitutional articulation agreements, **must** be met in order for a student to be eligible for participation in the Dual Enrollment Program:

- Students who wish to participate in the Dual Enrollment Program **must** contact the school guidance office to begin the dual enrollment application process.
- The student **must** have an unweighted grade point average (GPA) 3.0 or higher.
- The student **must** receive approval of the high school principal or designee.
- The student **must** satisfy any prerequisites.
- The college/university **must** have space available in the requested course.
- The student enrolled in this program **must** maintain a 3.0 unweighted GPA [Florida Statute §1007.271(3)] and **must** earn a grade of **C** or better in any college-level work in order to continue in the Dual Enrollment Program.
- Students may not enroll in a dual enrollment course that cannot be completed prior to graduation.

Career and technical course dual enrollment shall be available for students seeking a degree or certificate from a complete job preparatory program. A 2.0 cumulative GPA is required for enrollment in a career or technical dual enrollment course.

There are no tuition costs to students participating in the Dual Enrollment Program. Students are responsible for textbooks that must be returned to the school. Fees will be charged to students who lose or damage textbooks or other course-related materials.

Registered home education students may participate in the Dual Enrollment Program following criteria set forth in the interinstitutional articulation agreement, including written verification of active status provided by the Home Education Office for each term enrolled. Home education students incur no tuition costs, but are responsible for textbook costs.

### Early Admission to College

Students who apply for early admission to college must notify the high school principal prior to submitting an application for acceptance to a college or university. In the event that a qualified student is accepted for admission to an accredited college or university prior to the completion of high school graduation requirements, the high school principal can approve the fulfillment of graduation requirements through the acceptance of college-level credit.

To qualify for early admission, a student must meet the following criteria:

- acceptance by an accredited post secondary institution as a full-time student.
- successful completion of a minimum of six semesters of high school work.
- successful completion of testing requirements for graduation.

The student may be awarded a diploma at the regular time for graduation or as determined by the school principal, based upon the following:

- completion of two college semesters or the equivalent and full-time student status.
- maintenance of at least a C average or the equivalent.
- verification of college credit earned. (The student's high school cumulative folder will indicate work accomplished by the student while attending classes at the college or university.)

**SPECIAL NOTE:** Students may select colleges or universities other than those that have interinstitutional agreements with the School District of Monroe County. However, the parent(s)/guardian(s) and/or student will be responsible for payment of fees. All other rights and privileges will be afforded these students as those under dual enrollment agreements. **Prior approval from the principal in writing is required.**

Parent/Student Notification of Opportunities for Acceleration

At the beginning of each school year, students and parents will be notified of the opportunity and benefits of advanced placement, dual enrollment as well as the graduation options available.

## GRADE CLASSIFICATION

The following requirements are used to determine grade classification to the next grade level.

Grade level classification shall be based on the number of opportunities for credit

Graduation and Grade Level Placement Chart								
<b>Total Attempts</b>	<b>31</b>	<b>30</b>	<b>29</b>	<b>28</b>	<b>27</b>	<b>26</b>	<b>25</b>	<b>24</b>
<b>Needed to Graduate</b>	<b>29</b>	<b>28</b>	<b>27</b>	<b>26</b>	<b>25</b>	<b>24</b>	<b>24</b>	<b>24</b>
<b>Needed to be in Grade 12</b>	<b>22</b>	<b>21</b>	<b>20</b>	<b>20</b>	<b>18</b>	<b>17</b>	<b>17</b>	<b>17</b>
<b>Needed to be in Grade 11</b>	<b>15</b>	<b>14</b>	<b>13</b>	<b>13</b>	<b>12</b>	<b>11</b>	<b>10</b>	<b>10</b>
<b>Needed to be in Grade 10</b>	<b>7</b>	<b>7</b>	<b>6</b>	<b>6</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>

The school district will classify students as 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> graders two times each year:

- following the completion of the final grading period;
- following completion of the first semester for students who have been previously retained in high school, in order to move to the grade level of their cohort class.

## REMEDIAL INSTRUCTION

Each student who does not meet specific levels of performance as determined by the district school board in reading, writing, science, and mathematics for each grade level, or who scores below Level 3 in reading or math, must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction

The school in which the student is enrolled must develop, in consultation with the student's parent, and must implement a progress monitoring plan. A progress monitoring plan is intended to provide the school district and the school flexibility in meeting the academic needs of the student and to reduce paperwork. A student who is not meeting the school district or state requirements for proficiency in reading and math shall be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement:

1. A federally required student plan such as an individual education plan;
2. A school wide system of progress monitoring for all students; or
3. An individualized progress monitoring plan.

Credits earned in remedial instruction courses **must** be in addition to, but may **not** be in lieu of, English and mathematics credits required for graduation. Students who do not pass the required state assessment test are provided remedial instruction and **must** retake the test during regular scheduled test administrations. Seniors who have not passed the required state assessment test or who do not have the required 2.0 grade point average (GPA) may elect to attend school for an additional year unless they reach the maximum attendance age.

For each year in which a student scores at Level I on FCAT Reading, the student must be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. The department shall provide guidance on appropriate strategies for diagnosing and meeting the varying instructional needs of students reading below grade level. Reading courses shall be designed and offered pursuant to the comprehensive reading plan required by S. 1011.62(8), F.S.

Remedial instruction is also provided for students who fall below standards for classification to the next grade level. Students identified as below the credit requirements for classification may take courses for forgiveness (see Forgiveness Rule section) or credit accrual through summer school (if offered), the Adult Credit Program, Educational Options, and Florida Virtual School. Other credit programs may be developed by the district to assist students toward meeting classification requirements.

## **SUMMER SCHOOL**

### Program Description

Identified students may attend Summer School in order to maintain progress toward meeting regular promotion requirements. The district's offering of summer school may depend on budgetary considerations. Summer school, if offered, provides students with:

- additional time to complete course requirements
- assistance in completion of credit requirements necessary for promotion
- continuation of academic skills as part of the curricular continuum
- intensive remediation for reading and mathematics

## Students Enrolled In General Education Courses

If summer school is offered, identified students in grades 9-12 may earn up to one credit in Summer School/Extended School Year. A student currently enrolled in grade nine (9), ten (10), or eleven (11) may be eligible to attend Summer School (if offered) to retake a core course (English, mathematics, science or social studies) in which the grade earned was a **D** or **F**.

Course availability will depend on sufficient enrollment. Instruction in a course being repeated by a student should focus on the student performance standards **not** met during the regular school year. A student currently enrolled in grade twelve (12) is eligible to attend Summer School to:

- 1) retake a core course (English, mathematics, science or social studies) in which the grade earned was a **D** or **F**, **OR**
- 2) take an elective course that will enable the student to meet the course or GPA graduation requirements.

Each student must take a semester examination if available. No semester examination exemptions are permitted during Summer School.

As funding is available to the District, special programs may be available for initial credit.

## Students Enrolled in Home Education

Registered home education students may participate in summer school if it is available and if they meet the same eligibility requirements established for all regularly attending students.

## Attendance

Summer School class time is limited; therefore, absences generally are not excused. More than one (1) day absence per semester may result in dismissal from class without credit. Absences do not carry over from first semester to second semester. Each student must take a semester examination if available. A student who does not take an available semester exam will receive a grade of 'F' for the course.

## **SUMMER ASSIGNMENTS**

Summer assignments, if given, must be approved by the principal and may constitute up to 10% of the first marking period grade.

## **EXTENDED SCHOOL YEAR**

### Students with Disabilities Enrolled in ESE

Special education and related services provided to students with disabilities beyond the regular 180-day school year are called **extended school year (ESY) services**. Under the Individuals with Disabilities Education Act (IDEA). ESY is provided only when there is documented evidence that a **severe regression will occur** in critical life skills during time off from school. **School districts are not required to provide ESY services to all students with disabilities—only to those who data reveals require ESY services.**

## ADULT CREDIT PROGRAM

The Adult Credit Program provides performance-based opportunities for remediation or forgiveness to currently enrolled high school students. Students may take as many courses as needed for forgiveness. The program operates on a 12-month basis. Interested students **must** obtain written approval from the student's day school counselor and principal or designee. Students wishing to graduate in May/June of a given school year should enroll no later than March of that year.

## GRADUATION REQUIREMENTS

Students are required to satisfy the graduation requirements in effect at the time the student first enters the ninth grade regardless of the date the student graduates, unless the requirements change for the entire class, **or** unless requirements are changed for all students by Florida Statute.

For Students Who Entered Ninth Grade In 2003-2004, 2004-2005, or 2005-2006 School Year			
Subject Area	Graduation Requirements 4-year Traditional Program	Graduation Requirements of 18-Credit/3-year College Preparatory Program <sup>1, 2</sup>	Graduation Requirements of 18-Credit/3-year Career Preparatory Program <sup>2</sup>
English	4 credits, with major concentration in composition and literature	4 credits, with major concentration in composition and literature	4 credits, with major concentration in composition and literature
Mathematics	4 credits, one of which must be Algebra I or its equivalent	3 credits at the Algebra I level or above from the list of courses that qualify for state university admission	3 credits, one of which must be Algebra I or its equivalent
Science	4 credits in natural science; two must have a laboratory component	3 credits in natural science; two must have a laboratory component	3 credits in natural science; two must have a laboratory component
Social Studies	1 credit World history 1 credit American history .5 credit American govt. .5 credit Economics .5 credit Contemporary History .5 credit Law Studies	1 credit World history 1 credit American history .5 credit American govt. .5 credit Economics	1 credit World history 1 credit American history .5 credit American govt. .5 credit Economics
Foreign Language	Not required for high school graduation, but required for admission into state universities	2 credits in the same language or demonstrated proficiency in a second language	Not Required

**For Students Who Entered Ninth Grade  
In 2003-2004, 2004-2005, or 2005-2006 School Year**

Subject Area	Graduation Requirements 4-year Traditional Program	Graduation Requirements of 18-Credit/3-year College Preparatory Program <sup>1, 2</sup>	Graduation Requirements of 18-Credit/3-year Career Preparatory Program <sup>2</sup>
Practical Arts/ Performing Fine Arts	1 credit practical arts career/technical education or exploratory career education <b>OR</b> 1 credit performing fine arts <b>OR</b> .5 credit in practical arts and .5 credit in performing fine arts	Not Required	3 credits in single vocational/career education program <b>OR</b> 3 credits in single career/technical certificate dual enrollment <b>OR</b> 5 credits in vocational/career education courses (including 3 credits in one sequential career and technical program)
Life Management Skills	.5 credit	Not Required	Not Required
Physical Education	1 credit, including .5 credit personal fitness and .5 credit physical education elective	Not Required	Not Required
Electives	7.5 credits	3 credits (must meet state university admission requirements)	2 credits unless 5 credits in career/technical education earned
<b>Total</b>	<b>26 credits</b>	<b>18 credits</b>	<b>18 credits</b>
State Assessment Requirements	Earn a passing score on the Grade 10 FCAT or a standardized test that is concordant with the passing score on the FCAT (ACT or SAT)	Earn a passing score on the Grade 10 FCAT or a standardized test that is concordant with the passing score on the FCAT (ACT or SAT)	Earn a passing score on the Grade 10 FCAT or a standardized test that is concordant with the passing score on the FCAT (ACT or SAT)
Grade Point Average Requirements (GPA)	Earn a cumulative unweighted GPA of 2.0 on a 4.0 scale	Earn a cumulative weighted GPA of 3.0 on a 4.0 scale in the courses required for the college prep program and earn a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits	Earn a cumulative weighted GPA of 3.0 on a 4.0 scale in the courses required for the career prep program and earn at least 2.0 points or its equivalent in each of the 18 required credits

- <sup>1</sup>All courses earned toward the 18-credit/3-year College Prep Program must satisfy admission requirements for the state university system. To determine which courses meet state university system admissions requirements, please use the [Comprehensive Course Table](#) or see school guidance counselor for assistance. At least 6 of the 18 credits must be in classes that are honors, dual enrollment, Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), or specifically listed as rigorous by the Department of Education.

- <sup>2</sup>Students who chose a three-year program prior to July 1, 2004, must meet with their counselor for information regarding graduation requirements.

For Students Who Entered Ninth Grade In 2006-2007 School Year			
Subject Area	Graduation Requirements 4-year Traditional Program	Graduation Requirements of 18-Credit/3-year College Preparatory Program <sup>1</sup>	Graduation Requirements of 18-Credit/3-year Career Preparatory Program
English	4 credits, with major concentration in composition and literature	4 credits, with major concentration in composition and literature	4 credits, with major concentration in composition and literature
Mathematics	4 credits, one of which must be Algebra I or its equivalent	3 credits at the Algebra I level or above from the list of courses that qualify for state university admission	3 credits, one of which must be Algebra I or its equivalent
Science	4 credits in natural science; two must have a laboratory component	3 credits in natural science; two must have a laboratory component	3 credits in natural science; two must have a laboratory component
Social Studies	1 credit World history 1 credit American history .5 credit American govt. .5 credit Economics .5 credit Contemporary History .5 credit Law Studies	1 credit World history 1 credit American history .5 credit American govt. .5 credit Economics	1 credit World history 1 credit American history .5 credit American govt. .5 credit Economics
Foreign Language	Not required for high school graduation, but required for admission into state universities	2 credits in the same language or demonstrated proficiency in a second language	Not Required
Practical Arts/ Performing Fine Arts	1 credit practical arts career/technical education or exploratory career education <b>OR</b> 1 credit performing fine arts <b>OR</b> .5 credit in practical arts and .5 credit in performing fine arts	Not Required	3 credits in single vocational/career education program <b>OR</b> 3 credits in single career/technical certificate dual enrollment <b>OR</b> 5 credits in vocational/career education courses (including 3 credits in one sequential career and technical program)
Life Management Skills	.5 credit	Not Required	Not Required
Physical Education	1 credit, including .5 credit personal fitness and .5 credit physical education elective	Not Required	Not Required

For Students Who Entered Ninth Grade In 2006-2007 School Year			
Subject Area	Graduation Requirements 4-year Traditional Program	Graduation Requirements of 18-Credit/3-year College Preparatory Program <sup>1</sup>	Graduation Requirements of 18-Credit/3-year Career Preparatory Program
Electives	7.5 credits	3 credits (must meet state university admission requirements)	2 credits unless 5 credits in career/technical education earned
<b>Total</b>	<b>26 credits</b>	<b>18 credits</b>	<b>18 credits</b>
State Assessment Requirements	Earn a passing score on the Grade 10 FCAT or a standardized test that is concordant with the passing score on the FCAT (ACT or SAT)	Earn a passing score on the Grade 10 FCAT or a standardized test that is concordant with the passing score on the FCAT (ACT or SAT)	Earn a passing score on the Grade 10 FCAT or a standardized test that is concordant with the passing score on the FCAT (ACT or SAT)
Grade Point Average Requirements (GPA)	Earn a cumulative unweighted GPA of 2.0 on a 4.0 scale	Earn a cumulative weighted GPA of 3.5 on a 4.0 scale in the courses required for the college prep program and earn a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits	Earn a cumulative weighted GPA of 3.0 on a 4.0 scale in the courses required for the career prep program and earn at least 2.0 points or its equivalent in each of the 18 required credits

- <sup>1</sup>All courses earned toward the 18-credit/3-year College Prep Program must satisfy admission requirements for the state university system. To determine which courses meet state university system admissions requirements, please use the [Comprehensive Course Table](#) or see school guidance counselor for assistance. At least 6 of the 18 credits must be in classes that are dual enrollment, Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), or specifically listed as rigorous by the Department of Education.

For Students Entering Ninth Grade In 2007-2008 School Year and Thereafter			
Subject Area	Graduation Requirements 4-year Traditional Program	Graduation Requirements of 18-Credit/3-year College Preparatory Program <sup>1</sup>	Graduation Requirements of 18-Credit/3-year Career Preparatory Program
English	4 credits, with major concentration in composition, reading for information, and literature	4 credits, with major concentration in composition and literature	4 credits, with major concentration in composition and literature
Mathematics	4 credits, one of which must be Algebra I or its equivalent, or a higher-level mathematics course	3 credits at the Algebra I level or above from the list of courses that qualify for state university admission	3 credits, one of which must be Algebra I or its equivalent

**For Students Entering Ninth Grade  
In 2007-2008 School Year and Thereafter**

<b>Subject Area</b>	<b>Graduation Requirements 4-year Traditional Program</b>	<b>Graduation Requirements of 18-Credit/3-year College Preparatory Program<sup>1</sup></b>	<b>Graduation Requirements of 18-Credit/3-year Career Preparatory Program</b>
Science	4 credits in natural science; two must have a laboratory component	3 credits in natural science; two must have a laboratory component	3 credits in natural science; two must have a laboratory component
Social Studies	1 credit World history 1 credit American history .5 credit American govt. .5 credit Economics .5 credit Contemporary History .5 credit Law Studies	1 credit World history 1 credit American history .5 credit American govt. .5 credit Economics	1 credit World history 1 credit American history .5 credit American govt. .5 credit Economics
Foreign Language	Not required for high school graduation, but required for admission into state universities	2 credits in the same language or demonstrated proficiency in a second language	Not Required
Practical Arts/ Performing Fine Arts	1 credit practical arts career/technical education or exploratory career education <b>OR</b> 1 credit performing fine arts <b>OR</b> .5 credit in practical arts and .5 credit in performing fine arts	Not Required	Not Required
Physical Education	1 credit in physical education to include the integration of health <sup>3</sup>	Not Required	Not Required
Electives	8 credits, of which: ● 4 credits in a major area of interest ● 4 credits in elective courses, which may be combined to allow for a second major area of interest, a minor area of interest (3 credits), individual elective courses, intensive reading or mathematics intervention courses, or credit recovery courses	3 credits in electives	3 credits in single vocational/career education program and 2 credits in electives <b>OR</b> 3 credits in single career/technical certificate dual enrollment and 2 credits in electives <b>OR</b> 5 credits in vocational/career education (including 3 credits in one sequential career and technical education program)
<b>Total</b>	<b>28 credits</b>	<b>18 credits</b>	<b>18 credits</b>

For Students Entering Ninth Grade In 2007-2008 School Year and Thereafter			
Subject Area	Graduation Requirements 4-year Traditional Program	Graduation Requirements of 18-Credit/3-year College Preparatory Program <sup>1</sup>	Graduation Requirements of 18-Credit/3-year Career Preparatory Program
State Assessment Requirements	Earn a passing score on the Grade 10 FCAT or a standardized test that is concordant with the passing score on the FCAT (ACT or SAT)	Earn a passing score on the Grade 10 FCAT or a standardized test that is concordant with the passing score on the FCAT (ACT or SAT)	Earn a passing score on the Grade 10 FCAT or a standardized test that is concordant with the passing score on the FCAT (ACT or SAT)
Grade Point Average Requirements (GPA)	Earn a unweighted cumulative GPA of 2.0 on a 4.0 scale	Earn a cumulative weighted GPA of 3.5 on a 4.0 scale in the courses required for the college prep program and earn a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits	Earn a cumulative weighted GPA of 3.0 on a 4.0 scale in the courses required for the career prep program and earn at least 2.0 points or its equivalent in each of the 18 required credits

- <sup>1</sup>All courses earned toward the 18-credit/3-year College Prep Program must satisfy admission requirements for the state university system. To determine which courses meet state university system admissions requirements, please use the [Comprehensive Course Table](#) or see school guidance counselor for assistance. At least 6 of the 18 credits must be in classes that are dual enrollment, Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), or specifically listed as rigorous by the Department of Education.

## FCAT CONCORDANT SCORES

2005-2008 Concordant Scores Assessment		
Test Type	Reading	Mathematics
FCAT	300	300
SAT	410	370
ACT	15	15

## FCAT WAIVER FOR STUDENTS WITH DISABILITIES

For students with disabilities, the IEP team may waive passage of the Florida Comprehensive Assessment Test (FCAT) as a requirement for graduation with a standard diploma. In order for the FCAT graduation requirement to be waived, the IEP team must meet and compile the form titled Waiver of Florida Comprehensive Assessment Test (FCAT) Graduation Requirement for Students with Disabilities during the student's senior year to determine whether or not the FCAT can accurately measure the student's abilities, taking into consideration allowable accommodations.

If there is sufficient evidence that the student has mastered the applicable Sunshine State Standards and the IEP team determines that the FCAT is **not** an accurate measure of the student's ability, even with allowable accommodations, the FCAT requirement may be waived and the student may graduate with a standard diploma. In order to be considered for the waiver from the FCAT graduation requirement, the student must:

- 1) Be identified as a student with a disability, as defined in Section 1007.02(2), Florida Statutes
- 2) Have an individual education plan (IEP)
- 3) Be a senior or student with disabilities who remains enrolled seeking a standard diploma for whom the FCAT is the graduation test
- 4) Have demonstrated mastery of the grade 10 Sunshine State Standards
- 5) Have taken the grade 10 FCAT with appropriate allowable accommodations at least twice to include March of the senior year or if not continuously enrolled in public school in Florida, at least once during each year of enrollment in grades 10, 11 or 12, including March of the senior year.
- 6) Have participated in intensive remediation for FCAT Reading and/or FCAT Mathematics, if passing scores were not earned
- 7) Be progressing towards meeting the state's 24 credit/course and 2.0 cumulative grade point average (GPA) requirements and any other district requirements for graduation with a standard diploma.

### **ACCELERATED HIGH SCHOOL GRADUATION OPTIONS**

Prior to selecting an accelerated graduation option three requirements **must** be met:

- Designated school personnel shall meet with the student and student's parent/guardian to give an explanation of the relative requirements, advantages, and disadvantages of each graduation option. [Florida Statute §1003.429(2)];
- The student shall submit to the high school principal and school counselor a signed parental consent to enter the three-year accelerated graduation program. [Florida Statute §1003.429(2)]; and
- Earn passing scores on the FCAT as defined in s. [1008.22](#)(3)(c) or scores on a standardized test that are concordant with passing scores on the FCAT as defined in s. [1008.22](#)(9).

### **Parental Notification**

The district school board shall provide each student in grades 6 through 9 and their parents with information concerning the 3-year and 4-year high school graduation options (general high school graduation, 3-year standard college preparatory program, 3-year career preparatory program), including the respective curriculum requirements for those options, so that the students and their parents may select the postsecondary education or career plan that best fits their needs. The information shall include a timeframe for achieving each graduation option.

[Florida Statute §1003.429(3)]

## Early Graduation for Standard Diploma (Minimum 24 Credit) Students

Students who complete the requirements for graduation before the semester of graduation for their cohort class may elect to:

- Graduate at the end of the semester in which the requirements have been completed.

**OR**

- Continue enrollment as full-time students in the School District of Monroe County. The grades earned by the student will become a part of the student's permanent record and calculated in the student's GPA.

Such students **must** submit a request to graduate or continue enrollment to the principal prior to the beginning of the school year in which the student will complete the requirements for graduation. The students may continue as students in the school district until the end of the regular school year in which their cohort class graduates. The principal may deny continued enrollment for a student who has met graduation requirements.

Early graduation students may participate in the end-of-year graduation ceremonies.

## **PROGRAM ACCOMMODATIONS/MODIFICATIONS**

### ELL Students

ELL students will be enrolled in English through ESOL I, II, III and IV or English I, II, III and IV to guarantee the necessary credits needed for graduation. Any exceptions must be documented through an ELL committee meeting.

### Students with Disabilities

#### *504 Students*

The Student Services Team (SST) or 504 Team (multidisciplinary team) must meet and determine if a documented disability substantially limits the individual student's ability to care for one's self at school (i.e., walk, see, hear, speak, breathe or learn in the school environment). The team will consider a variety of sources such as: medical information, behavioral observations, checklists, classroom tests, teacher recommendations/reports, current grades, academic history, standardized-test reports or other reports. Any deviation and/or exemptions to the general-education content requirements would be the decision of the SST/504 team (with parent(s)/guardian(s) notification) and would be addressed on the Section 504 Accommodation Plan. Thus, the individual student's Section 504 Plan would document the accommodation to the general-education content requirements needed for that student to ensure an equal opportunity to master the general-education content requirements.

## *ESE Students*

An ESE student is awarded credit toward a standard diploma under the following conditions

:

- takes and passes a course with general education students that is modified to accommodate the student's exceptionality (Note: Modifications to general education courses shall not include modifications to the curriculum descriptions/frameworks or student performance standards.); AND/OR
- takes an ESE course as an elective.

Course accommodations may include any or all of the following:

- alternate instructional materials
- amount of instructional time
- instructional methods
- test administration procedures
- class section assignment
- special communication systems

## **GRADUATION REQUIREMENTS FOR TRANSFER STUDENTS**

A grade 9 or grade 10 student entering high school from another district, state or country is required to satisfy all of the district graduation requirements. A student transferring into grade 11 or 12 must take a full schedule of courses to comply as closely as possible with the graduation requirements of the class. Grade 11 or 12 students will be assigned full class loads each year and will take as many of the required courses as possible. Students should not be required to take two courses in the same discipline concurrently.

ELL students who enter the district with incomplete records shall be placed in the English or English through ESOL class appropriate for their grade level. Upon passing the English or English through ESOL class in which they are enrolled, ELL students with incomplete transfer records will be awarded credit(s) for all English or English through ESOL courses that are sequentially lower than the course they have successfully completed.

A transfer student who has completed all courses and would be eligible for a high school diploma in the previous state, district or country, shall be eligible to receive a diploma from the Monroe County School District. However, the student **must** take and earn a passing score on the Grade 10 FCAT or a standardized test that is concordant with the passing score on the FCAT (ACT or SAT). Florida Statute §1003.428 (4)(b)

## **GRADUATION REQUIREMENTS FOR A SPECIAL DIPLOMA**

The document *Florida Course Descriptions, Exceptional Student Education* contains a listing and description of course options available along with suggested course performance objectives and credit requirements.

Students entering high school in the year 1999-2000 and thereafter must demonstrate mastery of the Sunshine State Standards for Special Diploma at a level (independent, supported or participatory) to be determined, and reviewed at least annually, through the Transition IEP process. The document titled *Expected Levels of Functioning Sunshine State Standards for Special Diploma* shall be used to document a student's expected level of functioning on each of the standards. This form shall be kept with the IEP document.

As all ESE courses are repeatable or multi-credit, the particular course requirements and course performance objectives that a student **must** master to earn each credit **must** be specified on an individual basis for each student. Targeted course requirements and objectives and a record of individual student mastery **must** be documented in one of two ways: (1) use of the CD-ROM ESE *Instruction Manager* or (2) a school/teacher developed student course achievement record.

Summary Of Graduation Options

The following is a summary of graduation options for students with disabilities. The diploma option is indicated on the student's IEP.

**Standard Diploma** - For those exceptional students meeting the following requirements:

- Completion of specified credit requirements. All courses must be basic education courses EXCEPT electives which may be basic, exceptional student, or vocational courses.
- A grade point average of 2.0.
- Passing score on Grade 10 FCAT.

**Special Diploma**

**Option 1.** For those exceptional students who are mildly disabled such as (EBD, ID, SLD, PI, LI, and HI) meeting the following requirements for core courses:

- Subject area requirements
 

**English .....	4 credits
Mathematics .....	3 credits
* Science .....	2 credits
* Social Studies .....	2 credits
Physical Education .....	½ credit
Personal Fitness or Health & Safety .....	½ credit
Career Preparation .....	1 credit
Life Management .....	½ credit
<b>Total Core Credits .....</b>	<b>13.5 credits</b>
<b>Electives .....</b>	<b>10.5 credits</b>
<b>Total credits .....</b>	<b>24 credits</b>

\* Vocational courses may be substituted for 1 science and/or 1 social studies

\*\* 1 Reading course may be substituted for 1 English

- A grade point average of 2.0.
- Mastery of Sunshine State Standards for Special Diploma.

**Option 1.** For those exceptional students who are moderately and severely/profoundly intellectually disabled must meet the following requirements for the core courses:

- Subject area requirements
  - Academic Skills..... 3 credits
  - Communication Skills..... 4 credits
  - Personal and Home Living Skills ..... 4 credits
  - Leisure and Recreation Skills ..... 3 credits
  - Community and Social Living Skills ..... 4 credits
  - Career Preparation ..... 2 credits
  - Total Core Credits..... 20 credits
  - Electives ..... 4 credits
  - Total credits ..... **24 credits**
- A grade point average of 2.0.
- Mastery of Sunshine State Standards for Special Diploma.

**Option 2.** For those exceptional students meeting requirements under Employment and Community Competencies. Basic Requirements – the student must:

- Achieve all annual goals and short term objectives related to employment and community competencies specified by the Transition IEP.
- Be successfully employed in a community-based job for a minimum of one semester, at or above minimum wage in compliance with the requirements of the Fair Labor Standards Act.
- Demonstrate mastery of competencies specified in the Employment and Community Competencies Training Plan.

### **Certificate of Completion**

A student who has meet all requirements for graduation for standard diploma with the exception of passing the FCAT shall be awarded a Certificate of Completion, or a Special Diploma.

### **Special Certificate of Completion**

A student, who has met the credit requirements as specified for a special diploma but fails to master the specified Sunshine State Standards for Special Diploma appropriate to the student’s functioning level, shall be awarded a Special Certificate of Completion.

NOTE: A student who receives a special diploma or special certificate of completion shall not be precluded from working towards a standard diploma or receiving a free appropriate education until age 22.

### **GRADE POINT AVERAGE (GPA) REQUIREMENTS**

GPA is defined as that numerical average represented by the point value of the letter grades earned divided by the number of courses. The point value is based on a standard scale of 4.0 with no weighting factor for different levels of difficulty. The scale is based on 4.0 (**A**), 3.0 (**B**), 2.0 (**C**), 1.0 (**D**) and 0 for any other grade.

Graduation requires a cumulative grade point average (GPA) of 2.0 on a 4.0 scale for the credits required for graduation. Any course not replaced according the Forgiveness Rule shall be included in the calculation of the cumulative grade point average required for graduation. [Florida Statute §1003.43 (5)(e)1] A transfer grade of **P** shall not be calculated for GPA purposes, but will receive course credit.

### Athletic Eligibility

To be eligible to participate in interscholastic extracurricular student activities, students must maintain a cumulative GPA of 2.0 or above. [Florida Statute §1006.15] A student who is eligible at the beginning of a semester shall be eligible during the remainder of the semester, except for lack of attendance, improper conduct or other valid reasons which may cause the principal to declare the student ineligible before the end of the semester

See MCSD Athletic Policy for further information and additional requirements.

### Extracurricular Activities for Home Education Students

Registered home education students are eligible to participate in extracurricular activities at the public high school to which they would have been assigned by the district. In order to participate, the home education student **must** meet the same eligibility requirements of the special activity as established for all regularly attending students.

## **DIPLOMAS / CERTIFICATES / SCHOLARSHIP PROGRAMS**

The School District of Monroe County will certify completion of a course of study with one of the following:

- 1) **Standard Certification of Completion** -awarded to students who meet all criteria established by the School Board and state law except for passing the required state assessment and/or the required 2.0 cumulative grade point average.

Any student who is otherwise entitled to a certificate of completion may elect to remain in the high school either as a full-time student or a part-time student for up to 1 additional year and receive special instruction designed to remedy his or her identified deficiencies. [Florida Statute §1003.43(9)]

A student who has received a certificate of completion who subsequently meets the requirements for a standard high school diploma shall be awarded a standard high school diploma whenever the requirements are completed. [Florida Statute §1003.43(10)(a) and (b)].

- 2) **Standard Diploma** -awarded to students who meet all criteria established by the School Board and state law.
- 3) **Career Education Certificate of Program Completion** -awarded (in addition to a diploma) to students successfully completing a vocational job-preparatory program as outlined in the State of Florida Department of Education and the School District of Monroe County Educational guidelines.
- 4) **Special Diploma** -awarded to students who complete an appropriate course of study and satisfy all applicable School Board and state requirements for exceptional education students.

- 5) **Special Certificate of Completion** - awarded to students who meet all state and district criteria for a Special Diploma Option 1 except for-demonstrating mastery of the Sunshine State Standards for Special Diploma and/or attaining the required 2.0 cumulative grade point average.

Students who receive a Certificate of Completion and subsequently satisfy the standards for a diploma may exchange this certificate for a diploma.

Florida Department of Education Bright Futures Scholarship Program

A Bright Futures Scholar must:

- be a Florida resident, as determined by the college or university,
- Earn a standard Florida high school diploma or its equivalent,
- Be accepted by and enroll in an eligible Florida public or independent postsecondary education institution, within 3 years of high school graduation. If you enlist directly into the military after graduation, your three-year period begins on the date you separated from active duty
- Be enrolled for at least 6 semester credit hours (12 semester credit hours for early admission students) or the equivalent in quarter hours or clock hours
- Not have been found guilty of, or plead nolo contendere to, a felony charge, unless the student has been granted clemency by the Governor and Cabinet sitting as the Executive Office of Clemency, and
- Apply for a scholarship from the program by high school graduation

Home education students may apply for the Bright Futures Scholarship Program if registered with the school district's Home Education Office during grades 11 and 12 with qualifying SAT or ACT scores. The parent/guardian must submit a Bright Futures District Confirmation Form to the Home Education Office for verification of registration.

<b>Florida Academic Scholars Award</b>	
<p>*Fees included in the cost per credit hour unless otherwise prohibited by Florida Statutes:</p> <ul style="list-style-type: none"> <li>Access and Transportation</li> <li>Activity and Service</li> <li>Athletic</li> <li>Building</li> <li>Capital Improvement</li> <li>Financial Aid</li> <li>Health</li> <li>Technology</li> </ul>	<p><b>Public Institution</b> - An award equal to 100% of tuition and allowable fees* plus an amount established by the Florida Legislature in the General Appropriations Act for college-related expenses (excluding summer term) prorated by term and hours.</p> <p><b>Private Institution - Fixed award amount</b> based on 100% of the average tuition and allowable fees covered at a comparable Florida public institution including the specified amount established by the Florida Legislature in the General Appropriations Act provided for college-related expenses (excluding summer term) prorated by term and hours.</p>
<p><b>Grade Point Average (GPA)</b> Weighting for more challenging, higher level courses is prescribed by law as .50 per course per year</p>	<p>3.5 weighted GPA using the credits listed below, combined with the test scores and community service hours listed below.</p> <p>(Note: GPAs are not rounded.)</p>
<p><b>Required Credits</b> See the <a href="#">Comprehensive Course Table</a> to identify courses that count toward each</p>	<p>Courses must include 15 credits of college preparatory academic courses.</p> <ul style="list-style-type: none"> <li>• 4 English (3 with substantial writing)</li> <li>• 3 Mathematics (Algebra I and above)</li> </ul>

## Florida Academic Scholars Award

award level.	<ul style="list-style-type: none"> <li>• 3 Natural Science (2 with substantial lab)</li> <li>• 3 Social Science</li> <li>• 2 Foreign Language (in the same language)</li> </ul> <p><b>15 Credits</b> May use up to three additional credits from courses in the academic areas listed above and/or fine arts AP, IB, or AICE courses to raise the GPA.</p>
<u>Community Service</u>	75 hours, as approved by the district or private school
<b>Test Scores</b>	<ul style="list-style-type: none"> <li>• Best composite score of 1270 <a href="#">SAT I/SAT Reasoning Test</a> (based on the combined Critical Reading and Math sections only) or 28 <a href="#">ACT</a> (excluding the writing section)</li> <li>• The new written subtests for both the <a href="#">SAT</a> and <a href="#">ACT</a> will not be used in the composite</li> <li>• <a href="#">SAT</a> Subject Tests exams are not used for Bright Futures eligibility</li> <li>• <a href="#">ACT</a> scores are rounded up for scores with .5 and higher; <a href="#">SAT</a> scores do not require rounding</li> <li>• Subsections of the <a href="#">SAT</a> or <a href="#">ACT</a> from different test dates may be used to meet the test criteria</li> <li>• For spring eligibility evaluations, test dates through January 31 will be admissible</li> <li>• For summer eligibility evaluations, test dates through June 30 will be admissible</li> </ul>
<b>Other Ways to Qualify</b>	<p>The other ways to qualify listed below must also meet the community service hours requirement.</p> <ul style="list-style-type: none"> <li>• National Merit or Achievement Scholars and Finalists</li> <li>• National Hispanic Scholars</li> <li>• IB Diploma Recipients (based on exams taken prior to high school graduation)</li> <li>• Students who have completed the <a href="#">IB Curriculum</a> with best composite score of 1270 <a href="#">SAT</a> or 28 <a href="#">ACT</a></li> <li>• AICE Diploma Recipients (based on exams taken prior to high school graduation)</li> <li>• Students who have completed the AICE Curriculum with best composite score of 1270 SAT or 28 ACT</li> <li>• Students who have attended a home education program according to s. 1002.41, F.S., registered with the district during grades 11 and 12, and have a best composite score of 1270 <a href="#">SAT</a> or 28 <a href="#">ACT</a></li> <li>• GED with best composite score of 1270 <a href="#">SAT</a> or 28 <a href="#">ACT</a> and a 3.5 weighted GPA in the above 15 required credits</li> <li>• 3-year standard college preparatory program with best composite score of 1270 <a href="#">SAT</a> or 28 <a href="#">ACT</a> and a 3.5 weighted GPA in the above 15 required credits</li> </ul>

## Florida Medallion Scholars (FMS) Award

<p>*Fees included in the cost per credit hour unless otherwise prohibited by Florida Statutes:</p> <ul style="list-style-type: none"> <li>Access and Transportation</li> <li>Activity and Service</li> <li>Athletic</li> <li>Building</li> <li>Capital Improvement</li> <li>Financial Aid</li> <li>Health</li> <li>Technology</li> </ul>	<p><b>Public Community College</b> - An award equal to 100% of tuition and allowable fees* for college credit courses leading to an associate degree.</p> <p><b>Other Public Institutions</b> - An award equal to 75% of tuition and allowable fees.*</p> <p><b>Private Institution</b> - Fixed award amount based on 75% of the average tuition and allowable fees covered at a comparable Florida public institution (excluding summer term) prorated by term and hours.</p>
<p><b>Grade Point Average (GPA)</b> Weighting for more challenging, higher level courses is prescribed by law as .50 per course per year</p>	<p>3.0 weighted GPA using the credits and test score listed below.  (Note: GPAs are not rounded.)</p>
<p><b>Required Credits</b> See the <a href="#">Comprehensive Course Table</a> to identify courses that count toward each award level.</p>	<p>Courses must include 15 credits of college preparatory academic courses.</p> <ul style="list-style-type: none"> <li>• 4 English (3 with substantial writing)</li> <li>• 3 Mathematics (Algebra I and above)</li> <li>• 3 Natural Science (2 with substantial lab)</li> <li>• 3 Social Science</li> <li>• 2 Foreign Language (in the same language)</li> </ul> <p><b>15 Credits</b> May use up to three additional credits from courses in the academic areas listed above and/or fine arts AP, or IB, or AICE courses to raise the GPA</p>
<p><a href="#">Community Service</a></p>	<p>No requirement</p>
<p><b>Test Scores</b></p>	<ul style="list-style-type: none"> <li>• Best composite score of 970 <a href="#">SAT Reasoning Test</a> (based on the combined Critical Reading and Math sections only) or 20 <a href="#">ACT</a> (excluding the writing section)</li> <li>• The new writing sections for both the <a href="#">SAT</a> and <a href="#">ACT</a> will not be used in the composite</li> <li>• <a href="#">SAT</a> Subject Tests exams are not used for Bright Futures eligibility</li> <li>• <a href="#">ACT</a> scores are rounded up for scores with .5 and higher; <a href="#">SAT</a> scores do not require rounding</li> <li>• Subsections of the <a href="#">SAT</a> or <a href="#">ACT</a> from different test dates may be used to meet the test criteria</li> <li>• For spring eligibility evaluations, test dates through January 31 will be admissible</li> <li>• For summer eligibility evaluations, test dates through June 30 will be admissible</li> </ul>
<p><b>Other Ways to Qualify</b></p>	<ul style="list-style-type: none"> <li>• National Merit or Achievement Scholars and Finalists and National Hispanic Scholars who have not completed 75 hours of community service</li> <li>• Students who have completed the <a href="#">IB Curriculum</a> with best composite score of 970 <a href="#">SAT</a> or 20 <a href="#">ACT</a></li> <li>• AICE Diploma Recipients who have not completed 75 hours of community service</li> <li>• Students who have completed the AICE Curriculum with best composite score of 970 SAT or 20 ACT</li> <li>• Students who have attended a home education program according to s.</li> </ul>

### Florida Medallion Scholars (FMS) Award

- 1002.41, F.S., registered with the district during grades 11 and 12, and have a best composite score of 1070 [SAT](#) or 23 [ACT](#)
- GED with best composite score of 970 [SAT](#) or 20 [ACT](#) and a 3.0 weighted GPA in the above 15 required credits
  - 3-year standard college preparatory program with best composite score of 970 [SAT](#) or 20 [ACT](#) and a 3.0 weighted GPA in the above 15 required credits

### Florida Gold Seal Vocational Scholars Award

\* Fees included in the cost per credit hour unless otherwise prohibited by Florida Statutes:

- Access and Transportation
- Activity and Service
- Athletic
- Building
- Capital Improvement
- Financial Aid
- Health
- Technology

**Public Institution** - An award equal to 75% of tuition and allowable fees.\*

**Private Institution - Fixed award amount** based on 75% of the average tuition and allowable fees covered at a comparable Florida public institution (excluding summer term) prorated by term and hours.

**Grade Point Average (GPA)**  
Weighted for more challenging, higher level courses is prescribed by law as .50 per course per year

3.0 weighted GPA using the 15.5 core credits required for high school graduation with a 4-year diploma (listed below), and a 3.5 unweighted GPA in a minimum of three vocational credits in one vocational program, and test scores listed below.

(See "Other Ways to Qualify" for 3-year graduation options.)

(Note: GPAs are not rounded.)

**Required Credits**  
See the [Comprehensive Course Table](#) to identify courses that count toward each award level

Credits must be in the 15.5 core credits required for high school graduation with a 4-year diploma.

**4-year Diploma**

Credits must include the 15.5 core credits required for high school graduation.

- 4 English
- 3 Mathematics (including Algebra I)
- 3 Natural Science
- 3 Social Science (Am. Hist., World Hist., Am. Govt. and Economics)
- 1 Practical Arts; OR 1 Performing Arts; OR .5 credit in each
- .5 Life Management Skills
- .5 Personal Fitness
- .5 Physical Education

**15.5 Credits**

Plus a minimum of three Vocational Job-Preparatory or Technology Education Program credits in one vocational program

**[Community Service](#)**

No requirement

**Test Scores**

Students must earn the minimum score on each subsection of either the CPT or [SAT](#) or [ACT](#). Composite scores are not accepted. A student must qualify on the [ACT](#) alone, the [SAT](#) alone, or the CPT

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alone. Test types cannot be combined.

<ul style="list-style-type: none"> <li>• <b>CPT:</b></li> </ul>	Reading	83
	Sentence Skills	83
	Algebra	72
<b>OR</b>		
<ul style="list-style-type: none"> <li>• <a href="#">SAT Reasoning Test:</a></li> </ul>	Critical Reading	440
	Math	440
<b>OR</b>		
<ul style="list-style-type: none"> <li>• <a href="#">ACT:</a></li> </ul>	English	17
	Reading	18
	Math	19

- For spring eligibility evaluations, test dates through January 31 will be admissible
- For summer eligibility evaluations, test dates through June 30 will be admissible
- Subsections of the [SAT](#), [ACT](#), or CPT from different test dates may be used to meet the test criteria

### Other Ways to Qualify

The other ways to qualify listed below must also include a 3.5 unweighted GPA in a minimum of three vocational credits in one vocational program and minimum test scores listed above

- **3-year Career Preparatory Diploma** \*\* with a 3.0 weighted GPA using the 13 core credits required for graduation listed below
  - 4 English (3 with substantial writing)
  - 3 Mathematics (including Algebra I)
  - 3 Natural Science (2 with substantial lab)
  - 3 Social Science (Am. Hist., World Hist., Am. Govt., and Economics)**13 credits**
- **3-year College Preparatory Diploma** with 3.0 weighted GPA using the 15 core credits required for graduation listed below
  - 4 English (3 with substantial writing)
  - 3 Mathematics (Algebra I and above)
  - 3 Natural Science (2 with substantial lab)
  - 3 Social Science (Am. Hist., World Hist., Am. Govt., and Economics)
  - 2 Foreign Language (in the same language)**15 credits**
- **GED** with 3.0 weighted **GPA** using the core credits required for your selected high school graduation option (standard, career, or college)

**\*\*Note:**

For diploma options established by legislative sessions, visit <https://www.floridastudentfinancialaid.org/ssfad/bf/acadrequire.htm>

# REPORTING STUDENT PROGRESS

## PARENT(S)/GUARDIAN(S) - WRITTEN NOTIFICATION REQUIREMENTS

1. School center personnel will notify parent(s)/guardian(s) in writing of promotion/graduation requirements within the first two months of school. The requirements may be included in the parent/student handbook or sent home in some other written form.
2. Parent(s)/guardian(s) of a student who is in danger of failing a course or not meeting promotion requirements **must** be notified in writing at mid-term or at any time thereafter when a student is in danger of not meeting the course/ promotion/graduation requirements.
3. Parent(s)/guardian(s) of students who do not meet promotion/graduation requirements will be notified in writing of the requirements for remediation and/or credit accrual programs.
4. A report card is issued to each student at the end of each nine-week marking period and serves as a written notification of the student's progress. The report card issued at the end of each semester indicates if the student will receive credit for each course and reflects the student's attendance.
5. At the end of each semester, notification **must** be made to the parent(s)/ guardian(s) of each student who has a cumulative grade point average of less than 0.5 above the cumulative grade point average required for graduation. [Florida Statute §1003.43] This notification shall include an explanation of the policies the district has put in place to assist the student in meeting the grade point average (e.g., homework hot-line, forgiveness policies, summer session, counseling, tutoring, DOP programs and study skills courses). For those students identified as substantially deficient in reading, writing, mathematics, and/or science, remediation will be provided through implementation of a student's individual education plan (AIP, IEP, LEP, 504 Plan) developed in consultation with parent(s)/guardian(s). The student's individual plan, with the signature(s) of parent(s)/guardian(s), will serve as written notification as required by *Florida Statute §1008.25*.

## FREQUENCY OF GRADE REPORTS

All secondary schools in the School District of Monroe County report grades on a nine-week schedule. Parents(s)/guardian(s) of a student with disabilities enrolled in ESE must also be informed of their child's progress toward their annual IEP goals at least as often as each nine-week period. Every child including ESE will receive progress report in the same manner as all students

## MID-TERM PROGRESS REPORTS

Within each grading period, teachers will provide every student who is failing or performing below expectations with a progress report listing areas of strength, areas requiring improvement, current grade average and attendance. This report is issued during the middle week of each grading period.

Parent(s)/guardian(s) of students with disabilities enrolled in ESE **must** also be informed of their child's progress at least as often as the general education students.

## **RULES OF GRADING FOR ALL STUDENTS**

1. Grades are based on the quality of student performance relative to expected levels of achievement of the Sunshine State Standards, curriculum frameworks, and/or course descriptions.
2. Quality of work will be assessed by multiple measures including but not limited to:
  - teacher observations (oral presentations or reports, speeches, recitations, impromptu speaking, student participation, laboratory practicals and demonstrations);
  - classroom assignments (paper and pencil assignments; reports, term or research papers; models; projects; exhibits; posters; computer programs; and homework);
  - examinations (paper and pencil tests including essay, multiple choice and completion; oral tests; and skill tests requiring demonstration);
  - alternate methods (portfolios and performance assessments).
3. A sufficient number of grades shall be recorded to justify the marking-period grade. A marking-period grade shall not be based solely on a single project.
4. A recorded grade may NOT be changed after report cards are printed except by one of the following procedures:
  - Please refer to United Teachers of Monroe contract for specific details.
  - The change is initiated by the teacher and approved by the principal. Signatures of both the teacher and the principal are required; OR
  - The change is initiated by the principal. The teacher will be consulted prior to the initiation of grade change by the principal. No grade change shall be made without prior knowledge of the teacher involved. The reasons for the change shall be attached to the student's cumulative record with a copy to the teacher and the superintendent.
5. An I (Incomplete), unless changed, remains on the report card and the final semester average will compute to an F.
6. Academic performance and behavior must be evaluated independently (see Reporting Student Conduct).
7. Grades for students with disabilities in ESE courses should be based on performance in the multiple credit course curriculum objectives as indicated on the IEP.

The content in the *Rules of Grading for All Students* section also applies to students with disabilities in general education courses.

ESE students who are seeking a standard diploma, should have the opportunity to earn grades/marks that are equivalent to the grades/marks earned by general education students. No student should be

denied the opportunity to earn above-average grades/marks because of placement in an ESE program or due to modifications as deemed appropriate for use within his or her instructional setting as long as work is on grade level. ESE students **must** be graded on the basis of performance within the curriculum designated on their IEPs. Students working toward special diploma options must also demonstrate proficiency toward the goals & objectives listed on their IEP.

## **DESCRIPTION AND DEFINITION OF GRADES**

The grading system and interpretation of letter grades for all high schools must comply with the grade scale identified in Florida Statute §1003.437. Grade averages are calculated to two decimal places. For letter grades, an average of .50 or higher **must** be rounded up (i.e., 79.50 becomes a “B”, while 79.49 is a “C”).

### **Grade of *A*: Outstanding Progress (90 – 100)**

Indicates thorough mastery of the subject or area as reflected in daily work, reports, tests, examinations, etc.

### **Grade of *B*: Above Average Progress (80 – 89)**

Indicates above average achievement, consistent effort as reflected in daily work, tests, reports, examinations, etc.

### **Grade of *C*: Average Progress (70 – 79)**

Indicates average achievement in daily work, reports, tests, examinations, etc.

### **Grade of *D*: Lowest Acceptable Progress (60 – 69)**

Indicates below average work in a majority of assigned areas.

### **Grade of *F*: Failure (below 60)**

Indicates unsatisfactory or failing work in a majority of assigned areas.

### **Grade of *I*: Incomplete**

Indicates a problem that causes the student's work to be incomplete. For example:

- student has not been enrolled in a class long enough to determine a grade
- transfer student's grades from previous school have not been received
- delayed dual enrollment grade

### **Grade of *W*: Withdrawn from Dual Enrollment**

Indicates that a student has withdrawn from a dual enrollment course and the postsecondary institution coded the withdrawal with a “W” code, the high school must enter a “W” code for the dual enrollment course to the high school transcript.

## REPORTING STUDENT CONDUCT

At the secondary level, teachers record their best judgment of how each student's behavior affects learning in the classroom. The following are the general descriptions used in secondary schools.

- “7” - Behavior satisfactory
- “8” - Behavior needs improvement
- “9” - Behavior unsatisfactory

Student conduct indicators are separate from the grade earned for the marking period.

## WEIGHTED GRADE POINTS

The School District of Monroe County uses a weighted system to calculate the student's weighted grade point average (WGPA). The standard scale is based on 4.0 (**A**), 3.0 (**B**), 2.0 (**C**), 1.0 (**D**) and 0 for any other grade. The grade received in a course is weighted according to the level of the course as **indicated** in the course descriptions provided by the Department of Secondary and Career Education.

- Level 1 and 2 courses use the standard scale.
- Level 3, Advanced Placement (AP) courses, and Dual Enrollment courses are weighted as follows:
  - A = 5.0
  - B = 4.0
  - C = 3.0
  - D = 2.0
  - F = 0.0

## CALCULATION OF SEMESTER GRADES

High school course grades are reported on student transcripts as semester grades. Each marking period grade counts 40% of the semester grade. Semester examinations for high school courses count 20% of the final semester grade. All students taking high school courses must take the semester examination for each course.

### Exemptions from Semester Examinations

All students will be required to take semester exams for each course in which they are enrolled. No exam exemptions will be allowed.

## FORGIVENESS RULE

Forgiveness policies for required courses shall be limited to replacing a grade of "D" or "F," or the equivalent of a grade of "D" or "F," 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.

Forgiveness policies for elective courses shall be limited to replacing a grade of "D" or "F," or the equivalent of a grade of "D" or "F," with a grade of "C" or higher, or the equivalent of a grade of "C" or higher, earned subsequently in another course.

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 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. 1003.435E(1)

### Special Diploma Students

The following forgiveness rules apply when the IEP team deems a student has been inappropriately placed in a standard diploma program class and will be placed in a course of study leading to a special diploma.

- Science 9-12 (7920010) will forgive Integrated Science (2002400)
- Science 9-12 (7920010) will forgive Biology (2000310).
- English 9-12 (7910110) will forgive English I (1001310) and English II (1001340).
- Life Management and Transition 9-12 (7960010) will forgive Health (0800300).
- Mathematics 9-12 (7912050) will forgive Algebra I (1200310), and its equivalent
- Mathematics 9-12 (7912050) will forgive Informal Geometry (1206300) and/or Geometry 1 (1206310)
- Social Studies 9-12 (7921010) will forgive American History (2100310) and World History (2109310) or their equivalents.

### **DISTRICT/STATE ASSESSMENT PROGRAM**

**All** students are expected to participate in state and district assessments for accountability purposes. Each student must participate in all regular statewide assessment tests [Florida Statute §1008.22].

#### Grade 9

- FCAT Reading SSS and FCAT Mathematics SSS

#### Grade 10

- FCAT Reading SSS and FCAT Mathematics SSS
- FCAT Writing

#### Grade 11

- FCAT Science

## ACCOMMODATIONS FOR DISTRICT/STATE ASSESSMENT FOR SPECIAL PROGRAM STUDENTS

### English Language Learners (ELL)

The ELL Committee will review each ELL student's progress to determine whether an accommodation is necessary. Test accommodations are based on the recommendations of the ELL Committee. ELL students are required to take all required state and district achievement and norm-referenced tests. However, all active (LY) ELL students are eligible to receive accommodations during testing. Permissible accommodations include:

- flexible setting,
- flexible scheduling,
- flexible timing,
- state-approved Heritage Language Dictionary, and
- assistance in the heritage language.

However, ELL students **must** have access to an English-to-heritage language translation dictionary and/or heritage language-to-English translation dictionary, such as those made available to ELL students in an instructional setting. When a student is in both the ESOL and ESE programs, all accommodations listed on their IEP as well as their ELL Plan **must** be offered. Parents/guardians are notified in writing of all accommodations offered to their child.

### Students with Disabilities

#### *504 Students*

Students with 504 plans may receive accommodations on both district and state assessments. The multidisciplinary team should refer to the student's past performance on standardized tests the classroom accommodation section of the 504 Plan to determine if the impairment substantially interferes with his/her performance. If so, the multidisciplinary team will determine the necessary accommodations for district and state assessments. Accommodations may include:

- flexible setting
- flexible scheduling
- flexible timing
- flexible responding
- flexible presentation
- flexible format

Note: Refer to the *School District of Monroe County Section 504 Manual* and the *Test Coordinator's Handbook*.

## *ESE Students*

Test accommodations during district/state testing will be implemented as specified in the student's IEP. The IEP **must** specify:

- assessment name
- area of assessment (e.g., reading, math, etc.)
- standard administration

Accommodation(s) may include:

- flexible setting
- flexible scheduling
- flexible timing
- flexible responding
- flexible presentation
- revised format

Note: Specific information regarding accommodations-for each assessment instrument can be found in the *Test Coordinator's Handbook*.

## **EXEMPTIONS FROM DISTRICT/STATE ASSESSMENTS FOR SPECIAL PROGRAM STUDENTS**

### ELL Students

ELL students may be considered for an exemption from FCAT when approved by the ELL Committee base on Florida Department of Education guidance on exempting ELL students from statewide assessments.

### Students with Disabilities

#### *504 Students*

Students with 504 plans may not be exempted from state assessments. However, the multidisciplinary team **must** determine whether a 504 student may need to be exempted from a portion of the **district** assessment or all of the **district** assessment. The multidisciplinary team will determine the method of alternate assessment.

Refer to the *School District of Monroe County Section 504 Manual* and the *Test Coordinator's Handbook*.

#### *ESE Students*

Individual educational plan (IEP) teams are responsible for determining whether students with disabilities will participate in the Florida Comprehensive Assessment Test (FCAT) or in alternate assessment based on criteria outlined in Rule 6A-1.0943(1)(a)1-2, Florida Administrative Code. The IEP team should consider the student's present level of educational performance in reference to Florida's Sunshine State Standards. The IEP team should also be knowledgeable of FCAT guidelines and the use of appropriate testing accommodations.

In order to be considered exempt from state and district testing, the following criteria must be met:

- The student is unable to master the grade-level Sunshine State Standards, even with appropriate and allowable course accommodations.
- The student's demonstrated cognitive ability is the primary reason for the inability to master grade-level standards.
- The student is participating in a modified or functional curriculum based on the Sunshine State Standards for Special Diploma for all academic areas.
- The student requires extensive direct instruction in a functional academics and vocational competencies as well as domestic, community living and leisure activities.
- The student has deficits in adaptive behavior, as demonstrated by the inability to function effectively and independently in everyday living skills (interpersonal and social interactions) across a variety of settings.

If the decision of the IEP team is to assess the student through alternate assessment, the parents of the student must be informed that their child's achievement will be based on alternate achievement standards and this decision must be documented on the IEP.

ESE students who do not meet any of the above criteria **must** be given alternate assessments. Alternate assessments **must** be specified on the student's IEP. Alternate assessments may include:

- Transition Assessment Portfolio
- Life Centered Career Education Assessment
- Performance Assessment for Students with Disabilities (PASS-D)

## **RECOGNITION OF ACADEMIC HONORS FOR GRADUATION**

For students entering school as grade 9 students during the 2008 – 2009 school year (graduating class of 2011-2012) and each year thereafter, the classification of valedictorian and salutatorian will no longer be used. Student's eligibility for their highest academic honor will be calculated by using a weighted GPA.

<b>Academic Honor</b>	<b>Weighted GPA</b>
Summa Cum Laude	Greater than or equal to 4.5
Magna Cum Laude	Greater than or equal to 4.25
Cum Laude	Greater than or equal to 4.0

All students who have shown proficiency (level 3 or higher) in all four areas of the FCAT (Reading, Writing, Math and Science) will receive special recognition at graduation.

## **PARTICIPATION IN GRADUATION CEREMONIES**

A student wishing to participate in a commencement ceremony must meet at least one of the following criteria:

- Students earning all required credits and having a 2.0 GPA
- Students earning all required credits and enrolled in the “18 Credit Option Program”
- Students meeting all requirements for the “GED Exit Option Program”
- Students (ESE) meeting all requirements for an “Option 1” or “Option 2” diploma
- Keys Center students meeting all required credits and having a 2.0 GPA
- Students earning all required credits and having a 2.0 GPA but failed FCAT

The principal can waive the difference in credits between the State of Florida and Monroe County School District.

Students meeting any of the following criteria are not eligible to participate in graduation ceremony

- Students with GPA below 2.0
- Students failing required courses
- Adult education students
- Home School students (Note: All students registering as Home School students with the Monroe County School District will be required to sign a Letter of Understanding stating that they may NOT participate in any graduation ceremonies.)
- Private school students
- Charter school students
- Students earning a GED and not enrolled in the GED Exit Option Program

## **ANNUAL REPORT**

Beginning with the 2001-2002 school year, each district school board must annually publish in the local newspaper, and report in writing to the State Board of Education by September 1 of each year, the following information on the prior school year [Florida Statute §1008.25(8)(b)]:

- The provisions of this section relating to public school student progression and the district school board's policies and procedures on student retention and promotion [Florida Statute §1008.25(8)(b)1].
- 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 [Florida Statute §1008.25(8)(b)2].
- By grade, the number and percentage of all students retained in grades 3 through 10 [Florida Statute §1008.25(8)(b)3].
- Information on the total number of students who were promoted for good cause, by each category of good cause as specified in paragraph (6)(b) [Florida Statute §1008.25(8)(b)4].
- Any revisions to the district school board's policy on student retention and promotion from the prior year [Florida Statute §1008.25(8)(b)5].