

# Monroe County School District Student Progression Plan 2016-2017



High School  
Grades 9-12

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## INTRODUCTION

The purpose of the Student Progression Plan is to inform school personnel, parents, students and other interested citizens regarding the School Board rules and administrative procedures required to implement State and local student progression requirements. It is the responsibility of the School Board and district administration to provide students with effective instructional and remedial programs that monitor progress, promote continuous achievement, and make provisions for individual differences. Monroe County School District is committed to the implementation of Multi-Tier System of Supports (MTSS)/Response to Intervention (RtI) framework to integrate/align efforts to improve educational outcomes and meet the academic/behavioral needs of all students. Monroe County School District will provide high quality instruction/intervention matched to student needs and use learning rate and level of performance to inform instructional decisions, including decisions regarding promotion, acceleration, retention, and remediation. Response to Instruction/Intervention is a data-based decision making process applied to education. A problem-solving method and the systematic use of assessment data, school, grade, class, and individual level will guide decisions about the allocation of resources and intensity of instruction/intervention needed to improve learning and/or behavior. The principal of a school is responsible for making and maintaining required records and reports and providing instructional leadership to meet the needs of all students. Teachers are responsible for providing effective instruction and intervention/remediation and documenting instruction of students' mastery of the Florida Standards. They must also document through lesson plans that they are teaching the standards and benchmarks for subjects required at each grade level.

## **ADMISSION, PLACEMENT, AND TRANSFERS**

### **INITIAL PLACEMENT**

Consistent with school board policy and in accordance with Florida statute, the Superintendent has designated the school principal as the final authority in the placement of students in programs or classes. Parents or guardians may discuss a placement decision with school officials and ask for an explanation of the placement, and they may review the evidence the school used to make the placement. Parents or guardians cannot determine a student's placement, unless otherwise provided for by law, as in the case of a placement in a program for exceptional students or a dropout prevention program. [Florida Statute §1003.21 (2), 1012.28 (2)] Families seeking transfers within the school will submit a written request to the principal. The school will approve or deny the request within two weeks of receiving the request. If denied, the school will specify the reasons for denial. (Transfers will be subject to Florida Statute §1003.3101)

### **Admission 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::

- A valid birth certificate or other documentation of birth\*,
- 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,
- a certificate of immunization [Florida Statute §1003.22] – Students will not be admitted into class without proof of immunization, and
- 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.), or
- In the case of military students, the Interstate Compact for Military Students applies.

\* If an original birth certificate verifying date of birth is not available, the next evidence obtainable in the order set forth below shall be acceptable:

- 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;
- 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;
- An insurance policy on the child's life that has been in force for at least 2 years;
- A bona fide contemporary religious record of the child's birth accompanied by an affidavit sworn to by the parent;

- A passport\* or certificate of arrival in the United States showing the age of the child;
- 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
- 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.\*\* [Florida Statute §1003.21 (4)]

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

\*\*A homeless child, as defined in s. 1003.01, shall be given temporary exemption from this section for 30 school days.

Students who lack a fixed, regular and adequate nighttime residence are considered 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 must be immediately enrolled in school without residency, school placement, special services or health record requirements.

Homeless students are immediately referred for all available support services in the school including transportation, free breakfast and lunch, child support team, tutoring, Title I, counseling, and assessment services for educational programs. This student should be placed on a priority list for educational or support needs. Parents are to be referred to community resource agencies for family needs such as immunizations and physicals. Parents are given a 30 day period to present all requirements for 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.

## **PLACEMENT AND TRANSFER REQUIREMENTS: GRADES 9-12**

A student must be enrolled through the end of the school year to receive final grades and be eligible for promotion. Failure to attend through the last day of school may impact final grades and promotion.



## **Placement of Transfer Students (General Requirements)**

Coursework or grades of a student who transfers to the Monroe County School District 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 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 with appropriate documentation. 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 must pass the FSA grade 10 ELA assessment, or earn a concordant score, and pass the FSA Algebra I EOC, or earn a comparative score. [Florida Statute §1003.4282] See Graduation Programs for Transfer Students.

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

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.

## **State Uniform Transfer of High School Credits**

The purpose of this rule is to establish uniform procedures relating to the acceptance of transfer work and courses for students entering Florida's public schools composed of high school grades 9 through 12 from out of state or out of country. The procedures shall be as follows:

1. Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period as outlined in subsection (2) of this rule. Assessment requirements for transfer students must be satisfied. [Florida Statute §1003.4282]
2. Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outlined in subsection (3) of this rule.
3. Alternative Validation Procedure. If validation based on performance as described

above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal or designee, and parent:

1. **Portfolio Validation:** The school shall convene a review committee which may consist of the assistant principal with curriculum responsibilities; the guidance counselor; the principal or designee; the student and, if requested by the school, the district curriculum specialist(s) in the particular content area(s). The student shall present a work portfolio. In it will be demonstrations of Next Generation Sunshine State Standards content mastery, test scores, products and/or projects. The review committee shall interview the student, discuss accomplishment of course outcomes and review mastery exhibits. The committee shall then do one of two things:
  - award the credit and verify the grade based on the interview and review of the portfolio, or
  - require that the student demonstrate mastery on an end-of-course assessment used at the school or published commercially. If a student takes and demonstrates mastery on an end-of-course assessment, credit shall be awarded. If a student does not demonstrate mastery, credit shall be withheld.
2. **Written Recommendation/Review Validation**
  - written recommendation by a Florida certified teacher selected by the parent and approved by the principal, or
  - written review of the criteria utilized for a given subject provided by the former school
3. **Demonstrated Proficiency Validation**
  - nationally-normed standardized subject area assessment(s), or
  - FSA/FCAT proficiency at or above Level 3 in the corresponding subject area
  - Students must be provided at least 90 days from the date of transfer to prepare for either nationally-normed standardized subject area assessments or the FSA.
4. Schools must award equal credit for courses taken in another country or a language other than English as they would the same courses taken in the United States or taken in English. When awarding language arts credits, schools must consider that the heritage language courses, such as Spanish, Haitian-Creole, or Italian would have incorporated reading, writing, and literature. Likewise, an English course in that country would have been taught as a foreign language. In a Florida school, therefore, the heritage or native language course would receive the English language arts credit, and English would be credited as a foreign language.

5. Any foreign language a student may have taken in another country is transferred in as a world language e.g., a student from Italy that took German would receive a German I credit; and if the foreign language that the student took is English, then it would be transferred as a World Language Transfer credit. Students that transfer in from other countries and take a language arts class in their native language can be awarded a Foreign Language Waiver accompanied with the local documentation i.e. CLEP test or any other approved assessment where the student can demonstrate mastery of the language.

This process does not eliminate the Algebra 1 EOC assessment requirement. (See Assessment for new/transfer students.)

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.

## **TRANSFER OF REPORT CARD GRADES**

### **Assignment of Report Card Grades for Transfer Students**

A student who transfers from another school and who has been enrolled in the Monroe County School District fifteen (15) school days or more during a grading period will receive a grade on his/her report card. For the purpose of a grading period grade, students transferring from school to school shall have the withdrawal grades from the previous school used by the receiving school, based on the percentage of days the student was enrolled in each school. In the event the transferring school district will not issue a grade for transferring student, the receiving school principal may utilize appropriate achievement data from grade level tests/exams to determine grades for promotion purposes.

### **Assignment of Report Card Grades for English Language Learner (ELL) Students**

#### **Enrolling During the Fourth Quarter**

If an ELL student enrolls during the 4th quarter with no records for the current school year, no final grades are required. In such a case, the student will be neither promoted nor retained and will be placed in the same grade level the following year.

#### **Transfer of Grades of P (Pass)**

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).

## **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 senior high school study program may be exempt from this restriction with permission of the principal.

A student's continuous study program may not be extended beyond the end of the semester in which the student reaches the age of twenty (20) years without the permission of the principal.

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 school 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 HSE 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. [Florida Statute §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 files the declaration of intent

Non-attending minor students may either have their learner's/driver's license suspended or will not be able to receive a learner's license. [Florida Statute §1003.21]

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, or standard diploma deferment 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.**

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 Exceptional Education.

### **Placement of English Language Learners (ELL)**

Within twenty (20) days of the completion of the Home Language Survey, the Las Links placement, WIDA Screener, or the WIDA – APT Test will be administered to English Language Learners. Assessment results, along with ELL committee recommendations, will determine placement.

### **Transfer of English Language Learners (ELL)**

The school-level ELL contact, the guidance counselor, and administrator/designee review the educational background and transcripts 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. However, the final determination for placement will be decided by the principal or designee. Bilingual school personnel may assist the students and their families when necessary to ensure proper program placement.

The school-level ELL contact, the guidance counselor, and administrator/designee 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. Parental input regarding educational background should be taken into consideration. However, taking into consideration that the student may reach the maximum age limit for attendance (age 19) before successful completion of high school graduation requirements the final determination for placement will be determined by the principal or designee. ELL students are scheduled into classes that fulfill graduation requirements and the district's Student Progression Plan.

When students arrive with no verifiable records from their previous school, if the school is in the United States, the school reaches out to the prior school to obtain the records. If the school that the student previously attended is outside the United States the family is asked to determine if the records can be obtained through a family member still living in their home country.

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 provides flexibility to school staff in making academic placement decisions for students. Parents/guardians may appeal academic placement decisions to the principal.

### **Placement of Students with Disabilities enrolled in Exceptional Student Education (ESE)**

Students entering any Exceptional Student Education (ESE) program must meet two specific indicators of eligibility: a diagnosed disability and documented need for specially designed instruction. Additional interventions and evaluation will be conducted if deemed necessary by the Student Services Team (SST) or the Individual Educational Plan (IEP) Team. See Procedural Safeguards and "*General Transfer Information*" below for information about transferring students with ESE documentation (i.e. a current IEP).

### **Transfer of Students with Disabilities enrolled in Exceptional Student Education (ESE)**

***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 and necessary evaluation data to determine that the student meets Florida and Monroe County's eligibility criteria may be placed in an ESE program. 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 determination that meets MCSD criteria for special programming. The receiving school IEP team will review the current IEP/EP and may revise and/or consider any additional re-evaluations as necessary when determining placement.

***Out of State Transfers*** - An ESE student who is transferring from an **out-of-state educational setting** 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 may be placed in an ESE program. An ESE student who is transferring from **out-of-state** and does not meet the district's criteria for entrance or dismissal from an ESE program will also be placed in the appropriate educational program(s) until a re-evaluation has been completed as agreed upon by the IEP team. 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 will be considered based on appropriate programs and services required by the student. When parents request an out-of-school zone assignment the student may be subject to the School Choice requirements and transportation is not guaranteed.

### **Placement of Section 504 Students, Parent and Teacher Guidance to Section 504**

A student is "disabled" under the Americans with Disabilities Act (ADA) Section 504 regulations if the student meets any one of the three "indicators" of eligibility listed in 34 CFR 104.3(j)(1).

Indicator One: Physical or mental impairment which substantially limits one or more major life activities:

All individuals with an identified disability are protected against discrimination under Section 504. For students eligible under Indicator One, part of the protection from discrimination may also include FAPE in the form of non-instructional and instructional accommodations and services. School districts have certain obligations to ensure that services and accommodations are provided.

Indicator Two: The Record of Impairment

Individuals with 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 no longer meets eligibility criteria for a special program (an IDEA, Individual with Disabilities Education Act, student is an example of documenting a record of impairment).

Indicator Three: Regarded as Impaired

Finally, individuals who are regarded as having a physical or mental impairment when in fact such impairment may or may not actually exist are protected from discrimination under Section 504.

A person with a history of a mental or physical impairment because of misclassification also qualifies for protection under Section 504.

Students described in Indicators Two and Three are protected from discrimination under Section 504, even though they are not individuals with a current substantiated disability.

The 504 team is defined as a group of persons knowledgeable about the student, the meaning of the evaluation data, and the placement options (34 CFR §104.35(c)).

### **Transfer of Section 504 Students, Parent and Teacher Guidance to Section 504**

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.

If a student transfers with a Section 504 plan, the receiving school will review the plan and supporting documentation. If a group of persons at the receiving school determines that the plan is appropriate, the school is required to implement the plan.

If the school determines that the plan is inappropriate, the school will evaluate the student consistent with the Section 504 procedures at 34 CFR §104.35 and determine which educational program is most appropriate for the student.

*For additional information regarding 504 plans, please refer to the Monroe County “District Implementation Guide for Section 504”.*

### **Placement as an Alternative to Expulsion**

The design of the Alternative Education program provides a viable option to ensure that students who are given an alternative placement in lieu of expulsion are able to continue to receive academic instruction.

### **Parental / Marital Status of Students**

No student, whether married or unmarried, who is otherwise eligible to attend school in the District shall be denied an educational program solely because of pregnancy, childbirth, pregnancy-related disabilities, or actual or potential parenthood.

These students and students who are parents shall receive the same educational instruction or its equivalent as other students, but may voluntarily be assigned to a class or program suited to their special needs. The District will provide information on alternative programs.



The School Board reserves the right to require as a prerequisite for attendance in the regular classes of the schools and the co-curricular and extra-curricular programs of the schools that each pregnant student present to the principal her physician's written statement that such activity will not be injurious to her health nor jeopardize her pregnancy.

Students participating in teenage parent programs are exempt from minimum attendance requirements for absences related to pregnancy or parenting but are required to make up work missed due to absence.

### **Placement of Children from Military Families**

Students who are children of military families fall under the Interstate Compact on Educational Opportunity for Military Children. Except otherwise provided in Section C, this compact applies to the children of (Section A) [Florida Statute §1000.36]:

- Active-duty members of the uniformed services, including members of the National Guard and Reserve on active-duty orders pursuant to 10 U.S.C. ss. 1209 and 1211;
- Members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of 1 year after medical discharge or retirement; and
- Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of 1 year after death.

This compact applies to local education agencies (Section B).

This compact does not apply to the children of (Section C):

- Inactive members of the National Guard and military reserves;
  - Members of the uniformed services now retired, except as provided in Section A;
  - Veterans of the uniformed services, except as provided in Section A; and
  - Other United States Department of Defense personnel and other federal agency civilian and contract employees not defined as active-duty members of the uniformed services.
- EDUCATIONAL RECORDS AND ENROLLMENT

A. If a child's official education records cannot be released to the parents for the purpose of transfer, the custodian of the records in the sending state shall prepare and furnish to the parent a complete set of unofficial educational records containing uniform information as determined by the Interstate Commission. Upon receipt of the unofficial education records by a school in the receiving state, that school shall enroll and appropriately place the student based on the information provided in the unofficial records pending validation by the official records, as quickly as possible.

B. Simultaneous with the enrollment and conditional placement of the student, the school in the receiving state shall request the student's official education record from the school in the sending state. Upon receipt of the request, the school in the sending state shall process and furnish the

official education records to the school in the receiving state within 10 days or within such time as is reasonably determined under the rules adopted by the Interstate Commission.

C. Compact states must give 30 days from the date of enrollment or within such time as is reasonably determined under the rules adopted by the Interstate Commission for students to obtain any immunization required by the receiving state. For a series of immunizations, initial vaccinations must be obtained within 30 days or within such time as is reasonably determined under the rules promulgated by the Interstate Commission.

D. Students shall be allowed to continue their enrollment at grade level in the receiving state commensurate with their grade level, including kindergarten, from a local education agency in the sending state at the time of transition, regardless of age. A student who has satisfactorily completed the prerequisite grade level in the local education agency in the sending state is eligible for enrollment in the next highest grade level in the receiving state, regardless of age. A student transferring after the start of the school year in the receiving state shall enter the school in the receiving state on their validated level from an accredited school in the sending state.

#### **Article V: Placement and Attendance**

A. If a student transfers before or during the school year, the receiving state school shall initially honor placement of the student in educational courses based on the student's enrollment in the sending state school or educational assessments conducted at the school in the sending state if the courses are offered. A school in the receiving state is not precluded from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the courses.

B. The receiving state school must initially honor placement of the student in educational programs based on current educational assessments conducted at the school in the sending state or participation or placement in like programs in the sending state. Such programs include, but are not limited to:

1. Gifted and talented programs; and
2. English Language Learners (ELL).

Dependent children of active duty military personnel who otherwise meet the eligibility criteria for special academic programs offered through public schools shall be given first preference for admission to such programs even if the program is being offered through a public school other than the school to which the student would generally be assigned. If such a program is offered through a public school other than the school to which the student would generally be assigned, the parent or guardian of the student must assume responsibility for transporting the student to that school. For purposes of this subsection, special academic programs include magnet schools,

advanced studies programs, advanced placement, dual enrollment, Advanced International Certificate of Education, and International Baccalaureate. [S. 1003.05, F.S.]

## HEALTH REQUIREMENTS

All new students seeking entrance into a public school in Monroe County are required 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. [Florida Statute §1003.22 and School Board Policy 5112]

### 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) or a Certificate of Religious Exemption.

The Certificate of Religious Exemption 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)
- Documentation of Temporary Medical Exemption (DH Form 680, Part B)
- Documentation of Permanent Medical Exemption (DH Form 680, Part C)

### IMMUNIZATION REQUIREMENTS FOR ENTRY INTO GRADES K - 12 2016-2017 School Year

	K	1	2	3	4	5	6	7	8	9	10	11	12
DTP/DTaP/Tdap <sup>A</sup>	√	√	√	√	√	√	√	√	√	√	√	√	√
OPV/IPV series <sup>B</sup>	√	√	√	√	√	√	√	√	√	√	√	√	√
MMR series	√	√	√	√	√	√	√	√	√	√	√	√	√
HEP B series	√	√	√	√	√	√	√	√	√	√	√	√	√
Varicella 1 dose <sup>C</sup>										√	√	√	√
Varicella 2 dose	√	√	√	√	√	√	√	√	√				
Tdap Booster								√	√	√	√	√	√

<sup>A</sup> Tdap- tetanus/diphtheria/pertussis 7<sup>th</sup> to 12<sup>th</sup> grade

<sup>B</sup> OPV/IPV for K through 5<sup>th</sup> grade = one dose must be on or after 4<sup>th</sup> birthday.

<sup>C</sup> Varicella exempt for any student that has had the disease.

### EXPLANATION OF PHYSICAL EXAMINATION REQUIREMENTS

STUDENTS	PHYSICAL EXAMINATION
Monroe County	Required for PreK, Kindergarten
Transfers within Monroe County (including private schools)	Review DH Form 3040 and DH Form 680 for documentation.
Transfers within Florida	Required for Kindergarten  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

## **ATTENDANCE REQUIREMENTS**

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.

### STUDENTS HAVE THE RIGHT TO:

- be informed by the school of their academic progress;
- have periodic reviews of their instructional achievement by the school staff;
- academic marks in each class that represent fairly and impartially their academic progress in that class;
- have the opportunity to periodically review their marks with their teacher;
- be graded on their progress and class work;
- follow the established procedure.

### STUDENTS HAVE THE RESPONSIBILITY TO:

- regularly attend class;
- perform all tasks required for the successful completion of the course;
- make up all work missed during excused absences
- complete all classroom assignments to the best of his or her ability to earn the best possible grade;
- cooperate with the teacher to provide an engaging learning environment in class (Conduct, while not a part of a student's grade, may bear a relationship when a student is absent from a class and unable to make up work due to misbehavior);
- refrain from cheating or plagiarizing on all tests and work assignments.

For information regarding your child's grades or attendance, please visit the school website for a link to the gradebook viewer.

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. *See Monroe County Special Programs and Procedures Manual for additional information and eligibility criteria.*

### SCHOOL LAW IN FLORIDA:

- Students will be referred to the school based truancy team after 5 unexcused absences within a calendar month or 10 unexcused absences within 90 calendar days.
- Habitual Truant is defined by law as a student who has 15 unexcused absences within 90 calendar days.
- Truancy Petitions can be filed with the Circuit Court pursuant to §1003.26.

#### MONROE COUNTY SCHOOL DISTRICT:

- More than nine absences per semester are considered excessive.
- 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 becomes unexcused if the school has not received notification.

#### **EXCUSED ABSENCES**

An excused absence means that the student is absent:

- 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;
- 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 school days in advance of the absence, as delineated in Rule 6A-1.09514, Florida Administrative Code;
- 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;
- due to attendance at an Individualized Educational Program (IEP) meeting at which the student's educational program is the topic;
- due to attendance in an administrative or judicial proceeding which involves the student as a witness or as the subject of the proceeding;
- due to a death in the immediate family of the student and such absence does not exceed seven school days;
- due to placement in The Florida Keys Children's Shelter and such placement transition period does not exceed three 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);
- 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;
- 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);
- 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).

Students will be afforded an opportunity to make up class work upon return to school from an

absence. After three consecutive absences, the teacher will determine due dates. If notice has been given of a test or due date for a paper, project or assignment prior to an absence, the student is still responsible for the work on the date it is due. Absence will not extend the deadline. In the case of a test, the student will be expected to take the test as soon as he or she returns to school. The exception to this policy is the student assigned an out of school suspension.

## **UNEXCUSED ABSENCES**

An unexcused absence is any absence that does not fall into one of the above excused absence categories. 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.

***Any unexcused absence will result in a grade penalty for work missed.***

Students receiving out-of-school suspension **must** be assigned schoolwork that will cover content and skills taught during the duration of suspension. Students on out of school suspension will be permitted to make up nine-week and semester examinations, if applicable. 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. 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 District if a conflict arises.

Parents will not be held responsible for their child's nonattendance at school under the following conditions:

- with permission – absence was with permission of the principal or designee;
- without knowledge – without parent knowledge, consent or connivance;
- financial inability – parent unable to provide necessary clothes, reported in writing to the superintendent, any claim for exemption shall be determined by the school superintendent subject to appeal to the district school board;
- sickness, injury or other insurmountable condition (extreme weather, communicable disease). [Florida Statute §1003.24]

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)]



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.

## **PROCEDURE FOR REPORTING TARDIES**

Students who are tardy to school must be signed-in at the Main Office. An excused tardy exists when reasons acceptable to the principal or his or her designee are given. Any student arriving to school after the session has begun must report to Main Office. An admit pass shall be issued indicating an excused or unexcused tardy. Excessive tardies may result in revocation of choice hardship or other consequence as determined by the principal or designee.

### **AN EXCUSED SIGN-IN INCLUDES THE FOLLOWING:**

- illness;
- medical or dental appointments (doctor's statement may be required);
- automobile accident;
- death or funeral;
- emergency situations acceptable to the principal or designee;
- required court appearance (subpoena required);
- established religion observance;
- severe weather;
- breakdown of school bus.

### **AN UNEXCUSED SIGN-IN INCLUDES THE FOLLOWING:**

- car problems (ex: flat tire, no gas, car won't start, student getting a parking decal);
- heavy traffic;
- overslept;
- returned for forgotten items or student obtaining an absentee admit;
- non-educational appointments.

## **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 nine (9) class periods to be awarded semester credit in a high school course. A student may be absent no more than eighteen (18) class periods to be awarded credit in a year-long high school course. A student who has excessive absences as defined above **must** demonstrate proficiency 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.

### **Department of Highway Safety and Motor Vehicles**

Schools are required to report to the Department of Highway Safety and Motor Vehicles the names, dates of birth, sex, and social security number of minors (14-18) who accumulate 15 unexcused absences in a period of 90 calendar days, which is a “rolling” number, thus making the student ineligible for driving privileges. The legislation further provides that those minors who fail to satisfy attendance requirements shall be ineligible for driving privileges. If the minor does not have a license, he or she shall not be issued one upon application. Persons ages fourteen until their eighteenth birthday cannot get or keep their driver’s privilege or license unless they are in school, have successfully completed school, earned their GED certificate, or have a hardship waiver. A student who has had their license suspended due to unexcused absences can apply for reinstatement once they have attended school for 30 consecutive days without an unexcused absence and have completed the necessary paperwork. Reinstatement is delayed a day for each excused absence during that 30 day period.

### **ATTENDANCE OF STUDENTS WITH DISABILITIES**

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.

### **ATTENDANCE OF STUDENTS WITH A 504 PLAN**

In the case of a student with excessive absences the Student Services Team (SST) should be convened to determine if the absences are caused in relation to the active *Section 504 Accommodation Plan*. If the SST 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 SST 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.

### **HOSPITAL/HOMEBOUND SERVICES**

A homebound or hospitalized student is a student who has a medically diagnosed physical or psychiatric condition that is acute or catastrophic in nature, or a chronic illness or a repeated intermittent illness due to a persisting medical problem, which confines the student to home or hospital and restricts activities for an extended period of time (greater than 15 consecutive days). The medical diagnosis shall be made by a licensed physician. A licensed physician is defined in Florida Statute Chapters 458 and 459 as one who is qualified to assess the student's physical or psychiatric condition.

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.

### **ABSENCES DUE TO 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.

## **MAKING UP WORK**

High school students are expected to attend school regularly and be on time for classes. Each school's student handbook outlines the attendance procedures for that school. All school procedures must conform to the following district procedures:

1. Notes or telephone calls from parent(s)/guardian(s) are required either before or after an absence.
2. It is the responsibility of the student to request make-up work missed because of absences.
3. Students are given two days for each day of absence to complete makeup work. After three consecutive absences, the teacher will determine due dates. If unusual circumstances indicate an extension, the principal or designee **must** approve any extension.
4. If notice has been given of a test or due date for a paper, project or assignment prior to an absence, the student is still responsible for the work on the date it is due. Absence will not extend the deadline.
5. In the case of a test, the student will be expected to take the test as soon as he or she returns to school.

Parent(s)/guardian(s) are to be notified by telephone or by mail when lack of attendance endangers the student's grades.

Students receiving out-of-school suspension (OSS) must be assigned schoolwork to keep up with content and skills covered during the duration of the suspension. Should questions arise regarding this OSS rule, principals will grant the parent(s)/guardian(s) a conference.

## **WITHDRAWAL FROM SCHOOL**

### **EARLY WITHDRAWALS**

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

Students who leave school **prior** to the last 10 school days of any semester may not be granted credit unless they enroll in another school and/or 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 school 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:

Monroe County School District  
Home Education Office  
Attn: Executive Director of Teaching & Learning  
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 [Florida Statute §1002.41]

## **CURRICULUM AND INSTRUCTION**

### **GENERAL PROGRAM DESCRIPTION**

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

- Career & Technical Education
- History/Social Studies
- Language Arts
- Mathematics
- Performing Arts
- Physical/Health Education
- Science
- Visual Arts
- World Language

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. With the exception of certain year-long courses assessed by EOC and dual enrollment courses denoted in the Dual Enrollment Course-High School Subject Area Equivalency List, one-half ( $\frac{1}{2}$ ) 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.

## COURSE OFFERINGS

Course offerings vary by school. All courses are not available in all schools. For more detailed information on core courses and on elective courses offered, refer to each school's curriculum guide. The following represents a general guide to core area courses offered within the district.

2014-2015	9 <sup>TH</sup> GRADE	10 <sup>TH</sup> GRADE	11 <sup>TH</sup> GRADE	12 <sup>TH</sup> GRADE
English	English I ~ English I Honors	English II ~ English II Honors	English III ~ English III Honors ~ AP Language	English IV ~ English IV Honors ~ AP Literature
Reading	Intensive Reading (Only when appropriate)	Intensive Reading (Only when appropriate)	Intensive Reading (Only when appropriate)	Intensive Reading (Only when appropriate)
Mathematics	Algebra 1 ~ Algebra 1 Honors ~ Geometry ~ Geometry Honors ~ Algebra 1I ~ Algebra 1I Honors	Geometry ~ Geometry Honors ~ Algebra 1I ~ Algebra 1I Honors ~ Liberal Arts 1 Math ~ PreCalculus ~ DE College Algebra/Trig	Algebra 1I ~ Algebra 1I Honors ~ Liberal Arts 2 Math ~ PreCalculus ~ DE College Algebra/Trig ~ AP Statistics	Advanced Algebra w/ Financial Applications ~ Math for College Success/Advanced Topics ~ Math for College Readiness ~ PreCalculus ~ DE College Algebra/Trig ~ AP Calculus AB/BC ~ AP Statistics
Science	Earth/Space Science ~ Earth/Space Science Honors ~ Biology Honors	Biology I ~ Biology I Honors ~ Chemistry ~ Chemistry Honors ~ AP Biology ~ AP Chemistry ~ AP Environmental Science	Chemistry ~ Chemistry Honors ~ AP Biology ~ AP Chemistry ~ AP Physics ~ AP Environmental Science	Marine Science (Honors) ~ AP Biology ~ AP Chemistry ~ AP Physics ~ AP Environmental Science ~ Anatomy/Physiology ~ Astronomy
Social Studies	World Cultural Geography ~ AP Human Geography	World History ~ World History Honors ~ AP World History	US History ~ US History Honors ~ AP US History	US Government w/ Economics with Financial Literacy ~ US Government Honors w/Economics with Financial Literacy Honors ~ AP US Government w/AP Macroeconomics

## **SPECIAL PROGRAMS**

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

### **Career and Technical Education**

Monroe County School District high schools offer a variety of programs that prepare students for employment in specific Career Pathways. A high school student may elect to enter a career and technical education 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, school counselors and administrators be aware that career and technical education courses do not stand alone but are part of a planned sequence of courses leading to occupational proficiency, program completion, and industry certification. The District Career Department has developed programs of study that provide the planned sequence of courses linked to postsecondary educational and career goals. The majority of these programs are articulated to postsecondary institutions. Not all job-preparatory programs are offered at all high schools. Not all career education programs are offered at all middle and high schools.

Completion of a career and technical education program is achieved when a student completes the required sequence of courses, demonstrates proficiency in all required competencies, and earns the applicable industry certification.

Career and Technical Education instruction enables students to earn industry certification in order to secure and sustain employment and realize economic self-sufficiency. For industry certificates with state articulation agreements, students earn three college credits in that field to be awarded by the receiving college.

A student who earns an industry certification for which there is a statewide college-credit articulation agreement approved by the State Board of Education may substitute the certification for one mathematics credit. Substitution may occur for up to two mathematics credits, except for Algebra I and Geometry.

A student who earns an industry certification for which there is a statewide college-credit articulation agreement approved by the State Board of Education may substitute the certification for up to one science credit, except for Biology.

A variety of opportunities are available to students attending MCSD high schools. Middle school students have the opportunity to Earn a Digital Tool industry certification.

### **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 for alternative educational paths. 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.

### **Alternative to Out-of-School-Suspension (AOSS) Grades 6-12**

The design of this program provides a viable option to ensure that students who are given an out-of-school suspension shall continue to receive academic support while they are away from their schools. Upon return to school, they shall be able to make up any work missed to help maintain their academic standing. Students who attend and meet the requirements for AOSS shall not be considered absent and shall not receive any grade penalty.

### **Performance-Based Exit Option**

The Performance-Based 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 Monroe County School District Performance-Based 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 all the required state assessment tests or earn a concordant score and the HSE tests in order to receive the standard high school diploma.

## **School District Virtual Course Offerings**

See Virtual Learning Appendix B for a complete description of online learning in the Monroe County School District.

## **English Language Learners (ELL)**

English Language Learners will be identified as students whose English language proficiency is limited in the areas of listening, speaking, reading and writing. All ELL students **must** be given **equal access** to the general curriculum as defined by the Monroe County School District 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 Monroe County School District *English Language Learners (ELL) Plan* for full explanation of services and models.

## **Gifted Education**

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. Courses and programs offered at each school vary as prescribed by the site based leadership team.

Note: For additional ESE information regarding evaluations, data and placement of students into Gifted programs please refer to the Monroe County Special Programs and Procedures Manual for additional information.

## **Students with Disabilities**

Students are given access to the general curriculum as appropriate and outlined in the child's IEP. The general education Florida Standards are appropriate for the majority of ESE students. However, for some students, modified standards and/or Access Points 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 accommodations and modifications.

## **Acceleration Mechanisms**

See ACCEL Appendix A

## **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 Dual Enrollment Agreement with the Monroe County School District 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 (Post-Secondary Adult Vocation) dual enrollment courses must include a 2.0 unweighted grade point average]. Students whose FKCC grade point average falls below 2.0 will be placed on academic probation. Students whose FKCC cumulative grade point average falls below 1.0 will not be eligible for Dual Enrollment. Exceptions to the requirements above can be found in the Dual Enrollment 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 Dual Enrollment Agreement, **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)].
- 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 inter-institutional 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.

It is important to note that grades are issued for dual enrollment courses by the college institution and become a permanent part of both the high school and college academic history. Grade forgiveness policies **do not** extend to dual enrollment courses. Grades of “D” or “F” become a part of the students’ academic history and college transcript.

### **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. Students who have declared early admission will not be eligible for consideration of Valedictorian or Salutatorian.

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 Monroe County School District. 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.**

### **Extra-curricular Programs**

The Monroe County School District recognizes the value that extra-curricular activities play in creating a healthy school climate. Schools are encouraged to develop diverse offerings for students beyond the classroom that include opportunities for **all** students to become involved in activities that include but are not limited to athletics, academic clubs, the arts, and community service organizations.

### **Extra-curricular Programs for Home Education Students**

Registered home education or Charter school students are eligible to participate in interscholastic extracurricular activities at the public high school to which they would have been assigned by the district. Interscholastic extracurricular activities are school-authorized athletic or education-related activities for students that occur during or outside of the regular instructional school day. 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. [Florida Statute §1006.15]

## 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.

Subject	CREDITS REQUIRED FOR STANDARD DIPLOMA							
	STUDENTS WHO ENTER IN 2012-2013		STUDENTS WHO ENTER IN 2013-2014		STUDENTS WHO ENTER IN 2014-2015		STUDENTS WHO ENTER IN 2015-2016	
<b>English</b>	4		4		4		4	
<b>Mathematics</b>	4		4		4		4	
<b>Science</b>	4		4		4		4	
<b>Social Studies</b>	4		4		4		4	
	Geography	1	Geography	1	Geography	1	Geography	1
	World History	1	World History	1	World History	1	World History	1
	American History	1	American History	1	American History	1	American History	1
	American Government	½	American Government	½	American Government	½	American Government	½
	Economics w/financial literacy	½	Economics w/financial literacy	½	Economics w/financial literacy	½	Economics w/financial literacy	½
<b>HOPE</b>	1		1		1		1	
<b>Select practical AND/OR fine arts</b>	1		1		1		1	
<b>World Languages</b>	Not required for high school diploma. Often a requirement for college/university acceptance.							
<b>Career and Technical Sequence</b>	Not required for high school diploma. Required for Gold Seal scholarship eligibility.							
<b>Online Course</b>	1		1		1		1	
<b>Core Requirements</b>	18		18		18		18	
<b>Electives</b>	6		6		6		6	
<b>Total Credits</b>	24		24		24		24	

## **GRADUATION PROGRAMS FOR STUDENTS IN GENERAL EDUCATION**

Students may choose from one of the following options to earn a standard high school diploma.

- a four-year 24-credit standard diploma program
  - Scholar Designation
  - Merit Designation
  - Seal of Biliteracy
- A three year 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) program.

All of the graduation paths include opportunities to take rigorous academic courses to prepare students for their future academic and career choices. All students, regardless of the graduation program, must still earn a 2.0 unweighted grade point average on a 4.0 scale and achieve passing scores (or concordant scores) on the Grade 10 FSA in reading and the Algebra 1 End-of-Course (EOC) assessment in order to graduate with a standard diploma [Florida Statute §1003.43 (5)(a)(d), §1003.4282]

### **Standard High School Diploma**

A standard high school diploma is awarded to students who meet all criteria including but not limited to credit and assessment requirements established by the Monroe County School Board and state law.

### **Scholar Diploma Designation**

In addition to meeting the standard high school diploma requirements a student must:

- Earn 1 credit in Algebra 2 (must pass statewide assessment)\*
- Earn 1 credit in statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC OR earn a 3 or higher on the AP Biology Exam
- Earn 1 credit in chemistry or physics
- Earn 1 credit in a course equally rigorous to chemistry or physics
- Pass the U.S. History EOC OR earn a 3 or higher on the AP US History Exam
- Earn 2 credits in the same world language
- Earn at least 1 credit in Advanced Placement (AP), IB, AICE or a dual enrollment course.
- Pass the Geometry EOC (for students entering 9th grade in 2014-2015 and beyond)

\*applies only to students entering ninth grade in 2014-2015 and beyond

### **Merit Diploma Designation**

In addition to meeting the standard high school diploma requirements a student must:

- Attain one or more industry certifications from the list. See Career and Technical Education section for more information on industry certification. [Florida Statute §1003.492]

### **Seal of Biliteracy**

Beginning with the 2016-2017 school year, the Gold Seal of Biliteracy or the Silver Seal of Biliteracy must be awarded to a high school student who has earned a standard high school diploma who:

- Has earned four foreign language course credits in the same foreign language with a cumulative 3.0 GPA
- Has achieved a qualifying score on a foreign language assessment or
- Has satisfied alternative requirements as determined by the State Board of Education pursuant to subsection (8)

### **18-credit ACCEL Program**

The requirements of this program are identical to the 24-credit program except:

- 1 credit in Health Opportunities through Physical Education (HOPE) is not required;
- 3 credits in Science instead of 4
- 3 credits in Social Studies instead of 4 (United States History, World History, American Government, Economics with Financial Literacy)
- 3 elective credits instead of 8
- Online course is not required
- 18 total credits

For more information on Monroe County School District's accelerated learning options refer to Appendix A.

### **Standard Certificate of Completion**

A certificate of completion is awarded to students who meet all criteria established by the School Board and state law except for passing the required state assessments 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)]

### **Standard Diploma for Students with Disabilities**

**These are the requirements for students who entered the ninth grade in 2014-2015 or thereafter.**

Most students with disabilities take the same courses and assessments as other students to earn a standard diploma.

- Students with significant cognitive disabilities may earn credits via Access courses and be assessed on a Florida Standards Alternative Assessment (FSAA) to earn the standard diploma.

### **Special Diploma**

A special diploma is awarded to students who complete an appropriate course of study and satisfy all applicable School Board and state requirements for exceptional education students.

**To be eligible for a special diploma a student must have entered their ninth grade year prior to 2014-2015.**

### **Special Certificate of Completion**

A special certificate of completion is awarded to students who meet all state and district criteria for a Special Diploma Option 1 except for-demonstrating mastery of the-Next Generation Sunshine State Standards for Special Diploma and/or attaining the required 2.0 cumulative grade point average. **To be eligible for a special certificate of completion a student must have entered their ninth grade year prior to 2014-2015.**

## **GRADUATION PROGRAMS 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.

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** satisfy the assessment requirements. [Florida Statute §1003.4282 (8)]

## **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**

For ESE students that entered grade 09 prior to 2014-2015 the following diploma options are available.

#### **Special Diploma Option 1 (Students Participate in Standard State Assessment Program)**

Complete Required 24 Credits

Cumulative GPA of 2.0

Credits	Course
4	English
4	Math
2	Science
2	Social Studies
1	Transition Planning (.5) / Health and Safety (.5)
1	Career Education
1	Vocational Course
1	Physical Education
1	Reading
7	Electives
24	Total

#### **Special Diploma Option 1 (Students participate in Florida Alternative Assessment Program)**

Complete Required 24 Credits

Cumulative GPA of 2.0

Credits	Course
4	ACCESS English
4	ACCESS Mathematics
4	ACCESS Science
3	ACCESS Social Studies
1	ACCESS HOPE/Health
8	Electives
24	Total

#### **Special Diploma Option 2**

##### **Entrance Requirements:**

Student must be 17 years of age

Student must have a job and work a minimum of 25 hours per week

Student must be paid minimum wage or better

Student must have had 1 credit of Career Education or previous paid work experience

Student must take vocational skills and interest inventory

Student's Transition IEP must address employability goals and community competencies

Student must take the TABE test

Transportation is the student's responsibility

**In-Program Requirements:**

17 year old students must work a total of 180 days

18 year old students must work a total of 90 days

Students must have a job working 25 hours per week.

Students must turn in monthly time sheets and employee evaluations to the Job Coach

Students must complete the Graduation Training Plan at 90% accuracy

Students must sign and agree to the terms of the Student and Site Agreement

Students will exit with a career portfolio

**ASSESSMENT REQUIREMENTS FOR GRADUATION**

Students are required to satisfy the assessment 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.

Students must pass the statewide, standardized grade 10 Reading assessment or, when implemented, the grade 10 ELA assessment, or earn a concordant score, in order to earn a standard high school diploma. Students must pass the statewide, standardized Algebra 1 EOC assessment, or earn a comparative score, in order to earn a standard high school diploma.

## Concordant and Comparative Scores

<b>Reading for students entering ninth grade PRIOR to 2013-2014</b>		
<b>Assessment Type</b>	<b>Assessment Requirements</b>	<b>Required Score</b>
Required Assessment	Grade 10 FCAT 2.0 Reading/FCAT 2.0 Reading Retake	245 (Level 3)
Concordant Score	SAT	430
Concordant Score	ACT	19

<b>Reading for students entering ninth grade in 2013-2014 and thereafter</b>		
<b>Assessment Type</b>	<b>Assessment Requirements</b>	<b>Required Score</b>
Required Assessment	Grade 10 FSA English-Language Arts	350 (Level 3)*
Concordant Score	Old SAT Critical Reading	430
	New SAT Evidenced Based Reading/Writing	430
	New SAT Reading Subtest	24
Concordant Score	ACT Reading	19

\*Students who took the assessment prior to the adoption of the passing score on the new scale adopted by the state board are eligible to use the alternate passing score for graduation (349 Level 2).

<b>Mathematics/Algebra 1 Requirement for students entering ninth grade PRIOR to 2013-2014</b>		
<b>Assessment Type</b>	<b>Assessment Requirements</b>	<b>Required Score</b>
Required Assessment	NGSSS Algebra 1 EOC/NGSSS Algebra 1 Retake	399 (Level 3)
Comparative Score	Post-secondary Education Readiness Test (PERT)	97

<b>Mathematics/Algebra 1 Requirement for students entering ninth grade 2013-2014 and thereafter</b>		
<b>Assessment Type</b>	<b>Assessment Requirements</b>	<b>Required Score</b>
Required Assessment	FSA Algebra 1 EOC	497 (level 3)*
Comparative Score	Post-secondary Education Readiness Test (PERT)	97

\*Students who took the assessment prior to the adoption of the passing score on the new scale adopted by the state board are eligible to use the alternate passing score for graduation (489 Level 2).

### **FCAT/FSA/EOC Waiver Requirements for Students with Disabilities**

For students with disabilities, the IEP team may waive the Florida Comprehensive Assessment Test (FCAT)/FSA or End of Course (EOC) requirement for graduation with a standard diploma if the team determines the FCAT/FSA and/or EOC cannot accurately measure the student's ability and mastery of required standards. In order for the FCAT/FSA or EOC graduation requirement to be waived, there must be substantial documentation that supports the student's mastery of the course standards and Grade 10 Next Generation Sunshine State Standards.

If there is sufficient evidence that the student has mastered the applicable Florida Standards/Next Generation Sunshine State Standards and/or course standards and the IEP team determines that the FCAT/FSA or EOC is not an accurate measure of the student's ability, even with allowable accommodations, the FCAT/FSA or EOC requirement may be waived and the student may graduate with a standard diploma.

## **CREDIT ACCELERATION PROGRAM (CAP)**

The Credit Acceleration Program (CAP) authorizes secondary students to earn high school credit in a course that requires a statewide, standardized end-of-course (EOC) assessment if the student attains a specified score on the EOC. These courses include Algebra 1, Geometry, Algebra 2, Biology, and U.S. History. [Florida Statute §1008.22(3)c 5]

The district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a score indicating satisfactory performance on the corresponding EOC. Students interested in this option should confer with their counselor.

- The requirements and eligibility process is as follows:
- The EOC will be administered only at the times established by the state assessment calendar.
- The score necessary to earn credit will be determined by the state and applied in all situations.
- Only credit (no grade) will be earned by meeting the passing score on the EOC.

If a student takes the EOC and does not earn credit, the student will not be eligible to apply for further CAP testing for the same course until additional preparation has been documented and evaluated.

Effective July 1, 2016, a student is allowed to earn high school credit in courses required for high school graduation through the passage of an Advanced Placement (AP) examination or a College Level Examination Program (CLEP). If a student attains a passing score on an AP examination or CLEP, then the school is required to award course credit to the student who is not enrolled or who has not completed the course.

## **GRADE CLASSIFICATION & GPA CALCULATIONS**

Students shall be classified by class based on the credits listed below:

- A student shall be classified as a sophomore (Grade 10) with a minimum of 5 credits;
- A student shall be classified as a junior (Grade 11) with a minimum of 11 credits;
- A student shall be classified as a senior (Grade 12) with a minimum of 17 credits.
- 

A student on the 18 credit graduation plan shall be classified based on the credits listed below:

- A student shall be classified as a sophomore (Grade 10) with a minimum of 5 credits;
- A student shall be classified as a senior (Grade 12) with a minimum of 11 credits.

A student cannot be promoted beyond their cohort unless they receive principal approval.

The school district will classify students as 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> graders at least 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.

## **GRADE POINT AVERAGES AND CLASS RANK**

### **Grade Point Average (GPA) Calculation**

GPA is defined as that numerical average represented by the point value of the letter grades earned divided by the number of credits attempted. 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.

### **Weighted Grade Point Average (GPA) Calculation**

Weighted GPA is defined as that numerical average represented by the point value of the letter grades earned divided by the number of credits attempted. The point value is based on a weighted scale that awards credit value to courses of greater difficulty or rigor as defined by state statute and/or the Florida Course Code Directory. [Florida Statute §1007.271 (518)]

<b>Type of course</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
Advanced Coursework (Honors & Level 3 Courses)	4.5	3.5	2.5	1.5	0
Accelerated Coursework (Advanced Placement & Dual Enrollment)	5	4	3	2	0

Weighted GPA is used in determining class rank. Weighted GPA is **NOT** used in determining eligibility for participation in extracurricular activities or for graduation.

### **Athletic Eligibility**

To be eligible to participate in interscholastic extracurricular student activities, students must maintain a cumulative unweighted GPA of 2.0 or above. 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. [Florida Statute §1006.15]

See MCSD Athletic Policy for further information and additional requirements.

## **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 FCAT/FSA/EOC 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 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 Multi-tiered Systems of Support (MTSS) 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 are provided remedial instruction and may retake the test during regular scheduled test administrations until they pass the assessment or achieve a concordant score on an assessment recognized by the Florida Department of Education. 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.

Students who score at or below a level 2 on the ELA FSA will be placed into coursework that is taught by a highly qualified teacher of reading. These teachers are carry a Reading endorsement or have completed Next Generation Content Area Reading (NG-CAR-PD)/Content Area Literacy Professional Development. The department shall provide guidance on appropriate strategies for diagnosing and meeting the varying instructional needs of students reading below grade level. Reading and content area reading courses shall be designed and offered pursuant to the comprehensive reading plan required by Florida Statute §1011.62(8).

Students scoring at Level 1 or Level 2 on Algebra 1, Geometry, or Algebra 2 will be advised of the courses that are available to assist the student in reaching college/career readiness in mathematics prior to graduation. These courses may be taught through applied, integrated, or combined courses and are subject to approval by the department for inclusion in the Course Code Directory. Students will participate in mathematics progress monitoring to identify specific



deficiencies and assist in the delivery of appropriate content in order to achieve college/career readiness.

Remedial instruction may also be provided for students who fall below standards for progression to the next grade level. Students identified as below the credit requirements for progression may take courses for grade forgiveness (see Grade Forgiveness Rule section) or credit accrual through summer school (if offered), Co-Enrolled Credit Recovery through Adult Education, third party virtual providers, and Florida Virtual School. Other credit programs may be developed by the district to assist students toward meeting graduation requirements.

## **SUMMER SCHOOL**

### **General 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 credits or credit recovery is possible in Summer School/Extended School Year. 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:

- retake a core course (English, mathematics, science or social studies) in which the grade earned was a **D** or **F**; **OR**
- take an elective course that will enable the student to meet the credit 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 a Home Education Program**

Registered home education students may participate in Summer School if space is available and if they meet the same eligibility requirements established for all regularly attending students.

## **Summer School 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.

## **Students with Disabilities: Extended School Year (ESY)**

Special education and related services provided to students with disabilities beyond the regular 180-day school year are called **extended school year (ESY) services**. School districts are not required to provide ESY services to all students with disabilities. 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 the school year.

## **ADULT EDUCATION PROGRAM**

The Adult Education Program provides performance-based opportunities for remediation or credit recovery through co-enrolled classes to currently enrolled high school students. 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.

## **REPORTING OF STUDENT PROGRESS**

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

Parent(s)/guardian(s) **must** be notified of the district's promotion requirements. Parent(s)/guardians(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) of Student Progression requirements within the first two months of school. The requirements may be included in the parent/student handbook or be available electronically.
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 each quarter on the report card.
3. Parent(s)/guardian(s) of students who do not meet promotion/graduation requirements will be notified of the requirements for remediation and/or credit recovery programs.
4. A report card is issued to each student at the end of each quarter and serves as 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 2.5. 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. forgiveness policies, summer session, counseling, tutoring). 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 (IEP, LEP, 504 Plan) developed in consultation with parent(s)/guardian(s). The student's individual education plan, with the signature(s) of parent(s)/guardian(s), will serve as written notification. [Florida Statutes §1008.25, §1003.43]

An annual 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 a format adopted by the district school board. [Florida Statute §1008.25(8)(a)].

## **FREQUENCY OF GRADE REPORTS**

All secondary schools in the Monroe County School District report grades on a quarterly 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 quarter. Every child including ESE will receive a 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.

## **GENERAL RULES OF GRADING**

The Monroe County School District recognizes that a report card grade should reflect a wide array of academic achievement and depth of understanding. The following are general guidelines in the development of grades. [SB Policy 5421B]

- Grades are based on the quality of student performance relative to expected levels of achievement of the Florida Standards and/or Next Generation Sunshine State Standards, curriculum frameworks, and/or course descriptions.
- 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).
- student participation in class and completion of work assigned.
- A sufficient number of grades shall be recorded to justify the marking period grade. Grades shall be recorded on a regular basis.
- A recorded grade (with the exception of I and N/NG) may only be changed after report cards are printed by one of the following procedures:
  - 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 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.
  - Note: In either case, any grade change requires two signatures on the form indicating the change and the reason for the change.
- An Incomplete (I) in any marking period, unless changed, will remain on the report card and will factor into the marking period and cumulative GPA the same as a grade of F.
- Academic performance and behavior must be evaluated independently (see Reporting Student Conduct).
- No student should be assigned a failing grade solely due to the lack of English proficiency.
- 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 *General Rules of Grading* 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 that are equivalent to the grades earned by general education students. No student should be denied the opportunity to earn above-average grades because of placement in an ESE program or due to accommodations 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.

### *Recommendations for Teachers*

1. 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 within or above grade level.
2. Grades should compare student performance to learning criteria. In Florida, the learning criteria should be based on the Florida Standards and Next Generation Sunshine State Standards benchmarks and the district’s curriculum guidelines.
3. Grades should be separate for academic achievement and behavior, effort, and participation.
4. 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.
5. 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 checked.

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

The grading system and interpretation of letter grades for all high schools must comply with the grade scale identified in Florida Statute. 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”). [Florida Statute §1003.437]

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;
- delayed dual enrollment grade.

A grade of **W** indicates and student has withdrawn from dual enrollment course.

- 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. The “W” will remain a permanent part of the student’s academic history.

### **Calculation of Final Grades**

The final course grade is calculated using the numeric average from each quarter. Failing quarter grades that are below a numeric score of 50 are changed to a score of 50. This final average is then converted to a letter grade as described above.

### **END OF COURSE EXAMS (EOC)**

Students taking courses that have an associated statewide standardized assessment (Algebra 1, Algebra 2, Geometry, Biology, and United States History) must take the associated end-of-course exam. The performance on the EOC will constitute 30% of the final course grade. Passing the Algebra 1 EOC assessment is a high school graduation requirement. Students with disabilities may qualify for EOC waivers. [Florida Statute §1008.25]

### **CALCULATION OF SEMESTER GRADES**

High school course grades are reported on student transcripts as semester grades except for EOC tested courses. 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.

### **Semester and Final Examinations**

All students will be required to take a semester and final exam for each course in which they are enrolled with the exception of state EOC courses. Students enrolled in courses with a state or nationally developed standardized assessment (e.g., State EOC course and Advanced Placement Courses) will be offered alternative assignments during the final exam window at the discretion of the building principal and teacher. In EOC courses the statewide, standardized EOC will serve as the final exam and will comprise 30 percent of the overall course grade. No other final exam may be given. District developed common semester and final exams may be administered as these assessments are developed and field tested throughout the year.

### **Awards and Recognition**

Students who perform above average (B or higher) in all courses 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 AND BEHAVIOR

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.

## GRADE FORGIVENESS RULE

All credits attempted for which there was a grade earned will count toward a student's GPA. The district's forgiveness policy is for the purpose of assisting students in meeting the requirement to attain a minimum grade point average necessary to graduate from high school or raise their GPA.

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."

When only one credit is allowed in a course, according to the Florida Course Code Directory, only one grade per course should be included as part of the student's GPA (s.1003.4282 (6), F.S.). In all cases of grade forgiveness, only one grade shall be used in the calculation of the students GPA. All reported grades remain a part of the student's academic history. 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. [Florida Statute §1003.435e(1)]

## Grade Forgiveness for Special Diploma Students

The following forgiveness rules apply when the IEP team deems a student has been inappropriately placed in a standard diploma program and a change of placement into a course of study leading to a special diploma will occur. The grade of a comparable course in the special diploma course of study may replace a D or F for previous courses. The new grade will be included

in the calculation of the cumulative grade point average required for graduation. **This policy applies only to students that entered ninth grade prior to 2014-2015.**

## **PROGRESS MONITORING PLAN PROCESS**

As required by Florida Statute §1008.25(4)(b), schools **must** develop, in consultation with the student's parent, 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:

- A federally required student plan such as an individual education plan;
- A school wide system of progress monitoring for all students; or
- An individualized Multi-tiered Systems of Support (MTSS) 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.

High school students who score at or below a level 2 on the ELA FSA may be placed in either an intensive reading course and/or a content area course (dependent on the student's level of comprehension) in which reading strategies are delivered. These courses will be taught by highly qualified teachers of reading who are either Reading Endorsed or Next Generation Content-Area Reading Professional Development (NG-CAR PD) or Content Area Literacy (CAL) certified.

1. The MTSS progress monitoring plan for a student who has been identified as deficient in reading **must** identify:
  - the student's deficiencies in one (or more) of the following:
    - basic reading: phonemic awareness, phonics,
    - fluency
    - vocabulary
    - comprehension
    - listening comprehension
    - oral expression
    - written expression
  - 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 weekly monitoring of the student's progress in meeting the desired levels of performance.

2. The MTSS progress monitoring plan for a student who has been identified as deficient in math **must** identify:
  - the student's deficiencies in one (or more) of the following:
    - calculation
    - problem solving
  - 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 weekly 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 MTSS 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 MTSS progress monitoring plan must 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.

### **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 assesses the student according to the established learning criteria.

**Modifications:** When students with disabilities are unable to meet the expectations of the general curriculum, the expectations are customized. Modifications to the curriculum are used in coordination with an assessment that is compatible with the modified expectations. Grading systems that should be used for students using curriculum modifications reflect the student's expected level of performance based on the Next Generation Sunshine State Standards Access Points.

### **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 accommodations are to be addressed in the 504 plan.

### **Gifted Students**

For a student eligible and participating in gifted programming who is performing below grade level, it is appropriate to implement a progress monitoring plan.

## **RECOGNITION OF ACADEMIC HONORS AND GRADUATION**

It is the policy of the school board that annual scholastic grade point averages shall be calculated for, and assigned to, students in grades nine through twelve. The cumulative scholastic grade point average for a student in the twelfth grade shall be used to determine the student's senior class rank.

### **VALEDICTORIAN/SALUTATORIAN**

- A scholastic grade point average based on semester final grades shall be calculated at the end of each academic year for each student in grades 9 through 12 based on the district's grade weighting policy. High school core courses taken at the middle school will be included in the Valedictorian/Salutatorian calculation.
- Grades transferred from other accredited public schools which were earned in courses coded as "high school" in the Florida Department of Education's Course Code Directory and Dual Enrollment "DE" courses in the core course areas (as per the Course Code equivalency list) which include the following: Math, English, Science, History/Social Studies, (as required for graduation), and World Language in the core course areas shall be included in calculating the Valedictorian/Salutatorian GPA.
- Grades earned by a student while enrolled in home education courses shall not be used in calculating Valedictorian/Salutatorian.
- Grades earned by a student while attending a private school or private tutoring program shall not be used in calculating Valedictorian/Salutatorian.
- Students participating in an Early Admissions Program shall not be eligible for Valedictorian/Salutatorian.
- Grades earned by a student while enrolled in a Virtual Instruction Program must meet the NCAA guidelines in order to be included in a student's Valedictorian/Salutatorian GPA calculation. Virtual Instruction courses to be included in the calculation for Valedictorian and Salutatorian must be in the core course areas which include the following: Math, English, Science, History/Social Studies (as required for graduation), HOPE, and World Language.
- A student must be enrolled in the Monroe County School District for a minimum of two complete school years and one complete school year in their graduating high school to be eligible for Valedictorian/Salutatorian.
- Student selecting a three year 18 credit option may be eligible for co-valedictorian/salutatorian if their weighted grade point average equals or exceeds that of the 24-credit valedictorian or salutatorian.

### **ACADEMIC HONORS**

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

## **PARTICIPATION IN GRADUATION CEREMONIES**

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

- Earn a Standard Diploma
  - Students earning all required credits, satisfying assessment graduation requirements, and having a 2.0 GPA;
  - Students earning all required credits, satisfying assessment graduation requirements, and enrolled in the 18-Credit ACCEL Option Program;
  - Alternative Education students meeting all required credits and having a 2.0 GPA;
- Students meeting all requirements for the Performance Based Exit Option Program;
- Students (ESE) meeting all requirements for an “Option 1” or “Option 2” diploma;
- Students earning a standard or special Certificate of Completion and having a 2.0 GPA;
- ELL students (working for a standard diploma) with less than four years in the country, maintaining a 2.0 GPA (Principal approval required).

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 lacking credit in 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 HSE and not enrolled in the Performance Based Exit Option Program.

## **DISTRICT/STATE ASSESSMENT PROGRAM**

Each student **must** participate in district and statewide assessments as required by Florida Statute §1008.22 in grades and subjects where such assessments are administered. Students in grades 9 and 10 participate in the Florida Standards Assessment (FSA) in English Language Arts that includes a separate writing and reading component. Students taking courses that have an associated statewide standardized assessment (Algebra 1, Algebra 1I, Geometry, Biology, and United States History) will take the associated statewide standardized end-of-course exam. [Florida Statute §1008.22]

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

### **ELL Students**

ELL students are required to participate in the statewide and district assessment program. However, all active (LY) ELL students are eligible to receive accommodations during testing. Permissible accommodations include:

- flexible setting,
- flexible scheduling,
- flexible timing,
- state-approved electronic 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 ELL 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**

Test accommodations during district/state testing will be implemented as specified in the student's IEP. Test accommodations 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 *Test Coordinator's Handbook individual assessments*.

### **504 Students**

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

with his/her performance. If so, the SST will determine the necessary accommodations for district and state assessments. Test accommodations may include: flexible setting, flexible scheduling, flexible timing, flexible responding, flexible presentation and/or flexible format.

Note: Refer to *The Monroe County School District Section 504 Manual* 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/FSA when approved by the ELL Committee based on Florida Department of Education guidance on exempting ELL students from statewide assessments. Students are eligible for an exemption if their date of entry into a United States school is less than one year from the proposed assessment in Reading/Writing. Exempt students will still be assessed in reading, writing, speaking, and listening using an alternative assessment for English Language Learners.

### **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:

- Does the student have a significant cognitive disability?
- Is the student unable to master the grade-level, general state content standards even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials?
- Is the student participating in a curriculum based on Next Generation Sunshine State Standards Access Points for all academic areas?
- Does the student require extensive direct instruction in academics based on Access Points in order to acquire, generalize, and transfer skills across settings?

Students who are exempt from state and district assessment will be assessed through the Florida Alternate Assessment (FAA).

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

## **ANNUAL REPORT**

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 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 statewide, standardized English Language Arts assessment [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].

## **EQUITY POLICY**

### **MONROE COUNTY SCHOOL BOARD**

#### **NON-DISCRIMINATION POLICY**

1. No person shall, on the basis of race, color, religion, gender, age, marital status, disability, political beliefs, national or ethnic origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity, or in any employment conditions or practices conducted by this School District, except as provided by law.
2. The School Board shall comply with all state and federal laws, which prohibit discrimination and are designed to protect the civil rights of applicants, employees, and/or students, or other persons protected by applicable law.
3. The School Board shall admit students to District Schools, programs, and classes without regard to race, color, religion, age, nation or ethnic origin, marital status, disability or handicap

#### **District Equity Contact for Student & Educational/Activities:**

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