Jefferson County School District

STUDENT PROGRESSION PLAN

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LEGAL FOUNDATION OF THE STUDENT PROGRESS PLAN

SECTION 1008.25, FLORIDA STATUTES, STUDENT PROGRESSION

Each district school board shall establish a comprehensive program for student progression, which shall be based upon an evaluation of each pupil's performance, including how well the student masters the performance standards approved by the state board.

The district program for student progression shall be based upon local goals and objectives, which are compatible with the state's plan for education. Pertinent factors considered by the teacher before recommending that a pupil progress from one grade to another shall be prescribed by the district school board in its rules.

Each district's comprehensive program for student progression shall reflect an effort to identify students at each grade level in grades 9 through 12 who have attained a cumulative grade point average of 2.0 or below. The program shall further include provisions for assisting such students to achieve the 2.0 cumulative grade point average required for graduation pursuant to Section 1003.43.

Foreword:

In compliance with Florida Statutes passed during the 1976 Legislative Session, Jefferson County School District developed an initial Student Progression Plan. The document established guidelines, which have been implemented at appropriate levels in all schools in Jefferson County. In the summer of 1978, a committee was appointed to revise this plan.

In response to new legislation, the Student Progression Plan is revised and updated annually, based on input from school and district personnel and legislative and State Board Rule changes. This plan gives consideration to the best interest of individual students and complies with the State Statutes and State Department of Education Directives. All district level and school level instructional personnel, parents, and students are encouraged to study the requirements of the Jefferson County School District Student Progression Plan, with the understanding that the legislative intent is to raise the quality of education in Florida.

Some students may not meet one or more of the requirements for promotion and/or graduation. When this occurs, schools are expected to make every reasonable effort to assist students in meeting these requirements.

Introduction:

Satisfactory progress through Jefferson County School District depends on the combined efforts of students, parents, and professional educators. With appropriate motivation and instruction, most students will make satisfactory progress. However, individuals may require varied amounts of time to develop their educational potential.

The Student Progression Plan for Jefferson County School District has been developed and revised to provide an instructional program in which each student can progress academically, emotionally, socially, and physically. This plan outlines provisions for promotion, retention, good cause exemptions from mandatory retention, acceleration, enrichment, or alternative assignments for all
ACKNOWLEDGEMENTS

Grateful appreciation is extended to the following personnel who assisted in the preparation of the Student Progression Plan for 2013-14.

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Principal
Assistant Principal
Assistant Principal
Math Coach
Math Teacher
Math Coach
ESE Teacher
Reading Coach
Reading Coach
Teacher on Special Assignment
Director of Academic and Student Services
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Staffing Specialist
ESE Administrative Secretary
ELEMENTARY EDUCATION  
(GRADES K-5)

I. ADMISSION, ENROLLMENT, AND TRANSFERS

*Florida Statute 1003.03 requires all districts to meet class size. If your student cannot be enrolled at your district school, your student will be assigned to a school at an alternate location, School Board Policy (7.102).

A. ADMISSION

The following policies for admission to Jefferson County School District are in effect for all students in Jefferson County.

1. First Entry to the State of Florida Schools:
   Before admitting a student to Florida schools for the first time, the school must have received the following documents as required by Florida Statutes:
   a) proof of date of birth for students; (For acceptable alternates to birth certificates see Florida Statute 1003.21(4).
   b) a certificate showing a physical examination with at least three components performed within one year prior to enrollment (height, weight, blood pressure, etc.)
   c) a valid Florida Certificate of Immunization (DH680) transcribed by a health professional.
   d) Kindergarten through -6th grade immunizations required for entry:
      (1) 4-5 doses of DTP or DTaP (If the 4th dose is administered after the 4th birthday, a 5th dose is not required);
      (2) 3-5 doses of polio* (according to age at time of final dose);
      (3) 2 doses of MMR;
      (4) 2 doses of Varivax or documentation of chicken pox disease;
      (5) 3 doses of Hepatitis B.
   e) 7th through 12th grade:
      (1) 4-5 doses of DTP or DTaP (If the 4th dose is administered after the 4th birthday, a 5th dose is not required);
      (2) 3-4 doses of polio (according to age at time of final dose);
      (3) 2 doses of MMR;
      (4) 2-3 doses of Hepatitis B (according to age of administration);
      (5) 1 dose of Varivax or documentation of chicken pox disease.

*Additional Requirements for 7th through 11th grade

Tdap booster only;

*Additional Requirements for 12th grade

Tdap (preferred) or Td booster

Jefferson County policy does not grant a 30-day extension to obtain required immunizations or a physical. Immunizations and physicals may be obtained through the student’s physician. Only students who do not have health insurance coverage or children who are assigned to the Department of Health
in Jefferson County as their health care provider may obtain immunizations through Florida Department of Health in Jefferson County.

2. **Upon initial admission or entry** from one attendance district to another in Jefferson County School District, evidence of residence must be presented to the receiving school. All addresses are subject to verification by the School District. The following documents shall be required:

a) Owned residence:
   (1) copy of the recorded deed (or agreement for deed), or a certified copy of the declaration of homestead exemption, and
   (2) a copy of a **current** electric bill or initial order for service; and
   (3) one of the following **current** documents:
      (a) auto registration
      (b) driver's license
      (c) voter's registration
      (d) Florida ID

b) Rented or leased residence:
   (1) copy of **current** lease, rental agreement, or a notarized letter from the landlord, and
   (2) a copy of a **current** electric bill or initial order for service; and
   (3) one of the following **current** documents:
      (a) auto registration
      (b) driver's license
      (c) voter's registration
      (d) Florida ID

c) Non-primary owner or renter (families living with families):
   A Verification of Residency Form must be completed by primary and non-primary owner or renter. This form is for one school year only.

3. **Verifying Residence**:
   All addresses and changes of address are subject to verification by the School District. All student residence addresses and all documents submitted for verification are subject to validation by district staff. When a change of address occurs after initial enrollment, verification of the new residence is required. Students who are suspected of residing outside of Jefferson County, Florida, or in an attendance district other than the student attendance district for the school they are attending, will be reported to the district for a residency determination investigation.

   The School District reserves the authority to verify enrollment information provided by a parent or parents and to reassign a student on the basis of its investigative determination. A student who is found to be attending an out-of-district in-county school as the result of giving false or misleading information at registration, shall immediately be transferred to the school serving the student's residential attendance district or withdrawn and advised to enroll in the appropriate school in their county of legal residence. Any disagreement regarding the investigative finding will be reviewed by the district office. Any disagreement regarding a determination that a student is a bona fide resident of a county other than Jefferson may be contested as provided by law.
Florida Statutes 837.06 provides that whoever knowingly makes a false statement in writing with the intent to mislead a public servant in the performance of his official duty shall be guilty of a misdemeanor of the second degree.

Verification of residency is an effort to ensure that only students who are bona fide residents of Jefferson County attend Jefferson County School District and additionally that in-county students attend their correct district schools.

4. Divorced/Separated Parents:
   a) Divorced parents:
      ONE or more of the following documents:
      (1) certified copy of final judgment of divorce
      (2) court custody order/parenting plan
      (3) court guardianship order
      (4) other such document establishing the right of custody
   b) Separated parents:
      A notarized statement that the child actually lives in the home of the parent designated in the child's school records as the residential parent or parent with whom the student resides.

5. Entry to Jefferson County School District from Public or Private Schools within the State:
   Before admission to Jefferson County School District from other Florida counties, a student must have a current Florida Certificate of Immunization on file in the Jefferson County school in which they are enrolling. If a student has ever been in a Florida public or private school anytime throughout his/her school career, a new physical exam is not required for entry.

6. Admission of Part-time Students enrolled in a Home Education Program:
   Students who are participating in a home education program in accordance with section 1002.41 Florida Statutes, may be admitted to the public schools in this district on a part-time basis. The child seeking entry must meet the same registration requirements as full-time students. Such students must register for all classes offered to home school students prior to the start of the grading period they will attend. Home education students and private school students who are excluded from a class at their district school due to space limitations may be assigned to another school if space in that class is available. Students who are participating in a home education program in accordance with 1002.20 (18)(b) Florida Statutes, may participate in extracurricular activities. Participation is on a space available basis and students must meet the same registration requirements as full-time students.

   Exceptional students will be provided special education services determined appropriate by the school-based student study team, including the parent, utilizing a Services Plan, not an Individual Education Plan (IEP). (K-12 only)

   The Board is not responsible for the transportation of students in a home education program/private school to or from the school. The school principal will establish the time and place for arrival and departure of these students. Students who attend
school on a part-time basis are subject to all applicable rules and regulations pertaining to full-time students.

7. Admission of Part-time Students enrolled in a Private School:
Students who are enrolled in a private school may be admitted to the public schools in this district on a part-time basis in order to receive certain education services. The child seeking entry must meet the same registration requirements as full-time students. Exceptional education students will be provided special education services determined appropriate by the school-based student study team, including parent, utilizing a Services Plan, not an Individual Education Plan (IEP). (K-12 only)

B. ENROLLMENT GUIDELINES
A minor child’s residence is that of the child’s parent or parents. A child residing in Jefferson County, Florida must be enrolled in and attend the public school that serves the child’s residential attendance district, unless otherwise authorized by the Choice Office, ESE school assignment, the appropriate district level administrator, disciplinary assignment under the Student Code of Conduct, assignment by the School Board “in lieu of expulsion”, a “no contact order” entered by a court of competent jurisdiction, or assignment by the Superintendent under School Board Policy 7.102 or 7.109.

The following guidelines govern the enrollment of students into the elementary schools of Jefferson County, Florida:

1. Kindergarten:
Any child who has attained the age of five years on or before September 1 will be admitted to kindergarten at any time during that school year.

2. First Grade:
Any child who has attained the age of six years on or before September 1 will be admitted to first grade if kindergarten has been successfully completed. Successful completion of kindergarten will be defined as:
   a) Regular attendance in a 180-day instructional program.
   b) Regular attendance in a three-hour-net instructional day.
   c) Attaining the age of five (5) on or before September 1 – required for legal entry into kindergarten.
   d) An official letter or transcript from a proper school authority (to include home school) which shows records of attendance, academic information, and grade placement of the student.

A student from a private school and/or out of state must document successful completion of kindergarten.

3. Both parents residing in Jefferson County but in different school district:
If a child’s parents physically reside in separate residences located in different residential attendance district or the child’s parents are divorced or otherwise living separate and apart under court order and the child rotates between the parents’ residences, the child shall be enrolled in and attend the school district for the residence of the parent in which the child physically resides (stays) for 51% or
more of the time. If the actual physical rotation is 50/50 and the parents reside in separate residential attendance district, the school of enrollment shall be selected by the parents. If there is no court order, the parents' declaration of primary residence should be accepted.

**For Enrollment:** The parent with whom the student is going to be residing during the school year shall show proof of residency along with the other items required for registration.

4. A legal parent not living in Jefferson County (resides in another county, out of state, or out of the country) requesting that the student reside with a parent living in Jefferson County:

The parent residing in Jefferson County shall show proof of residency along with the other items required for registration.

6. A parent residing in Jefferson County requesting that his/her student live with someone other than the parent (i.e., aunt, friend, grandparent, etc.) residing in a different school district in order for the student to attend school in that district:

This option is not permitted. The student must enroll in the district school based on the residence of the parent.

7. A parent residing in Jefferson County relinquishing formal legal custody of his/her student to someone (i.e., aunt, friend, grandparent, etc.) residing in a different school district:

Extenuating circumstances must be documented. The guardianship must be due to the fact that the parent is truly not capable of caring for the student. This type of transfer is not available if the student's parent is not suffering from a documented physical, mental, or financial infirmity which, by ordinary and reasonable standards, precludes the parent from actually caring for the student.

Once the extenuating circumstances have been validated with legal documentation, the student shall be allowed to enroll in a school district for the residence of the legal guardian/custodian.

8. A parent NOT residing in Jefferson County requesting that his/her student reside with someone other than a parent, (i.e., aunt, friend, grandparent, etc.), and there is no parent living in the district:

Extenuating circumstances must be documented. If the student's parent is not suffering from a documented physical, mental, or financial infirmity which, by ordinary and reasonable standards, precludes the parent from actually caring for the student, this transfer should not be approved.

**For Enrollment:** This requires the person with whom the parents request the student to live with to obtain temporary custody. This person and the parents (if possible) must submit directly to the Jefferson County School District a Student Not Residing with Parents Form. A notarized letter from the parents stating why they
would like to have the student live with this person must accompany this request.

9. Students who have been expelled or recommended for expulsion in another school district:

The Jefferson County School Board will uphold the expulsion of a student from another school district.

10. Students who have been assigned to or recommended for assignment to an alternative school in another school district:

The Superintendent has the authority to assign a student to alternative educational placement when such placement has been made or recommended in another school district.

For Enrollment: The student must appeal to the Jefferson County School Board or entry into Jefferson County School District.

11. Students placed in a residential facility:

Students placed in a residential facility located in Florida by the proper authority (a Florida court having jurisdiction over the child or Agency for Persons with Disabilities) may be placed in a Jefferson County School District at the expense of the child’s county of residence as determined by the residence of the child’s parent or parents.

C. HOMELESS STUDENTS/FAMILIES IN TRANSITION (FIT)

Homeless students, including homeless unaccompanied youth, are permitted to enroll in Jefferson County School District and must not be placed in a separate school or program within a school based on their homeless status. Homeless children and youth are provided services comparable to those offered to other students enrolled in JCSD to ensure they have an equal opportunity to meet student academic achievement standards. All homeless students are eligible for free breakfast and lunch.

Homeless students may choose to attend the school they attended prior to becoming homeless. Those students who elect to do this shall be provided transportation if needed. Homeless students may, as an alternative, choose to enroll in the school district for the attendance area where they reside.

Regardless of which school a homeless student chooses to attend, he/she shall be permitted to immediately enroll, even if the student is unable to produce records normally required for enrollment. This includes, but is not limited to, records such as: previous academic records, immunizations, medical records, and proof of residency.

The enrolling school must immediately contact the school last attended by the homeless student to obtain relevant records. If the student needs immunization records, the enrolling school shall immediately refer the student to the school nurse for assistance.
For Enrollment: Refer to JCSD Homeless Students (Families in Transition) Policy found in SB Policy 7.110.

D. TRANSFERS/WITHDRAWALS

1. Within Jefferson County Schools:
   Parents will be expected to formally withdraw their child from a previous school before enrolling at another Jefferson County School District. The sending school will provide the parent with a copy of the DH680/immunization record from Student Information System and withdrawal form. If there are extenuating circumstances, the principal may deal with this process on an individual basis.

2. In-State Transfers from Nonpublic Schools to Kindergarten:
   Students transferring from a nonpublic Florida kindergarten to the Jefferson County School District must be five years of age on or before September 1 and provide proof of immunization and meet first entry to the State of Florida criteria.

3. In-State Transfers from Nonpublic Schools to First Grade:
   A child must have successfully completed kindergarten in a nonpublic Florida school, must be six years of age on or before September 1 of the school year in which admission to the first grade is being sought, and meet first entry to the State of Florida criteria.

   Students transferring to first grade from a nonpublic kindergarten program will need written verification of successful completion of kindergarten from the nonpublic school attended (JCSD form #493). Students not meeting the above requirements for grade one will be enrolled in kindergarten.

4. Underage Out-of-State Transfers to Kindergarten and First Grade from Public and Nonpublic Schools:
   a) Entry into kindergarten and first grade by out-of-state transfer students who do not meet regular age requirements for admission to Florida public schools shall be based on their previous state’s age requirements and shall be in accordance with Florida Administrative Rule 6 A.1.0985 which states:

   b) Any student who transfers from an out-of-state public or nonpublic school shall be admitted upon presentation of the following data:
      (1) Official documentation that the parent(s) or guardian(s) was a legal resident(s) of the state in which the child was previously enrolled in school;
      (2) An official letter or transcript from a proper school authority which shows records of attendance, academic information, and grade placement of the student;
      (3) Proof of immunization;
      (4) Proof of date of birth; and
      (5) Proof of a medical examination completed within the last twelve months (first time entry into Florida public schools only).

5. Neither the student nor parent(s) reside within Jefferson County and the student wishes to transfer into a Jefferson County School District while maintaining residence outside of the county:
Students from adjoining counties may not be enrolled in the Jefferson County School District.

Exception: A full time site based employee may enroll his/her child at the employee's primary school site as permitted by Policy 5.30. An approved out of District transfer is required. This type of exception must be renewed and approved through the Choices Department annually.

6. Grade Placement:
When a student transfers into a Jefferson County School District school from an out of district public or nonpublic school, the student will be academically screened as per Section II.A.1(b). Testing results will be shared with the parent. The principal shall have the final decision regarding student placement.

When a student transfers from a home education program, it will be the responsibility of the principal or principal designee to assess the student’s achievement level. The following will be considered by principals for placement of home school students:

a) review of the required home school annual evaluation (acceptable options include student portfolio, national normed achievement test, state student assessment test, psychological evaluation, or other approved valid measurement tool)
b) Site based assessment (as per Section II.A.1(b). Students should be given a site based assessment after enrollment).

The principal shall have the final decision regarding student placement.

II. ELEMENTARY SCHOOL INSTRUCTION

A. REGULAR PROGRAM – GENERAL PROGRAM REQUIREMENTS

1. Student Performance

The Jefferson County School District elementary curriculum includes the Florida Standards (FS) and the Next Generation Sunshine State Standards (NGSSS). Florida Statute 1008.25(2)(b) requires that each district establish district levels of performance for student progression in reading, writing, science, and mathematics for each grade level, that include the state levels of performance on statewide assessments (Florida Standards Assessment) as defined by the Commissioner of Education.

Performance levels for FCAT student proficiency are indicated below:

<table>
<thead>
<tr>
<th>Subject</th>
<th>FCAT Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>3.0+</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3.0+</td>
</tr>
<tr>
<td>-------------</td>
<td>------</td>
</tr>
<tr>
<td>Science</td>
<td>3.0+</td>
</tr>
<tr>
<td>Writing</td>
<td>4.0+</td>
</tr>
</tbody>
</table>

a) For grades and subjects in which no current state assessments are administered, school districts must establish and assess expected levels of performance for student progression using district-selected assessments such as students’ class work, observations, tests, district and other assessments, or other relevant information.

b) It will be the responsibility of the classroom teacher to screen, instruct, assess, and monitor the progress of student proficiency on all Florida State Standards/Next Generation Sunshine State Standards. Each teacher shall develop daily lesson plans for all subjects taught. Plans should reflect the teaching of Florida Standards/Next Generation Sunshine State Standards for Kindergarten through Fifth grade, including English Language Learners’ (ELLs) and Exceptional Students’ Education (ESE) modifications, when necessary. Lesson plans shall be checked regularly by the principal or principal designee. Standards will be consistently taught and assessed throughout the year. Assessment of proficiency will be based on Florida Standards/Next Generation Sunshine State Standards, Decision Trees found in the K-12 Comprehensive Reading Plan, supplemental materials, student work samples, observation of the student’s performance, and student self-assessment.

c) Each elementary school shall regularly assess the reading ability of each K-5 student. Reading assessment tools listed on the K-5 Reading Decision Trees are required (See K-12 Comprehensive Reading Plan). State and district diagnostic assessment tools will be used to identify a student’s area of academic need. It is the responsibility of the classroom teacher to screen all Jefferson County School District's students within 30 school days of entry. The parent of any K-5 student who exhibits a reading deficiency shall be immediately notified of the student’s deficiency with a description and explanation, in terms understandable to the parent, of the exact nature of the student’s difficulty in learning and lack of achievement in reading.

d) The district’s comprehensive program for student progression uses assessment data, including universal screening and ongoing progress monitoring, to evaluate the effectiveness of instruction, identify students needing more intensive instructional support, and monitor each student's response to implemented interventions. Students who do not meet grade-level expectations receive increasingly intense intervention services. The areas of academic need and intervention strategies are defined through a problem-solving/Multi-Tiered System of Supports (MTSS) process. Multiple tiers of increasingly intense instruction/intervention services are implemented to support student academic proficiency. Students are matched to strategic and intensive interventions based on data from multiple assessment sources. Student progression decisions consider the effectiveness of core instruction and the student's response to evidence-based interventions. Interventions for academics and/or behavioral deficiencies will be provided through the Jefferson County School District Multi-
Tiered System of Supports (MTSS) process.

Parents may not refuse remedial/intervention services. A school district has the authority and responsibility to design the student's course code of study. It is the school that is held accountable for the student's progress.

2. Curriculum and Instruction

Each student in grades K-5 will receive regularly scheduled instruction using an integrated approach based on the district adopted curriculum program which includes state/district approved materials and/or textbooks for the assigned grade level and Florida Standards/Next Generation Sunshine State Standards (refer to JCSD Instructional Plans). Reading instruction will follow the K-12 Comprehensive Reading Plan. Writing instruction will follow the K-12 District Comprehensive Writing Plan. Mathematics instruction will follow the District's Mathematics Instructional Plan. Included in the K-5 Mathematics Instructional Plan is PRIMES (Program of Rigorous Integrated Mathematics for Elementary Students), courses designed to ensure that students who are mathematically talented have the opportunity to reach their potential at the appropriate grade level. Science instruction will follow the K-5 District Science Instructional Plan. Social Studies instruction will follow the Next Generation Sunshine State Standards.

The physical education program stresses physical fitness and encourages healthful, active lifestyles and encourages all students to participate. Physical education shall consist of physical activities of at least a moderate intensity level and for duration sufficient to provide a significant health benefit to students subject to the differing capabilities of students. Each student, grades K-5, shall receive at least 30 consecutive minutes of physical education each day on which physical education is offered with a cumulative total of 150 minutes of physical education each week as required by section 1003.455 FL Statutes.

The requirement shall be waived for a student who meets one of the following criteria:

(1) The student is enrolled or required to enroll in a remedial course;

(2) The parent requests in writing by completing the waiver request form and submitting to the principal that the student enroll in another enrichment or elective course; or

(3) The parent indicates in writing by completing the waiver request form and submitting to the principal that the student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

Students who waive the physical education requirement will be enrolled in an enrichment or elective course offered by the school. Placement will be made at the discretion of the principal and on a space available basis.

Parents will be advised of these options before scheduling the student to participate in physical education. This type of exception must be renewed annually.
Jefferson County School District primary focus is the teaching of reading/literature, language arts, mathematics, and science. Instruction will also include social studies, physical education, art, and music. Our number one goal is to ensure that every child entering fourth grade is reading and comprehending grade level complex text across diverse genres. Research-based reading and math strategies will be used in all classrooms. This will include a minimum of 90 minutes of uninterrupted literacy instruction (120 minutes of English Language Arts - ELA), and an additional 30 minutes of intervention instruction for students showing a deficiency based upon instruments such as Scholastic Reading Inventory (SRI), Phonological Awareness Screener for Intervention (PASI), Phonics Screener for Intervention (PSI), etc. A minimum of 75 minutes of math instruction will be included in the school day. The instructional schedule will be at least five hours and fifty minutes.

In addition to initial instruction, immediate intensive intervention (See K-12 Comprehensive Reading Plan Decision Tree which includes the Multi-Tiered System of Support (MTSS) Model) is also provided to students who continue to demonstrate any deficiency. Intensive instruction is associated with the following characteristics:

a. Diagnosis/prescription;
b. Specific skill remediation based on error analysis;
c. Repeated exposure;
d. Smaller chunks of text or content;
e. Guided and independent practice;
f. Integration of skills into all content areas;
g. Frequent monitoring;
h. Criterion-based evaluation;
i. Differentiated instruction.

3. School Schedules

Flexibility in designing school schedules is permissible; however the schedule must include a minimum of 90 minutes of uninterrupted literacy instruction (120 minutes – ELA), and an additional 30 minutes of intervention instruction for students scoring at Level 1 or 2 on Discovery Education. A minimum of 75 minutes of math instruction will be included in the school day. The schedule will include a minimum of 150 minutes of physical education per week, with a minimum of 30 consecutive minutes per day on days that physical education is offered. The instructional schedule will be at least five hours and fifty minutes. School schedules may reflect the integration of subjects, including science, social studies, writing, technology skills, career education, comprehensive health education, creative/critical thinking skills, character education, Spanish or other world language, and other areas deemed necessary to provide an appropriate instructional curriculum for each school.

4. Grouping for Instruction

Providing differentiated instruction for students at all levels is a best practice to meet their needs in mastering the Florida Standards/Next Generation Sunshine State Standards. Instructionally sound strategies for grouping students will be used to
enhance the academic achievement of all students. Any grouping of students shall provide opportunities for the regrouping of students during a portion of the school day (e.g. within the regular education classroom, or during specials, or lunch, or portion of the school week).

Ability groups are organized according to accelerated needs (see section II.D. ACCELERATION) such as higher-level coursework or remedial needs of individual students. Ability group configurations are flexible and continually monitored for student progress and movement.

Grouping (whole class, within the grade level, and/or across grade levels) arrangements may include but are not limited to:

a) Flexible grouping strategies to meet needs of individual student populations;

b) Intervention based grouping determined by screening, diagnostic,

Progress monitoring, or other assessments;

c) Cooperative grouping;

d) Small groups of mixed ability, and like ability;

e) Ability grouping for portions of school day;

f) Multi-age classes;


g) Departmentalization;

h) Teacher instructing class for multiple years (looping) or team teaching;

i) Teaming across grade levels; and

j) Other grouping options as described in section II. C. SUPPLEMENTAL AND INTENSIVE INSTRUCTIONAL SUPPORT;

k) Other accelerated options as described in section IV. ELEMENTARY GRADE PLACEMENT (K-5);

l) Other grouping based on qualification for Exceptional Student Education Services;

m) Inclusion model/support facilitation for ELL or ESE.

B. DISTRICT LEVEL OF PERFORMANCE

The JCSD district adopted curriculum program includes content specific instructional plans, state/district approved materials and/or textbooks for the assigned grade level and grade level expectations as defined by reading/literature, language arts, mathematics, social studies, and science Florida Standards/Next Generation Sunshine State Standards. The district identifies the following areas to be used to determine student progress. Overall student performance on state/district curriculum content is based on proficiency and satisfactory completion of the district adopted textbooks and supplemental materials approved for the assigned grade level and district and state assessments. The evaluation of each student’s progress must be based upon the student’s classroom work, observations, tests, district and state assessments, and other relevant information. Overall student performance on state/district curriculum content is based on proficiency of standards and district and state assessments. Promotion or retention is based on documentation of student proficiency.

1. Proficiency in Florida Standards/Next Generation Sunshine State Standards
Student proficiency is defined by Jefferson County School District as the on-going demonstration and application of Florida Standards/Next Generation Sunshine State Standards. Students must demonstrate proficiency in reading, writing, mathematics, and science at each grade level as determined by state/district levels of proficiency on state assessments plus local levels of proficiency on district assessments. The independent work of the student will be considered as a criterion in the student’s placement decision.

The following list includes the indicators used to assess Jefferson County School District students in the content areas. The following criterion includes independent work of the student and should be considered in student placement decisions.

**Language Arts, Reading/Literature:**
- Proficiency in Florida State Standards/Next Generation Sunshine;
- State Standards as reflected by district/school based indicators;
- Discovery Education (DE);
- Phonemic Awareness Screener for Intervention (PASI);
- Phonics Screener for Intervention (PSI);
- Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words (SIPPS);
- Making Meaning;
- FCAT 2.0 NGSSS Reading;
- FCAT Writing;
- Scholastic Reading Inventory (SRI) Level;
- Developmental Reading Assessment (DRA) Level;
- Writing (i.e. notebook, folder, portfolio, includes writing prompts).

**Math:**
- Proficiency in Florida Standards/Next Generation Sunshine State Standards as reflected by district/school based indicators;
- FCAT 2.0 NGSSS Math.
- Mid-Chapter Tests, Chapter Review/Tests and Chapter Tests;
- Benchmark Mini-Assessments;
- Big Idea Assessments;
- Discovery Education (DE).

**Science:**
- Proficiency in Next Generation Sunshine State Standards as reflected by district/school based indicators;
- FCAT 2.0 NGSSS Science;
- Discovery Education (DE).

The final decision for grade placement is the responsibility of the principal.

2. **Report Cards**
   All parents will be notified regularly of their child’s achievement during the school year. Jefferson County will report to the parent of each student the progress of the
student toward achieving state and district expectations for proficiency in reading/literature, language arts, mathematics, science, and social studies. The evaluation of each student’s progress must be based upon the student’s classroom work, observations, tests, district and state assessments, and other relevant information. The final report card will indicate performance or non-performance at grade level, acceptable or unacceptable behavior, attendance, and promotion or retention.

**Below Grade Level Designation (See K-12 Comprehensive Reading Plan)**

a) Students working below grade level (working on curriculum standards below his/her current grade level) must be diagnostically assessed and provided remediation through Multi-Tiered System of Supports (MTSS) and considered for possible retention.

b) Students marked below level for reading on the report card must:

1. Be diagnosed and provided remediation through intensive reading instruction as required by K-12 Comprehensive Reading Plan.
2. Based on diagnoses, have his/her individual areas of deficiency in phonemic awareness, phonics, fluency, comprehension and/or vocabulary identified, addressed, and monitored frequently.
3. Be considered for possible retention and have this marked in the comment section.
4. Be reassessed by locally determined assessments and through teacher observation at the beginning of the grade following the intensive reading instruction.
5. Continue to be provided intensive reading instruction until the reading deficiency is remedied.

c) Students with report card grades of “D’s,” “F’s,” or “N’s” in reading/literature, language arts, mathematics, or science should be monitored closely and may be considered for diagnostic assessment. If needed, remediation will be provided through the MTSS process or Individual Education Plan. These students will be considered for possible retention.

d) English Language Learners, two years or less in the program, will not be marked below grade level. (Note: See English Language Learners Procedural Handbook)

3. **Testing Proficiency Levels**

Each student must participate in assessments as required by *Florida Statute*

Examples of such assessments include:

a) JCSD adopted basal assessments grades K-5;

b) Florida Standards-grades 3-5;

c) FSA Writing grade 4;

d) FSA Science grade 5;

e) Florida Alternate Assessments for Students with Significant Cognitive
Disabilities;
f) Comprehensive English Language Learners Assessment (CELLA) for all English Language Learners (ELL); and
g) Other (screeners, progress monitors, diagnostics).

Each student's proficiency levels and academic progress in meeting the desired level of performance will be frequently monitored and reported to parents. This may be done through conferences, grade book reports, report cards, written communication, progress reports, RtI folders, IEPs, and reports from school-based curriculum initiatives, etc.

C. SUPPLEMENTAL AND INTENSIVE INSTRUCTIONAL SUPPORT

Students in kindergarten through fifth grade who do not meet the district levels and or state levels of performance in reading/literature, language arts, mathematics, or science shall be provided remediation. Supplemental and intensive instructional support shall be provided for:
1. Grades K-3 students who score non-proficient based on the , Discovery Education, PASI and or PSI.
2. Grades 3-5 students who score below grade level proficiency on Discovery Education and/or Scholastic Reading Inventory.
3. Grades 3-5 students who score at achievement Level 1 on the Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) in reading and math.
4. Grade 4 students who score Level 1 on the FCAT Writing Assessment.
5. Grades K-5 students who demonstrate a deficiency in content areas (science).
6. English Language Learners will have support by the ESOL teacher or ESOL endorsed teacher.

In compliance with the Department of Education (DOE) JCSD has identified the following supplemental and intensive instructional support for implementation:

1. Progress Monitoring

*Florida Statute 1008.25* requires a school-wide system of progress monitoring for all students who are deficient in reading, writing, math, and/or science. Strategies to help students achieve academic success will be discussed and documented in parent conferences. Based upon assessments, the areas of academic need for each student will be identified. Information regarding supplemental instructional services and supports through the MTSS process will be provided to the parent during the conference.

2. Supplemental Instructional Support Activities

Tutorial instruction/Summer Learning Camp and/or other instructional support activities may be provided to students in Grades K-5 pending funding and availability of instructors. These services are provided as an opportunity for remediation of the required skills for those students who meet the following criteria:

a. "N" (Grades K-1), "D" or "F" (Grades 2-5) in reading/literature, language arts,
math, or science during the previous grading period or progress reporting time;

b. reading below grade level as reflected through MTSS documentation;
c. classroom teacher recommendation; and
d. FCAT 2.0 Level 1 in reading.

D. ACCELERATION

Acceleration of students is a practice that covers a wide range of educational strategies. An accelerated curriculum may be provided to those students who have demonstrated a need beyond the general curriculum. Jefferson County School District offers the following opportunities:

1. Flexible class groups
2. Subject matter acceleration
3. Enrichment programs
4. Grade clustering
5. Virtual instruction
6. Whole grade promotion and mid-year promotion

For grade level acceleration, the principal in consultation with all stake-holders, will review the following documentation before any accelerated placement is considered: Social/emotional needs including readiness for higher level achievement, demonstration of a high level of mastery of the current and next grade curriculum; parent input; school history; ability and aptitude for advanced work; and referral for gifted services. Students in 4th and 5th grade that earned a Level 4 or 5 in Reading or Math on the prior year FCAT are eligible to take accelerated courses using virtual school. Options may vary slightly by school and include advancing to the next grade level for some coursework in a face-to-face setting or through virtual school. The final decision for grade placement is the responsibility of the principal.

III. REPORTING STUDENT PROGRESS

A. REPORT PROCESS

All parents will be notified regularly of their child’s achievement during the 36-week school year. The reporting period is to be divided into three twelve-week periods. A progress report will be sent home at the mid-point of the grading period. Every student who is enrolled at a school receives a report card, regardless of the length of the enrollment. The report card becomes a part of the school’s permanent records. The report to the parent must include the student’s progress toward achieving state and district expectations for proficiency in reading, writing, science, and mathematics. (Florida Statutes 1008.25(8)) The JCSD (School Board adopted) progress report and report card will be used. A student in attendance for fewer than twenty (20) days does not have to receive a grade on the progress report/report card for that grading period. A comment should be included on the report card stating that the student has not been in attendance for a sufficient time to be evaluated adequately.

B. REPORT SYSTEM

Reporting to parents shall include:

a) Progress report (midpoint of each grading period);
2. Kindergarten and grade 1 report card;
3. Grade 2-5 report card;
4. A minimum of one documented parent conference should be held in the first 90 days of school;
5. Annual reporting of district wide state assessment results:
   a) Will be provided to parents in writing in a format adopted by the district School Board;
   b) Will be reported to the public as required by state law; and
6. Parental notification of reading deficiencies.

C. GRADING CODE

<table>
<thead>
<tr>
<th>Grades K</th>
<th>Grades 1, 2, 3, 4, 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>E - Excellent</td>
<td>A 100-90</td>
</tr>
<tr>
<td>S - Satisfactory</td>
<td>B 89-80</td>
</tr>
<tr>
<td></td>
<td>C 79-70</td>
</tr>
<tr>
<td>N – Needs Improvement</td>
<td>D 69-60</td>
</tr>
<tr>
<td></td>
<td>F 59-0</td>
</tr>
</tbody>
</table>

All students in grades K-5 will receive “S” or “N” in the areas of art, music, and physical education.

D. DEPARTMENT OF EDUCATION (DOE) PUBLIC REPORTING (FL STATUTE 1002.20 and 1008.25)

In addition to individual student reporting to parents, this statute requires each district to report to the public district wide student achievement and performance.

1. Each district School Board must annually publish in the local newspaper, and report in writing to the State Board of Education by September 1 of each year, the following information on the prior school year:

   a. 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;
   b. By grade, the number and percentage of all students in grades 3 through 10 performing at Levels 1 and 2 on the reading portion of the FCAT 2.0;
   c. By grade, the number and percentage of all students retained in grades 3 through 10;
   d. Information on the total number of students who were promoted for good cause, by each category of good cause; and
   e. Any revisions to the district School Board’s policy on student retention and promotion from the prior year.

2. Additional reporting to the Department of Education (DOE) shall include:
   a. A report to the DOE, in the manner described by the department, the progress of students in the IAC class at the end of the first semester; and
   b. A report to the State Board of Education, as requested, on the specific intensive reading interventions and supports implemented at the school district level.
Technical Assistance Paper
Third-Grade Student Progression

Summary: The purpose of this Technical Assistance Paper (TAP) is to provide school districts with updates and changes relative to third-grade student progression policies, including information on alternative assessments, promotion criteria and resources.

Contact: Mary Jane Tappen
Deputy Chancellor for Curriculum, Instruction and Student Services Florida Department of Education
850-245-0509
Mary.Tappen@fldoe.org

Status:
New Technical Assistance Paper
Revises and replaces existing Technical Assistance Paper: K-12: 2012-18, Third-Grade Student Progression

Issued by the
Florida Department of Education
Just Read, Florida! Office
Division of Public Schools
http://www.fldoe.org/schools/
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GENERAL INFORMATION

A.1 What FCAT 2.0 Reading score does a third-grade student need to achieve for promotion to fourth grade?

Section 1008.25, Florida Statutes (F.S.), requires any third-grade student scoring Level 1 on FCAT 2.0 Reading be retained. Some students may qualify for a good cause exemption and be promoted to fourth grade (see A.2).

A.2 What promotion options are available for grade 3 students who have not achieved a Level 2 or above on FCAT 2.0 Reading?

Students in grade 3 who score Level 1 on FCAT 2.0 Reading may be exempted from the retention requirement and be promoted to fourth grade [section 1008.25(6), F.S.]. This is called a "good cause exemption." Good cause exemptions shall be limited to the following:

- Limited English Proficient (LEP) students who have had less than two years of instruction in an English for Speakers of Other Languages (ESOL) program;
- Students with disabilities whose Individual Educational Plan (IEP) indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule;
- Students who demonstrate an acceptable level of performance on a state-approved alternative standardized reading and English Language Arts assessment approved by the State Board of Education;
- Students who demonstrate, through a student portfolio, that he or she is performing at least at Level 2 on the statewide standardized assessment;
- Students with disabilities who participate in the statewide standardized assessment, and whose IEP or 504 Plan reflects that the student has received intensive remediation in reading and English Language Arts for more than two years, but still demonstrates a deficiency and was previously retained in kindergarten, grade 1, grade 2 or grade 3;
- Students who have received intensive remediation in reading and English Language Arts for two or more years, but who still have a deficiency in reading and have already been retained in kindergarten, grade 1, grade 2 or grade 3 for a total of two years.

A.3 Will students scoring Level 1 on the FCAT 2.0 Reading be retained in other grades or only in third grade?

Third grade is the only grade at which there is state-mandated retention for public school students [section 1008.25(5)(b), F.S.]. School districts must establish a comprehensive program for student progression that includes specific levels of performance in reading, writing, science and mathematics for each grade level, including the levels of performance on statewide assessments, below which a student must receive remediation or be retained within an intensive program that is different from the previous year's program and takes into account the student's learning style. The promotion/retention
policy for all grade levels must be specified in the district's Student Progression Plan.

A.4 Can a student be promoted to fourth grade without an FCAT 2.0 Reading score?

Third-grade students must participate in the statewide standardized assessment program required by s. 1008.22, F.S., and demonstrate proficiency in reading in order to be promoted to fourth grade. Students not achieving a Level 2 or higher on the statewide assessment may qualify for a good cause exemption (see A.2).

A.5 What are the guidelines/requirements that districts must implement to meet the needs of third-grade students identified with a reading deficiency who have not been previously retained in third grade?

<table>
<thead>
<tr>
<th>Teacher-Student Ratio</th>
<th>Same as other students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Instructional Time</td>
<td>90-minute reading block in a smaller group size setting or one-on-one. Rule 6A-6.054, Florida Administrative Code</td>
</tr>
<tr>
<td>Materials</td>
<td>Core/State Identified Reading program that is research based and has proven success teaching the five components of reading. Rule 6A-6.053 F.A.C. Differentiated Materials Research-based materials that reinforce the initial instruction. Intervention Materials Research-based materials that teach areas of deficits as determined by an assessment measure. This instruction must take place in addition to the 90-minute reading block.</td>
</tr>
<tr>
<td>Screening</td>
<td>Options may include, but are not limited to, program-based materials, teacher observation or a screening/progress monitoring tool such as the Florida Assessments for Instruction in Reading (FAIR).</td>
</tr>
<tr>
<td>Progress Monitoring</td>
<td>Students identified with a reading deficiency must be progress monitored. Schools must progress monitor students with a reading deficiency a minimum of three times per year. This includes a baseline, midyear and an end-of-year assessment. Rule 6A-6.054 F.A.C. FAIR and ongoing progress monitoring (OPM) components of FAIR are tools that can be used for</td>
</tr>
</tbody>
</table>

students.
A.6 What are the guidelines/requirements for meeting the needs of third-grade students who have been retained once in third grade?

<table>
<thead>
<tr>
<th>Teacher-Student Ratio</th>
<th>Reduced Student-Teacher Ratio. Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Quality</td>
<td>Provide students with a highly effective teacher as determined by the teacher’s performance evaluation under s. 1012.34, F.S. Section 1008.25(7)(b)4., F.S.</td>
</tr>
<tr>
<td>Reading Instructional Time</td>
<td>Minimum of 90 minutes of daily uninterrupted reading instruction which includes small group instruction. Section 1008.25(7)(b)1., F.S. Intervention in addition to 90-minute reading block. Rule 6A-6.054 F.A.C.</td>
</tr>
<tr>
<td>Materials</td>
<td>Core/State Identified Reading program that is research based and has proven success teaching the five components of reading. Rule 6A-6.053 F.A.C. Differentiated Materials Research-based materials that reinforce the initial instruction. Intervention Materials</td>
</tr>
<tr>
<td>STUDENT PROGRESSION PLAN</td>
<td>EXCEPTIONAL STUDENT EDUCATION</td>
</tr>
<tr>
<td>--------------------------</td>
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</tr>
<tr>
<td>determined by an assessment measure. This instruction must take place in addition to the 90-minute reading block. Rule 6A-6.054 and Rule 6A-6.053 F.A.C. Differentiated Instruction</td>
<td>Should be treated as immediate intensive intervention with prescribed materials for the students' deficits. Immediate Intensive Intervention (iii) Materials should continue to be used during iii after the 90-minute reading block.</td>
</tr>
<tr>
<td>Screening</td>
<td>Options may include, but are not limited to, program-based materials, teacher observation or screening/progress monitoring tool such as the Florida Assessments for Instruction in Reading (FAIR).</td>
</tr>
<tr>
<td>Progress Monitoring</td>
<td>Progress monitoring should be more frequent for these students than for non-retained students and should be ongoing. This can be as simple as a Comprehensive Core Reading Program (CCRP) or Supplemental Reading Program (SRP) weekly test, timed readings or teacher observations. Schools must progress monitor students with a reading deficiency a minimum of three times per year. This includes a baseline, midyear and an end-of-year assessment. Rule 6A-6.054 F.A.C. FAIR and ongoing progress monitoring (OPM)</td>
</tr>
<tr>
<td>Diagnostic</td>
<td>Any student who does not meet specific levels of performance on the required assessment as determined by the district school board or who score below Level 3 on the statewide standardized assessment as applicable under s. 1008.22, F.S., must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the area of academic need, and strategies for appropriate intervention and</td>
</tr>
<tr>
<td>Progress Monitoring Plan (PMP)</td>
<td>A PMP must be developed and implemented for any student who is not meeting the school district or state requirements for proficiency in reading. Section 1008.25(4)(b), F.S.</td>
</tr>
<tr>
<td>Data Reporting</td>
<td>Report progress-monitoring data three times during the school year through the Progress Monitoring and Reporting Network (PMRN) if using the Florida Assessments for Instruction in Reading (FAIR) or through the Student Automated Database if using a different progress monitoring measure.</td>
</tr>
<tr>
<td>Summer Reading Camps</td>
<td>Districts will provide access to Summer Reading Camps for students scoring Level 1 on FCAT 2.0 Reading. Districts may extend summer reading camp services to other students. Section 1008.25(7)(b)1., F.S. School districts will provide written notification to the parent of any student who has not met the proficiency level required for promotion and therefore is retained. Section 1008.25(7)(b)2., F.S.</td>
</tr>
<tr>
<td>---------------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Strategies prescribed by school district which may include, but are not limited to:</td>
<td></td>
</tr>
<tr>
<td>Tutoring and Mentoring</td>
<td>A trained volunteer or mentor may be assigned to each student, and/or someone may be assigned to tutor each student on deficit areas. Section 1008.25(7)(b)1.e., F.S.</td>
</tr>
<tr>
<td>Transition Classes</td>
<td>The school district has the option of placing students who have been retained in grade 3 and have received intensive instructional services but are still not ready for promotion, as determined by the school district, in a transitional instructional setting.</td>
</tr>
<tr>
<td>Extended School Day</td>
<td>Provide an after-school program with research-based materials and certified teachers to tutor and remEDIATE students. Saturday school with research-based materials and certified teachers to tutor and remEDIATE students. Extended year with research-based materials and certified teachers to tutor and remEDIATE students. Section</td>
</tr>
</tbody>
</table>

A.7 What are the guidelines/requirements for meeting the needs of third-grade students who have been retained in third grade two times?

<table>
<thead>
<tr>
<th>Intensive Acceleration Class</th>
<th>Establish at each school, when applicable, an Intensive Acceleration Class for retained grade 3 students who subsequently score Level 1 on the required statewide standardized assessment identified in s. 1008.22, F.S. The focus of the Intensive Acceleration Class shall be to increase a level at least two grade levels in one school year. Section 1008.25(7)(b)5., F.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher-Student Ratio</td>
<td>Reduced Student-Teacher Ratio. Section</td>
</tr>
<tr>
<td><strong>STUDENT PROGRESSION PLAN</strong></td>
<td><strong>EXCEPTIONAL STUDENT EDUCATION</strong></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td><strong>Reading Instructional Time</strong></td>
<td>Uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master 4th grade English language arts standards in other core subject areas. Section 1008.25(7)(b).5.c., F.S. Recommendation is to provide a 180-minute reading block with at least a 90-minute segment of</td>
</tr>
<tr>
<td><strong>Materials</strong></td>
<td>Core/State Identified Using a reading program that is scientifically research based and has proven results in accelerating student reading achievement within the same year. Section 1008.25(7)(b).5.d., F.S. Differentiated Materials Research-based materials that reinforce the initial instruction. Intervention Materials Research-based materials that teach areas of deficits as determined by a diagnostic measure. Rule 6A-6.054 and Rule 6A-6.053 F.A.C.</td>
</tr>
<tr>
<td><strong>Screening</strong></td>
<td>Options may include, but are not limited to, program-based materials, teacher observation or a screening/progress monitoring tool such as the Florida Assessments for Instruction in Reading (FAIR).</td>
</tr>
<tr>
<td><strong>Progress Monitoring</strong></td>
<td>Progress monitoring should be more frequent for these students than for non-retained students and should be ongoing. This can be as simple as a CCRP or SRP weekly test, timed readings or teacher observations. Schools must progress monitor students with a reading deficiency a minimum of three times per year. This includes a baseline, midyear and an end-of-year assessment. Rule 6A-6.054 F.A.C. FAIR and ongoing progress monitoring (OPM)</td>
</tr>
<tr>
<td><strong>Diagnostic</strong></td>
<td>Any student who does not meet specific levels of performance on the required assessment as determined by the district school board or who score below Level 3 on the statewide under s. 1008.22, F.S., must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the area of academic need, and strategies for appropriate intervention and instruction. Section</td>
</tr>
<tr>
<td><strong>STUDENT PROGRESSION PLAN</strong></td>
<td><strong>EXCEPTIONAL STUDENT EDUCATION</strong></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Progress Monitoring Plan (PMP)</td>
<td>A PMP must be developed and implemented for any student who is not meeting the school district or state requirements for proficiency in reading. Section 1008.25(4)(b), F.S.</td>
</tr>
<tr>
<td>Instructor</td>
<td>A highly effective teacher as determined by the teacher’s performance evaluation under s. 1012.34, F.S. Section 1008.25(7)(b)4., F.S.</td>
</tr>
<tr>
<td>Speech Language Pathologist</td>
<td>Provide intensive language and vocabulary instruction using a scientifically research-based program, including use of a speech language therapist.</td>
</tr>
<tr>
<td>Data Reporting</td>
<td>Report progress-monitoring data three times during the school year through the Progress Monitoring and Reporting Network (PMRN) if using the Florida Assessments for Instruction in Reading (FAIR) or through the Student Automated Database if using a different progress monitoring measure.</td>
</tr>
</tbody>
</table>

**STUDENT PORTFOLIOS FOR THIRD-GRADE STUDENTS**

**B.1 Why would a teacher use a student portfolio?**

Section 1008.25(6)(b)4., F.S., states that a student who scores a Level 1 on the Grade 3 FCAT 2.0 Reading may be promoted to fourth grade if the student demonstrates through a student portfolio that the student is performing at least at Level 2 on the statewide standardized assessment.

**B.2 Are there guidelines provided by the state for the third-grade student portfolio?**

Yes. As provided in the updated Rule 6A-1.094221, F.A.C., to be accepted as meeting the portfolio option for demonstrating mastery of the required reading skills, the student portfolio must:

- Be selected by the student’s teacher;
- Be an accurate picture of the student’s ability and only include student work that has been independently produced in the classroom;
- Include evidence that the benchmarks assessed by the Grade 3 statewide standardized assessment have been met. This includes multiple choice items and passages that are approximately 60 percent literary text and 40 percent information text that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the district’s/school’s adopted core reading curriculum that are aligned with the third grade reading standards or teacher-prepared assessments that are aligned with the third grade reading standards;
- Be an organized collection of evidence of the student’s mastery of the third grade reading standards Language Arts that are assessed by the Grade 3 statewide standardized assessment. For each benchmark, there must be at
least three examples of mastery as demonstrated by a grade of 70 percent or above; and

- Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

Additionally, note that the Just Read, Florida! Office developed a Third-Grade State Portfolio in partnership with the Bay County School District. There are an array of assessments per benchmark at the 3.6-3.9 reading level and the 4.0-4.5 reading level from which teachers may select for the student portfolio. A Third-Grade Portfolio CD was provided to each district in 2010. Contact your district for more information pertaining to the Third-Grade State Portfolio.

B.3 Do the same portfolio guidelines apply to ESE students?

The state portfolio guidelines apply to all students, including ESE students.

B.4 Is the student portfolio the only tool used for good cause exemption and/or promoting a third-grade student to fourth grade in the middle of the year?

No. The student portfolio and an alternative assessment are the two state-approved options for good cause exemption and midyear promotion. The student must be offered both options. However, the student must only demonstrate proficiency on one of the options in order to receive a good cause exemption or be promoted midyear.

B.5 If a teacher is monitoring the progress of a student, is a portfolio needed?

A portfolio provides ongoing information on how a student is performing on tested benchmarks. There are specific requirements of necessary elements that must be included in a portfolio used for promotion (please refer to question B.2 of this document for the requirements). If a teacher chooses to follow the rigor of the state portfolio requirements, a portfolio may be used for progress monitoring as well as promotion.

B.6 Can parts of the FCAT 2.0 Reading assessment be used as part of the portfolio for good cause exemption or mid-year promotion?

No. Reporting categories do not provide enough information to determine whether a student has mastered that particular area of the third grade reading standards.

B.7 Can parts of the Florida Assessments for Instruction in Reading (FAIR) be used as part of the portfolio for good cause exemption or mid-year promotion?

No. The FAIR tasks are adaptive in nature and are designed to provide teachers screening, diagnostic and progress monitoring information for the purpose of informing instruction to meet student needs through differentiating instruction.
The FAIR tasks do not meet the state portfolio requirements as described in question B.2 of this document.

ASSESSMENT

C.1 What are the third-grade FCAT 2.0 Reading scale scores?

<table>
<thead>
<tr>
<th>2013-14 Third-Grade FCAT 2.0 Reading Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
</tr>
<tr>
<td>140-181</td>
</tr>
</tbody>
</table>

C.2 What alternative assessment may be administered at the end of the year OR at the end of Summer Reading Camp to determine if a student qualifies for good cause exemption and promotion to fourth grade?

Rule 6A-1.094221(1)(a), F.A.C., authorizes the use of the following nationally norm-referenced test in the determination of a good cause exemption for promotion to fourth grade:

- Stanford Achievement Test, Tenth Edition (SAT10)

The rule also provides that a district may request to use a different standardized reading assessment following the procedures outlined in the Technical Assistance Paper SBE 6A1.094221: Alternative Standardized Reading Assessment and Use of Student Portfolio for Good Cause Promotion. At this time, three other standardized alternative assessments have been approved by the department as a result of a district review request; and would, therefore, also be approved for district use:

- Iowa Tests of Basic Skills (ITBS) Complete Battery, Form A or C, Level 9, Reading Comprehension
- Iowa Tests of Basic Skills (ITBS) Core Battery, Form A or C, Level 9, Reading Comprehension
- Terranova, Third Edition Complete Battery, Level 13, Reading

The acceptable levels of performance on the alternative assessments for grade 3 for the 2013-2014 school year.

- To promote a student using the SAT10 as an alternative assessment for good cause exemption, the grade 3 students scoring a Level 1 on the FCAT 2.0 Reading must score at or above the 45th percentile.

For districts choosing to use the ITBS or Terranova, the cut score is at or above the 50th percentile.

Districts are strongly encouraged to administer the alternative assessment at the
end of summer camp. The earliest the alternative assessment may be administered for student promotion purposes is following administration of the grade 3 FCAT 2.0 Reading. An approved standardized reading assessment may be administered two times if there are at least 30 days between administrations and different test forms are administered.

C.3 Which students are required to be progress monitored?

Any student who does not meet specific levels of performance as determined by the district or who scores below Level 3 on the FCAT 2.0 Reading is to be progress monitored. Rule 6A-6.054, F.A.C.

C.4 Is FAIR a required form of progress monitoring?

FAIR is not a required form of progress monitoring, however, all students scoring Level 1 or Level 2 must be progress monitored. Districts will identify the tool to be used for progress monitoring. Rule 6A-6.054, F.A.C.

C.5 What are some ways to informally monitor student progress in order to guide instruction?

Options for informal progress monitoring may include, but are not limited to, teacher observation, CCRP weekly assessments, Supplemental Intervention Reading Program (SIRP) assessments, Comprehensive Intervention Reading Programs (CIRP) and the Florida Assessments for Instruction in Reading (FAIR).

C.6 When may an alternative assessment be administered?

Districts will develop an alternative assessment schedule consisting of, but not limited to, an end of school year administration and/or an end of Summer Reading Camp administration.

C.7 Can a district accept SAT10 scores from another state for the purpose of retention or promotion?

Yes. The student must demonstrate mastery by scoring at least at the 45th percentile on the SAT10. District established policies for placement and promotion should also be considered.

C.8 Can a district accept SAT10 scores from an assessment or tutoring centers for the purpose of retention or promotion?

Districts should establish a policy on the acceptance of assessment score received from private assessment or tutoring centers.

D. STUDENTS RETAINED TWICE IN THIRD GRADE AND INTENSIVE
ACCELERATED CLASSROOMS

D.1 What happens to a student who has been retained twice in third grade who moves to another school that does not have any students retained twice in third grade or the instructional opportunities for that student?

Districts must provide all students retained twice in third grade, including transfer students, with intervention instruction in an intensive accelerated classroom. Section 1008.25(7)(b)5., F.S.

D.2 Are there resources to help with selecting intervention programs for students retained twice in third grade?

One resource for selection of a CIRP is the state approved 2012-2013 State Adopted Instructional Materials List for Reading, which may be accessed at http://www.fidoe.org/bii/instruct_mat/pdf/1213aim.pdf

The Doing What Works Clearinghouse publishes intervention reports that evaluate research on beginning reading curricula and instructional strategies for students in grades K-3. (http://ies.ed.gov/ncee/wwc/reports/Topicarea.aspx?tid=01). These curricula and strategies are intended to increase skills in alphabetic principle, reading fluency, comprehension and general reading achievement.

D.3 Will a student be provided fourth grade instruction while in the Intensive Acceleration Class?

The focus of the Intensive Acceleration Class is to increase the students reading and English Language Arts skill level at least two grade levels in one school year. Students will be provided opportunities to master the grade 4 NGSSS in other core subject areas. Section 1008.25(7)b.5., F.S.

D.4 Is a student in the Intensive Acceleration Class eligible for mid-year promotion?

Yes, any retained student is eligible for mid-year promotion. Eligibility should be based on the student's level of performance as evidenced on a locally-selected standardized assessment or successful completion of the student portfolio. Section 1008.25(7)(b)3., F.S.

SUMMER READING CAMPS FOR THIRD-GRADE STUDENTS

E.1 Can teachers use reading program assessments for the portfolio in Summer Reading Camps when the program used provides intensive reading but is not on grade level?

No. If the program is not on grade level, the assessments cannot be used to document mastery of third-grade benchmarks (please refer to question B-2 of this document for the portfolio requirements).
E.2 Are Summer Reading Camps available for students in grades other than third grade?

Summer Reading Camps must be offered to third-grade students scoring Level 1 on the statewide standardized assessment as specified in Section 1008.25(7)(b)1., F.S. If a district chooses to open the camp to other grade levels, the district may do so at its own discretion.

MID-YEAR PROMOTION FOR THIRD GRADE

F1. Will students preparing for mid-year promotion be given fourth-grade instruction while in the third grade, in a Transitional Classroom (3rd/4th grade combination class) or in an Intensive Accelerated Class?

Yes. All students should be supported in making continuous academic progress. This means teaching and learning for mastery and moving forward through the curriculum and the standards as appropriate for each individual student.

F.2 What are the guidelines/requirements for mid-year promotion?

To promote a student midyear using a locally-selected standardized assessment, there must be evidence that the student scored at or above grade level in reading comprehension, as demonstrated by standard scores or percentiles.

To promote a student mid-year using a student portfolio, there must be evidence of the student’s mastery of third-grade standards for Language Arts. The student portfolio must meet the following requirements:

- Be selected by the student’s teacher;
- Be an accurate picture of the student’s ability and include only student work that has been independently produced in the classroom;
- Include evidence of mastery of the benchmarks assessed by the grade 3 statewide standardized assessment;

Include evidence that the benchmarks assessed by the grade 3 statewide standardized assessment have been met. This includes multiple choice items and passages that are approximately 60 percent literary text and 40 percent information text that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the district’s/school’s adopted core reading curriculum that are aligned with the third grade reading standards or teacher-prepared assessments that are aligned with the third grade reading standards; and

- Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

Additional district requirements for any mid-year promotion criteria may be specified in the district’s Student Progression Plan.
F.3 Can a third-grade student, potentially eligible for midyear promotion, be placed in a fourth-grade classroom and then promoted after demonstrating proficiency on the portfolio or an alternative assessment?

Yes. Districts need to meet the individual needs of students. This can be achieved through implementing creative multi-age grouping or a transitional-classroom setting.

F.4 Why would a decision be made about a student's placement during the first semester of the academic year?

Students should be promoted midyear or as soon as possible so they receive essential fourth-grade instruction. For example, if a student has attended a Summer Reading Camp and demonstrated mastery of all benchmarks but one, the student could show proficiency in the deficit benchmark and then be promoted to fourth grade. Any student meeting specified state requirements may be promoted midyear.

F.5 How many samples of proficiency are required for each benchmark in order for a student to be promoted mid-year?

In any given school year, a student must have three examples of each benchmark successfully completed on the third-grade level, with a score of 70 percent or above on each example, in order to be promoted mid-year. 6A-1.094222, F.A.C.

EXCEPTIONAL STUDENT EDUCATION (ESE)

G.1 Do the reading remediation requirements apply to a student who has an individual educational plan (IEP) with the primary exceptionality of speech impairment? For instance, is the district required to provide intensive remediation for more than two years in order for the student to qualify for the good cause exemption?

Yes. The relevant good cause exemption in statute [section 1008.25(6)(b)2., F.S.] states that students with disabilities who participate in the FCAT 2.0 Reading and have an IEP or Section 504 plan that reflects that the student has received the intensive remediation in reading as required for more than two years, but still demonstrates a deficiency in reading and was previously retained in kindergarten, grade 1, grade 2 or grade 3 are eligible for a good cause exemption. This applies to all students who meet these criteria; including students whose IEP reflects speech impairment as the primary exceptionality.

G.2 May a student with a disability who scored Level 1 on the FCAT 2.0 Reading and has never been retained be promoted using a portfolio that contains products reflecting below grade-level achievement?

No. The student must show proficiency at grade level by demonstrating
mastery of the State Standards. The expectations for students with disabilities who participate in the FCAT 2.0 Reading are the same as non-disabled students who participate in the FCAT 2.0 Reading. Portfolios reflecting below grade-level mastery are inappropriate to meet this requirement.

G.3 Are students with disabilities given any alternate means in which to achieve the goals needed in order to be promoted midyear?

All students who participate in the FCAT 2.0 Reading, including students with disabilities, are to follow the same guidelines disseminated by the Florida Department of Education. This requirement reflects high expectations and equality for students with disabilities in accordance with the Individuals with Disabilities Education Act (IDEA).

OPTIONS FOR PARENTS OF STRUGGLING READERS

H.1 Is information about third-grade progression available to parents?

Yes. A brochure for parents of Florida’s third-grade students titled Read to Learn is available at http://www.justreadflorida.com. It is designed to help parents understand what Florida law says about reading requirements for third-grade students and promotion to fourth grade. It also describes what the school is required to do to help students who are reading below grade level.

H.2 How can families and communities get more involved in reading programs?

The Just Read, Florida! Office provides parents with information about actively reading with their children during the summer months. Research shows that children who do not continue reading through the summer can lose a month or more of progress made during the school year. You can protect your child against summer reading loss by

- Reading to your child daily;
- Reading a lot of different materials;
- Discussing what you’ve read together;
- Asking your child questions about what was read; and
- Encouraging your child to write or draw in response to what they have read.

What Every Parent of An Elementary Child Needs to Know (Elementary Summer Reading Loss Brochure)

IV. SPECIAL PROGRAMS
A. **TITLE I (PART A)**

Title I is a federally funded program that provides supplemental resources to high-poverty schools to improve the educational outcomes of children in such schools and enable them to meet challenging academic content and performance standards. Eligible schools receive an annual Title I allocation that is used to provide additional supports aligned with the academic achievement needs of each school. In JCSD all schools operate a school-wide Title I program where all children benefit from Title I resources, which may include additional interventions, additional instructional support, supplemental instructional materials, teacher training, extended day/year, and family engagement opportunities to improve student achievement. Refer to http://www.jeffersonschooldistrict.org/content_page2.aspx?cid=46 for further information.

B. **ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)**

The ESOL program is designed to meet the immediate linguistic needs, as well as the academic needs of students whose native language is other than English and who have limited or no proficiency in the English language. The students are served by the program as determined by the established criteria and receive instruction as described by the English for Speakers of Other Languages Procedural Handbook, which is approved by the Florida Department of Education and the School Board of Jefferson County. Refer to this document for further information.

C. **EXCEPTIONAL STUDENT EDUCATION**

Services are available for eligible disabled students from infancy to age 22. For students who are gifted, services are available from kindergarten through grade 12. These services are described in the Exceptional Student Education Policies and Procedures for the Provision of Specially Designed Instruction and Related Services for Exceptional Students, which is approved, by the Florida Department of Education and the School Board of Jefferson County. Refer to the Exceptional Student Education Section of the Student Progression Plan for further information.

Exceptional education students who are parentally placed in a private school within Jefferson County may receive ESE services based on a Services Plan even if they do not reside in Jefferson County. This does not include gifted students who do not reside in Jefferson County. Gifted students who attend private schools and reside in Jefferson County may be co-enrolled in their district school with an Educational Plan (EP).

D. **HOME/HOSPITAL**

This program is available to K-12 students and Pre-K exceptional education students who are physically or emotionally too ill to attend school. This enables the students to continue their academic instruction in the home or in the hospital. Eligibility is determined by a student study team upon receipt of documentation by an attending physician or psychiatrist certifying that the student is non-contagious and expected to be out of school for three (3) weeks or more, or has a chronic condition requiring extended absences throughout the school year. The change of placement to and from Home/Hospital services is completed at the district school via the Student Study Team process.
I. ADMISSION, ENROLLMENT, AND TRANSFERS

A. ADMISSION

The following policies for admission to Jefferson County Public Schools are in effect for all students in Jefferson County.

1. First Entry to the State of Florida Schools:
   Before admitting a student to Florida schools for the first time, the school must have received the following documents as required by Florida Statutes:
   a. Proof of date of birth for students; (For acceptable alternates to birth certificates see Florida Statute 1003.21(4).
   b. A certificate showing a physical examination with at least three components performed within one year prior to enrollment (height, weight, blood pressure, etc.)
   c. A valid Florida Certificate of Immunization (DH680) transcribed by a health professional.
   d. Kindergarten through 5th grade immunizations required for entry:
      (1) 4-5 doses of DTP or DTap (If the 4th dose is administered after the 4th birthday, a 5th dose is not required);
      (2) 3-5 doses of Polio (according to age at time of final dose);
      (3) 2 doses of MMR;
      (4) 2 doses of Varivax or documentation of chicken pox disease;
      (5) 3 doses of Hepatitis B.
   e. 6th through 12th grade:
      (1) 4-5 doses of DTP or DTap (If the 4th dose is administered after the 4th birthday, a 5th dose is not required);
      (2) 3-4 doses of Polio (according to age at time of final dose);
      (3) 2 doses of MMR;
      (4) 2-3 dose series of Hepatitis B (according to age of administration);
      (5) 1 dose of Varivax or documentation of chicken pox disease.
   f. Additional requirements for 5th through 11th grade:

       Tdap booster only;
       Additional requirements for 12th grade
       Tdap (preferred) or Td booster.

   Jefferson County policy does not grant a 30-day extension to obtain required immunizations or a physical. Immunizations and physicals may be obtained through the student's physician. Only students who do not have health insurance coverage or children who are assigned to the Department of Health in Jefferson County as their health care provider may obtain immunizations through Florida Department of Health in Jefferson County.

2. Upon initial admission or entry from one attendance district to another in Jefferson County Public Schools, evidence of residence and date of birth must be presented to the receiving school. All addresses are subject to verification by the School
Board. The following documents shall be required:

a. Owned residence:
   (1) copy of the recorded deed (or agreement for deed), or a certified copy of
       declaration of homestead exemption, and
   (2) a copy of a current electric bill or initial order for service; and
   (3) one of the following current documents:
       (a) auto registration
       (b) driver’s license
       (c) voter’s registration
       (d) Florida ID

b. Rented or leased residence:
   (1) copy of current lease, rental agreement, or a notarized letter from the
       landlord, and
   (2) a copy of a current electric bill or initial order for service; and
   (3) one of the following current documents:
       (a) auto registration
       (b) driver’s license
       (c) voter’s registration
       (d) Florida ID

c. Non-primary owner or renter (families living with families):
   A Verification of Residency Form must be completed by primary and non-
   primary owner or renter. This form is for one school year only.

d. If applicable, legal documents, i.e. a copy of current judgment of divorce
   (dissolution of marriage) or other court order establishing the right of custody
   should be presented at time of enrollment.

3. Verifying Residence:
   All addresses and changes of address are subject to verification by the School
   Board. All student residence addresses and all documents submitted for
   verification are subject to validation by district staff. When a change of address
   occurs after initial enrollment, verification of the new residence is required.
   Students who are suspected of residing outside of Jefferson County, Florida, or in
   an attendance district other than the student attendance district for the school
   they are attending, will be reported to the district investigator for a residency
determination investigation.

The School Board reserves the authority to verify enrollment information provided
by a parent or parents and to reassign a student on the basis of its investigative
determination. A student who is found to be attending an out-of-county in-
county school as the result of giving false or misleading information at
registration, shall immediately be transferred to the school serving the
student’s residential attendance county or withdrawn and advised to enroll in
the appropriate school in their county of legal residence. Any disagreement
regarding the investigative finding will be reviewed by the Executive Director for
Secondary Education. Any disagreement regarding a determination that a
student is a bona fide resident of a county other than Jefferson may be contested
as provided by law.
Florida Statutes 837.06 provides that whoever knowingly makes a false statement in writing with the intent to mislead a public servant in the performance of his official duty shall be guilty of a misdemeanor of the second degree.

This is an effort to ensure that only students who are bona fide residents of Jefferson County attend Jefferson County School District and additionally that in-county students attend their correct district schools.

4. Divorced/Separated Parents:
   a. Divorced parents:
      ONE or more of the following documents:
      (1) Certified copy of final judgment of divorce
      (4) Court custody order/parenting plan
      (5) Court guardianship order
      (4) Other such document establishing the right of custody
   b. Separated parents:
   c. A notarized statement that the child actually lives in the home of the parent designated in the child's school records as the residential parent or parent with whom the student resides.

5. Entry to Jefferson County Public Schools from Public or Private Schools within the State:
   Before admission to Jefferson County schools from other Florida counties, a student must have a current Florida Certificate of Immunization on file in the Jefferson County School District in which they are enrolling. If a student has ever been in a Florida public school anytime throughout his/her school career, a new physical exam is not required for entry.

6. Admission of Part-time Students enrolled in a Home Education Program:
   Students who are participating in a home education program in accordance with section 1002.41, Florida Statutes may be admitted to the public schools in this district on a part-time basis. The child seeking entry must meet the same registration requirements as full-time students, and enroll for and attend at least one regularly scheduled class period. Such students must register for all classes prior to the start of the semester they will attend. Full-time students will be given priority in course registration. Home education students who are excluded from a class/course to space limitations may be assigned to another school if space in that class/course is available. Exceptional students will be provided special education services determined appropriate by the school-based student study team, including the parent, utilizing a Services Plan, not an Individual Education Plan (IEP). (K-12 only)

The Board is not responsible for the transportation of students in a home education program/private school to or from the school. The school principal will establish the time and place for arrival and departure of these students. Students who attend school on a part-time basis are subject to all applicable rules and regulations pertaining to full-time students.
7. Admission of Part-time Students enrolled in a Private School:
Students who are enrolled in a private school may be admitted to the public schools in this district on a part-time basis in order to receive certain education services. The child seeking entry must meet the same registration requirements as full-time students. Exceptional education students will be provided special education services determined appropriate by the school-based student study team, including parent, utilizing a Services Plan, not an Individual Education Plan (IEP). (K-12 only)

B. ENROLLMENT GUIDELINES
A minor child's residence is that of the child's parent or parents. A child residing in Jefferson County, Florida must be enrolled in and attend the public school that serves the county unless otherwise authorized by ESE school assignment, the appropriate district level administrator, disciplinary assignment under the Student Conduct and Discipline Code, assignment by the School Board "in lieu of expulsion", a "no contact order" entered by a court of competent jurisdiction, or assignment by the Superintendent under School Board Policy 5.30.

The following guidelines govern the enrollment of students into the middle schools of Jefferson County, Florida:

1. Any child who has been promoted or assigned to grades 6, 7, or 8 will be admitted to middle school.

2. Both parents residing in Jefferson County but in different school district:

If a child's parents physically reside in separate residences located in different residential attendance district or the child's parents are divorced or otherwise living separate and apart under court order and the child rotates between the parents' residences, the child shall be enrolled in and attend the school district for the residence of the parent in which the child physically resides (stays) for 51% or more of the time. If the actual physical rotation is 50/50 the school of enrollment shall be selected by the parents. If there is no court order, the parents' declaration of primary residence should be accepted.

For Enrollment: The parent with whom the student is going to be residing during the school year shall show proof of residency along with the other items required for registration.

3. A legal parent not living in Jefferson County (resides in another county, out of state, or out of the country) requesting that the student reside with a parent living in Jefferson County:

The parent residing in Jefferson County shall show proof of residency along with the other items required for registration.

4. A parent residing in Jefferson County requesting that his/her student live with someone other than the parent (i.e., aunt, friend, grandparent, etc.) residing in a different county in order for the student to attend school in that county:
This option is not permitted. The student must enroll in the school based on the residence of the parent.

5. **Students who have been expelled or recommended for expulsion in another school district:**

The Jefferson County School Board will uphold the expulsion of a student from another school district.

**For Enrollment:** *The student must appeal to the Jefferson County School District and Student Alternative Placement for entry into the Jefferson County School District.*

6. **Students who have been assigned to or recommended for assignment to an alternative school in another school district:**

The Superintendent has the authority to assign a student to alternative educational placement when such placement has been made or recommended in another school district.

**For Enrollment:** *The student must apply to the Director of School Safety and Student Alternative Placement at the Educational Support Center for entry into the Jefferson County School District.*

7. **Students placed in a residential facility:**

Students placed in a residential facility located in Jefferson County, Florida by the proper authority (a Florida court having jurisdiction over the child or Agency for Persons with Disabilities) may be placed in a Jefferson County School District at the expense of the child’s county of residence as determined by the residence of the child’s parent or parents.

C. **HOMELESS STUDENTS/FAMILIES IN TRANSITION (FIT)**

Homeless students shall be permitted to enroll in the Jefferson County School District. They shall not be placed in a separate school or program within a school based on their homeless status, and shall be provided services comparable to those offered to other students enrolled in the school. All homeless students are eligible for free breakfast and lunch.

Homeless students may choose to attend the school they attended prior to becoming homeless. Those students who elect to do this shall be provided transportation if needed. Homeless students may, as an alternative, choose to enroll in the school district for the attendance area where they reside.

Regardless of which school a homeless student chooses to attend, he/she shall be permitted to immediately enroll, even if the student is unable to produce records normally required for enrollment. This includes, but is not limited to, records such as: previous academic records, immunizations, medical records, and proof of residency.
It is the responsibility of the enrolling school to immediately contact the school last attended by the homeless student to obtain relevant records. If the student needs to obtain immunization records, the enrolling school shall immediately refer the student to the school nurse for assistance.

**For Enrollment:** Refer to JCPS Homeless Students (Families in Transition) Policy found under Chapter 5.00: Students 5.18.

**D. TRANSFERS**

1. **In-State/Out-of-State Transfers:**
   Any student who transfers from an in-state public or nonpublic school or out-of-state public or nonpublic school shall be admitted upon presentation of the following data:
   a. An official letter or transcript from a proper school authority which shows a record of attendance, academic information, and grade placement of the student;
   b. Proof of immunization;
   c. Proof of date of birth; and
   d. Proof of a medical examination completed within the last twelve months (first time entry to Florida Public Schools only).

2. **State Uniform Transfer of Students in the Middle Grades 6A-1.09942**
   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 middle grades 6, 7, and 8 from out of state or out of country. The procedures shall be as follows:
   a. 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, successful completion of courses shall be validated through performance during the first grading period as outlined in subsection (b) of this rule.
   b. Validation of courses 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 be passing each required course at the end of the first grading period. Students who do not meet this requirement shall have courses validated using the Alternative Validation Procedure, as outlined in subsection (c) of this rule.
   c. Alternative Validation Procedure – If validation based on performance as described above is not satisfactory, then any one of the following alternatives identified in the district student progression plan shall be used for validation purposes as determined by the teacher, principal, and parent:
      (1) Portfolio evaluation by the superintendent or designee;
      (2) Demonstrated performance in courses taken at other public or private accredited schools;
      (3) Demonstrated proficiencies on nationally-normed standardized subject...
area assessments;
(4) Demonstrated proficiencies on the FCAT; or
(5) Written review of the criteria utilized for a given subject provided by the
former school.

Students must be provided at least ninety (90) days from date of transfer to
prepare for assessments outlined in paragraphs c (3) and (4) of this rule if
required.

3. Neither the student nor parent(s) reside within Jefferson County and the
student wishes to transfer into a Jefferson County School District while maintaining residence outside of the county:
Students from adjoining counties may not be enrolled in the Jefferson County
School District.

Exception: A full time site based employee may enroll his/her child at the
employee's primary school site as permitted by Policy 7.190.

4. Grade Placement:
When a student transfers into a Jefferson County School District from a public
or nonpublic school, it will be the responsibility of the principal of the previous
school to determine grade level placement. From a home education program it will
be the responsibility of the principal or the principal's designee of the receiving
school to assess the student's achievement level. The principal shall have the final
decision regarding student placement.

II. MIDDLE SCHOOL INSTRUCTION
Secondary schools are primarily designed to serve students in grades 6-12. It is the intent
of the Legislature to provide for secondary school redesign so students that are promoted
from the 8th grade have the necessary academic skills for success in high school, and
students graduating from high school have the necessary skills for success in the
workplace and postsecondary education. Students promoted from the 8th grade will be
ready for success in high school and the mission of the middle grades is to prepare students
for successful completion of rigorous courses in high school.

The Jefferson County School District shall provide all courses required for middle grades
promotion and appropriate instruction designed to ensure that students meet the
appropriate State Board of Education adopted standards (Next Generation Sunshine
State Standards/Florida Standards blended) in reading and other language arts,
mathematics, science, social studies, foreign languages, health and physical education,
and the arts.

A. REGULAR PROGRAM - GENERAL PROGRAM REQUIREMENTS

1. Student Performance Standards
The Next Generation Sunshine State Standards/Florida Standards blended and
the District Performance Standards serve as academic objectives for the Jefferson
County School District. All core course offerings will align with these standards.
For exceptional education students, other than gifted, the IEP team will provide
acceptable accommodations for instruction needed for the student to
progress in the general curriculum required for student performance.

2. Literacy Skills and Reading Comprehension Strategies
Every teacher, in every course taught at the middle school level, shall provide high
quality instruction focused on improving student literacy, reading comprehension strategies, and critical thinking skills.

3. **Assessing Mastery**
   It is the responsibility of the classroom teacher to provide instruction and assess student mastery of applicable Next Generation Sunshine State Standards/Florida Standards blended and other course content. Assessment of mastery will consist of teacher observation, classroom assignments, out of school assignments, and examinations.

4. **Grouping for Instruction**
   Developmentally appropriate and pedagogically sound strategies of grouping students for instruction shall be used to enhance the academic achievement of all students. When scheduling parameters permit, the grouping of students should provide opportunities for the regrouping of students during the school day.

5. **Lesson Plans**
   Each teacher shall develop annual and daily lesson plans for each subject taught. Daily lesson plans shall be submitted in a timely fashion and reflect a continuity of instruction that is aligned with appropriate state standards and district instructional plans. Lesson plans shall be regularly checked by the principal or designee.

6. **Middle school students in Jefferson County School District shall receive instruction in the following subjects:**
   a. Three middle grades or higher courses in mathematics; each middle school shall offer an accelerated math curriculum that includes GEM 6th Grade Math, Algebra I Standard, Algebra I Honors, and Geometry Honors for high school credit. Beginning in the 2012-2013 school year, middle grades students enrolled in Algebra I must take the EOC assessment. Students must earn a proficient score on the Algebra I EOC in order to earn a standard high school diploma. Beginning in the 2013-2014 school year, middle grades students enrolled in Algebra I must take the Algebra I EOC assessment, which constitutes 30 percent of the student’s final course grade. High school credit will be determined by the final grade earned in the course. Students must earn a Level 3 on the Algebra I EOC in order to earn a standard high school diploma. Beginning in the 2012-2013 school year, middle grades students enrolled in Geometry must take the Geometry EOC assessment. Beginning in the 2013-2014 school year, middle grades students enrolled in Geometry must take the Geometry EOC assessment,
   b. Which constitutes 30 percent of the student’s final course grade? High school credit will be determined by the final grade earned.
   c. Three middle grades or higher courses in English Language Arts (ELA), which shall include experiences in reading, writing, speaking, listening, and language.
   d. Three middle grades or higher courses in science, which shall include instruction in life science, earth science, and physical science. Beginning in the 2012-2013 school year, middle grades students enrolled in Biology must take the Biology EOC assessment. Beginning in the 2013-2014 school year, middle
grades students enrolled in Biology must take the Biology EOC assessment, which constitutes 30 percent of the student’s final course grade. High school credit will be determined by the final grade earned in the course. Students who select the Scholar’s diploma pathway must earn a Level 3 or above on the Biology EOC assessment.

e. Three middle grades or higher courses in social studies, which shall include the study of government, economics, geography, and history (including World, United States and Florida history). Beginning with students entering grade 6 in the 2012-2013 school year, one of these courses must be at least a one-semester civics education course that includes roles and responsibilities of federal, state, and local governments; the structures and functions of the legislative, executive, and judicial branches of government; and the meaning and significance of historical documents, such as the Article of Confederation, the Declaration of Independence, and the Constitution of the United States. Beginning in the 2013-2014 school year, middle grades students enrolled in Civics must take the Civics EOC assessment, which constitutes 30 percent of the student’s final course grade.

f. One course in career and education planning to be completed in the 6th, 7th, or 8th grade. The course must be Internet-based and customizable to each student and include research-based assessments to assist student in determining educational and career options and goals. In addition, the course must result in a completed, personalized academic and career plan for the student; must emphasize the importance of entrepreneurship skills and must emphasize technology or the application of technology in career fields. Beginning in the 2014-2015 school years, the course must include information from the Department of Economic Opportunity’s economic security report.

g. The equivalent of one class period per day of physical education for one semester of each year is required for students enrolled in grades 6 through 8. Students enrolled in such instruction shall be reported through the periodic student membership surveys, and records of such enrollment shall be audited pursuant to s. 1010.305. Such instruction may be provided by any instructional personnel as defined in s. 1012.01(2), regardless of certification, who are designated by the school principal.

The requirement in subsection (3) shall be waived for a student who meets one of the following criteria:

(1) The student is enrolled or required to enroll in a remedial course;

(2) The parent requests in writing by completing the waiver request form and submitting to the principal that the student enroll in another enrichment or elective course; or

(3) The parent indicates in writing by completing the waiver request form and submitting to the principal that the student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.
Students who waive the physical education requirement will be enrolled in an enrichment or elective course offered by the school. Placement will be made at the discretion of the principal and on a space available basis.

Parents will be advised of these options before scheduling the student to participate in physical education. This type of exception must be renewed annually.

h. Exploratory/elective/wheel courses shall be regularly scheduled.

7. Scheduling Practices
   Flexibility in course scheduling and the delivery of instruction within courses is encouraged (i.e. curriculum integration, block scheduling, ad hoc grouping).

Student deficiencies in the areas of reading and mathematics may require the suspension of some components of the elective or enrichment curriculum described above. The rescheduling of a student's classes to accommodate the inclusion of intensive classes will be done on a case-by-case basis by the principal to best meet the academic learning needs of the student. For exceptional education students, other than gifted, the IEP team will determine remediation strategies to meet the individual needs of the student.

8. Student Support Opportunities
   The district's comprehensive program for student progression uses assessment data, including universal screening and ongoing progress monitoring, to evaluate the effectiveness of instruction, identify students needing more intensive instructional support, and monitor each student's response to implemented interventions. Students who do not meet grade level expectations receive increasingly intense intervention services. The areas of academic need and intervention strategies are defined through a Multi-Tiered Systems of Support /MTSS/Response to Intervention (RtI) process. Multiple tiers of increasingly intense instruction/intervention services are implemented to support student academic proficiency. Students are matched to strategic and intensive interventions based on data from multiple assessment sources. Student progression decisions consider the effectiveness of core instruction and the student's response to evidence-based interventions.

B. ADVANCED COURSES
   Advanced course work at the middle grades level is offered in mathematics (grades 6, 7, and 8), language arts (grades 6, 7, and 8), science (grade 8), and social studies (grade 8).

Advanced courses are open for enrollment to any student who desires to self-select a more rigorous and challenging curriculum. Students who choose to enroll in advanced classes must commit, in writing, to doing the additional tasks and assignments associated with the more intensive curriculum. Students who fail to maintain a 2.0 average over two consecutive nine-week grading periods in an advanced course may be exited from that course.

Each middle school will provide additional academic support to assist students who are in jeopardy of being exited from an advanced class for failure to sustain the minimum performance expectations.
C. **DISTRICT LEVEL OF PERFORMANCE**
   The district identifies the following criteria to be used to determine student progress to the next grade level:
   
   1. A minimum, cumulative year-to-date 2.0 GPA.

D. **PROGRESS MONITORING PLAN**
   All students must participate in the statewide assessment tests required by F.S. For exceptional education students, other than gifted, the IEP team will make recommendations for accommodations students are to receive as part of regular classroom instruction on the statewide assessment. Each student who does not meet specific levels of performance as determined by the District School Board in reading, mathematics, writing, and science for each grade level, or who scores below Level 3 in reading or math, must be provided with 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 (PMP). 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
   - an individualized progress monitoring plan

   The plan chosen must assist the student or the school in meeting state and district expectations for proficiency. If the student has been identified as having a deficiency in reading, the K-12 comprehensive reading plan required by F.S. 1001.62(8) shall include instructional and support services to be provided to meet the desired levels of performance.

   Upon subsequent evaluation, if the documented deficiency has not been remediated, the student may be retained. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment tests in reading, mathematics, writing, and science must continue to be provided with remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory student attendance.

   Students not able to demonstrate text reading efficiency will be tested with an Oral Reading Fluency (ORF) assessment three times per year. In addition, students will be assessed using a grade level passage to determine comprehension of complex test. Students may be assessed using a decoding instrument.

   As required by the district reading plan, after each progress monitoring assessment and diagnostic period, cata articulation teams will systematically monitor and review student data in order to make decisions about interventions and instruction. ORF data, benchmark assessments, reading comprehension scores and disaggregated data will be monitored by teachers in the district progress monitoring system.
Based on review of the data, students’ intervention plans will be adjusted according to individual need. Such modifications to intervention might include: change in intervention program, change in time for intervention, increased fluency practice, targeted comprehension skill instruction, targeted decoding instruction, diagnostic assessment etc.

E. SUPPLEMENTAL AND INTENSIVE INSTRUCTIONAL SUPPORT

Students in grades 6 through 8 who are not demonstrating progress or who have a Progress Monitoring Plan may be assigned to a supplemental or intensive program during the school day for the purpose of providing immediate instructional support in reading and mathematics. Deficiencies in reading, mathematics, language arts, or science shall have priority placement status.

The allocation of remedial and supplemental instruction resources for students shall occur in the following priority: students who are deficient in reading by the end of Grade 3, followed by students who fail to meet performance levels required for promotion consistent with this progression plan.

Principals may assign students to any one or all of the following supplemental or intensive support programs. Principals have flexibility in suspending any elective or enrichment course in a student’s schedule to accomplish this placement. Students assigned to these programs will remain in placement until they have demonstrated sustained grade level or above performance on statewide assessments. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the state-wide assessment tests in reading, mathematics, writing, and science must continue to be provided with supplemental or intensive instructional support until the expectations are met, or the student graduates from high school, or is not subject to compulsory attendance.

1. Intensive Reading

Students who score at Level 1 or Level 2 on the reading portion of the FCAT in the previous grade shall be enrolled in and complete a full year intensive reading course. These courses, as described in the JCSD Comprehensive Reading Plan, have lower class sizes and use scientifically-based interventions to address each student’s reading deficiencies based on diagnosis of reading needs. The following student performance data will be used to screen students for appropriate placement in Intensive Reading: Oral Reading Fluency (ORF), decoding assessments, grade level comprehension passages, benchmarks assessments, and teacher observation.

Students who score at Level 3 on the reading portion of the FCAT in the previous grade may be placed in a supplemental or intensive reading class at the discretion of the principal. Students scoring at Level 3 that need additional support with text reading efficiency will be provided instruction on strengthening academic vocabulary, analyzing complex texts using a variety of sources and infusing reading and writing to determine levels of comprehension. Students will be provided explicit instruction on how to extract information from complex informational text and relate to increasingly more complex text structures.

2. Intensive Mathematics

All Level 1 and Level 2 math students shall receive supplemental or intensive instructional support the following year, which may be integrated into the student’s required mathematics course. Pending course availability, the principal has the
discretion to assign students scoring at Level 1 or Level 2 on FCAT Math, or having a failing grade in mathematics, to an intensive mathematics course designed to develop deeper understanding of math concepts and accelerate student learning. Level 1 and Level 2 students with active IEPs will receive instruction based on academic needs as reflected on each student's IEP according to district and state guidelines.

Students who score at Level 3 on the math portion of the FCAT in the previous grade may be placed in a supplemental or intensive math class at the discretion of the principal.

F. ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING (ACCEL)/VERTICAL ACCELERATION

Each school must offer the following ACCEL options: whole-grade and midyear promotion; subject matter acceleration and virtual instruction in higher grade-level subjects. Additional ACCEL options may include, but are not limited to enriched science, technology, engineering, and mathematics (STEM) coursework; enrichment programs; flexible grouping; advanced academic courses, combined classes; self-paced instruction; curriculum compacting; advanced-content instruction and telescoping curriculum.

The principal, after consultation with the parent/guardian, guidance counselors, teachers and shall determine if placement in an above-grade level course offered by a Jefferson County School District or grade level acceleration is appropriate. Factors considered in making this placement decision shall include, but not be limited to, the student's academic history, standardized test performance, current final exam performance, the student's attendance and conduct record.

Placement decisions shall be made on a case-by-case basis and the decision of the principal is final. All placement decisions shall be made on an annual basis and students shall be required to petition the principal each year they wish to enroll in above grade level courses. If a student participates in an ACCEL option pursuant to a parent's request, a performance contract must be executed by the student, the parent, and the principal. If a principal initiates a student's participation in an ACCEL option, the student's parent must be notified. A performance contract is not required when a principal initiates participation but may be used at the discretion of the principal.

G. GREAT EXPLORATIONS IN MATHEMATICS (GEM)

GEM 6th Grade Math is a highly accelerated course of study intended to serve the needs of 6th grade students who are mathematically talented, highly motivated, and mature enough to pursue advanced course work.

The PRIMES program will include all 5th grade Next Generation Sunshine State Standards benchmarks, as well as most of the 6th grade benchmarks. When the student enrolls in GEM, the content taught will NOT repeat the concepts taught in PRIMES. This content will need to be learned prior to entering GEM in 6th grade.

Students who have successfully completed the PRIMES program in elementary school should be well prepared for the rigor and pace of the GEM program. However, the course is open to any student who has a high degree of interest in mathematics and is
willing to commit to doing the work necessary to be successful in this course.

The emphasis in GEM 6th Grade Math is on strengthening mathematics skills and developing understanding of the concepts necessary to be successful in Algebra I Honors to be taken in the 7th grade for high school credit. Students who are successful in the Algebra I Honors course will then be prepared to take Geometry Honors for high school credit in the 8th grade.

Regardless of the level of mathematics taken at the middle school level, all students are required to complete four credits of mathematics while enrolled in grades 9 through 12. For the students successfully completing Geometry Honors in 8th grade the sequence of math courses they can take is: Algebra II Honors in the 9th grade, Pre-calculus in the 10th grade, AP Calculus BC in the 11th grade, and the dual enrollment courses Calculus III and Differential Equations in the 12th grade.

III. SPECIAL PROGRAMS

A. TRANSITION PROGRAM
   Pending funding, recommended 8th grade students who demonstrate the need for high school readiness support may be enrolled in a unique educational experience at high school. The Transition Program allows students the opportunity to participate in a high school environment while earning a high school credit. Academic readiness for high school is the priority. Students successfully completing the Transition Program shall be promoted to the 9th grade, earn one high school elective credit, and be eligible to participate in extracurricular sports and activities the first nine weeks in high school. At the principal's discretion, students who do not successfully complete the Transition Program may be retained in the 8th grade for the following school year or assigned to the 9th grade. If assigned to the 9th grade, the students will not earn one high school credit and will not be eligible to participate in extracurricular sports and activities during the first semester in high school. Promotion decisions will be made on a case-by-case basis.

B. ACADEMIC INTERVENTION PROGRAM
   The Academic Intervention Program (AIP) is an alternative to a traditional summer school program. Students assigned to the AIP are provided academic and mentor support throughout the school year. As a result, students do not have to wait until the end of the school year before being provided interventions and remedial instruction.

   The program includes increased parent involvement, greater individual student accountability, academic interventions, study skills development, and systematic monitoring. The AIP has two distinct phases.

   The first phase provides incoming assigned 7th grade students and retained 7th grade students the opportunity to earn delayed assignment to the next grade level during the first nine weeks or the beginning of the second semester. In order to be eligible to participate in Phase One, parents and students are required to sign a performance contract agreeing to program expectations related to academics, attendance, and behavior.

   Each student is assigned a case manager so immediate and consistent support can be provided throughout the school year. Students meet with their case manager on a regular basis to review and discuss their class grades, attendance, behavior, and overall performance.
Phase One students are assigned/retained at their grade level but enrolled in the next higher grade level courses. This allows the students to demonstrate they are capable of being successful at the next grade level and prevents them from falling behind their peers should they successfully complete the requirements for delayed assignment. Students who are not successful in completing the requirements for delayed assignment are retained and returned to classes at the retained grade level.

Phase Two provides support for students identified by administration and guidance as being at-risk of not meeting the promotion requirements during the current academic year, as well as students who have demonstrated academic deficits or study skill deficiencies in specific courses. Phase Two program is designed to prevent end-of-year failures that ultimately result in retention.

C. **ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)**
   The ESOL program is designed to meet the immediate communication needs, as well as the academic needs of students whose native language is other than English and have limited or no proficiency in the English language. The instruction shall be designed to develop the student’s mastery of the four language skills, including listening, speaking, reading, and writing as rapidly as possible. The students will be served by the program as determined by the established criteria and will receive instruction as described by the English for Speakers of Other Languages Procedural Handbook.

D. **EXCEPTIONAL STUDENT EDUCATION**
   Services are available for students with disabilities from infancy to age 22 and for students who are gifted from kindergarten through grade 12. These services are described in the Exceptional Student Education Policies and Procedures (SP&P) which is approved by the Florida Department of Education and the School Board of Jefferson County. Refer to the Exceptional Student Education Section of the Student Progression Plan for further information.

IV. **GRADING PROCEDURES**

A. **REPORTING STUDENT PROGRESS**
   The school year is divided into four nine-week grading periods. A progress report will be available for each student in all subjects at the mid-point of each nine-week grading period. Thereafter, until the end of each grading period, teachers will notify parents if the student’s performance drops significantly.

B. **SECONDARY GRADING -- MIDDLE SCHOOL**
   1. Upon completion of each nine-week grading period, a report card will be issued. The report card will depict the student’s grade that is based on his/her academic performance in each class that reflects examinations as well as written papers, class participation, and other academic performance criteria, the student’s performance or nonperformance at his/her grade level. The report card will include information about the student’s conduct and attendance. The final report card will contain a statement indicating promotion, assignment, or retention. *Florida Statute 1003.415* requires the grading system and interpretation of letter grades used in grades 6 through 8 be as follows:

   No plus or minus marks will appear on the report card.
2. Students shall be assigned the following quality point values for nine-week grades:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage Range</th>
<th>Quality Points</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>4</td>
<td>Outstanding Progress</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
<td>3</td>
<td>Above Average Progress</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
<td>2</td>
<td>Average Progress</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
<td>1</td>
<td>Lowest Acceptable Progress</td>
</tr>
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<td>0</td>
<td>Failure</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td></td>
<td>Incomplete</td>
</tr>
<tr>
<td>NG</td>
<td></td>
<td></td>
<td>No Grade</td>
</tr>
</tbody>
</table>

No plus or minus marks will appear on the report card.

3. The nine-week grade will be determined by the work completed by the student during that grading period.

4. If a final nine-week exam is given, it may be given a value of up to twice the weight of other exams given during that grading period.

5. Middle school students enrolled in courses for high school credit shall be graded in accordance with the provisions of Section III.B. of the High School Progression Plan (Secondary Grading-High School). The student’s nine-week grade will be calculated as follows: 80% will be determined at the professional discretion of the teacher and may include participation. The remaining 20% will be the student’s grade on the nine-week exam or equivalent. Each nine-week grade will be counted as 50% of the semester grade. The student’s final grade in courses with state mandated End of Course assessments will be calculated as follows: 70% of the final grade will be determined by the average of the grade earned on the End of Course assessment. Semester exams will not be given. The grading plan will be communicated to the student and parent at the beginning of the course. A numerical grading system shall be used, the components of which are determined by the teacher.

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

7. The cumulative year-to-date GPA is determined by averaging the semester grade for each course.
8. All courses taken in a middle grades student's schedule, including courses taken for high school credit, shall be calculated into the student's cumulative year-to-date GPA.

9. Virtual School course grades shall be included in the calculation of a middle grades student's cumulative year-to-date GPA. Courses taken with JCVS must be completed by the end of the academic year. Students enrolled in JCVS courses must provide the school with a final grade on or prior to the last day of the school year. If grades are not available from JCVS at the time the GPA's are calculated, the grade for the JCVS course will be entered as "I" and will be calculated as a "0" for the purposes of promotion, assignment, and retention.

10. For the purpose of assigning grades for class work and course grades, numerical scores of .5 and above will be rounded up to the next whole number.

11. Homework assignments shall count no more than 10% of a sixth grade student's nine-week grade, no more than 15% of a seventh grade student's grade, and no more than 20% of an eighth grade student's grade. The percent that homework counts in a class is to be consistent at a school for identically titled courses taught at each grade level.

12. Grade Weighting: High school courses taken during middle grades shall not be weighted for the purpose of calculating middle grades GPA's. Grade weighted high school credit courses taken at the middle grades level shall have the weighted grade applied to the calculation of the high school GPA when the student enters high school.

13. Parents will receive an annual report of their student's progress toward achieving state and district expectations for proficiency in reading, writing, science, and math. The report shall include the student's results on statewide assessments.

V. MAKE-UP ASSIGNMENTS AND ASSESSMENTS FOR ABSENCES

A. Regardless of whether an absence is excused or unexcused, students are required to make up all coursework and assessments missed during the period of nonattendance. Immediately upon returning to class, it is the responsibility of the student to obtain missed coursework, confirm corresponding dates for completion, and schedule missed assessments. Daily class participation points shall be deducted for each unexcused absence.

B. Students shall earn full credit for all short-term assignments, long-term assignments, tests, and quizzes made up within the reasonable time limits established by the teacher. Partial credit shall be given for assignments not completed within the time limits established by the teacher.

1. Short-Term Assignments
   a. Short-term assignments are those assignments given less than five (5) school days in advance of a student's absence.
   b. Full credit will be given for those short-term assignments turned in within the reasonable time limits set by the teacher, which shall be no less than the number of days the student was absent, plus one (1) additional day.
c. Partial credit will be given for those short-term assignments turned in after the due date. The teacher will grade short-term assignments turned in late. After the letter grade for the assignment has been determined, the teacher may reduce it by no more than one (1) letter grade for every day the assignment was turned in late.

2. Long-Term Assignments
   a. Long-term assignments are those assignments given five (5) or more school days in advance of a student's absence.
   b. Unless exempted from this requirement by the principal or the principal's designee, in consultation with the teacher, long-term assignments are due on the assigned date for full credit.
   c. Partial credit will be given for those long-term assignments turned in after the due date. The teacher will grade long-term assignments turned in late. After the letter grade for the assignment has been determined, the grade shall be reduced by one letter grade for every day the assignment was turned in late.

3. Tests and Quizzes
   a. Students are required to make-up tests and quizzes missed during an absence. At a minimum, students have no less than the number of days they were absent, plus one (1) additional day, to make-up tests and quizzes missed during an absence. The time and place for the make-up is the decision of the teacher. The teacher’s decision on make-up schedules shall be final.
   b. The teacher may administer an alternate form test or quiz to assess competency or mastery of subject matter. There shall be no academic penalty imposed for tests and quizzes completed within the reasonable time period set by the teacher. However, if a student fails to make up the test or quiz within the reasonable time period established by the teacher, then the teacher may impose a reasonable academic penalty.

4. Exams
   All nine-week, semester, and final exams must be made up within the reasonable time limits established by the teacher, at minimum, the number of days absent plus one (1) additional day. The teacher may administer an alternate exam to assess competency or mastery of subject matter. The teacher's decision on make-up schedules shall be final.

VI. MIDDLE SCHOOL GRADE PLACEMENT
Promotion, assignment, or retention will occur at the completion of the regular school year, or after the completion of a grading period in the subsequent school year, when appropriate. Student progression from one grade to another is partially based on proficiency in reading, writing, science, and mathematics. The classroom teacher, in conjunction with the principal, has responsibility for determining each student's performance and ability to function academically, socially, and emotionally in the next grade level. School personnel will endeavor to achieve parental understanding and cooperation regarding a student's grade placement. However, the final decision for grade placement rests with the principal. For exceptional students with disabilities on Alternate Assessment, refer to Section V. in the Exceptional Education section of the Student Progression Plan.

A. PROMOTION
Middle grades students must earn a cumulative year-to-date 2.0 GPA on a 4.0 scale
to be promoted. All courses taken in a school year, including courses taken for high school credit, shall be included in the calculation of the cumulative year-to-date GPA. Students who fail a core academic course that awards high school credit shall be promoted if they have a cumulative year-to-date GPA of 2.0 or greater. Students who do not have a GPA greater than 2.0 shall be retained. Students who have met all promotion criteria shall be promoted, not assigned, or retained. Supplemental and intensive instructional support can be provided at the next grade level to students who did not perform up to their potential or expectations.

B. ASSIGNMENT
No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. Students who do not meet the criteria for promotion may possibly be assigned to the next higher grade by the principal after due consideration of relevant factors, which may include but are not limited to:

1. Input from the student's parent, teachers, and counselor;
2. Successful student participation in supplemental or intensive instruction;
3. Other planned interventions.

Information will be placed in the student's cumulative folder by the principal supporting the rationale for a student's assignment to the next grade level. A Progress Monitoring Plan must be completed and sent to the receiving school when a student is assigned to the next grade level and has deficiencies in the area of reading or math.

Eighth grade students successfully completing the high school transition program during the summer shall be promoted to the 9th grade. At the principal's discretion, students not successfully completing the high school transition program may be retained in the 8th grade for the following school year or assigned to the 9th grade. This decision shall be made on a case-by-case basis.

C. RETENTION
A student who has not been promoted or assigned is retained. A retained student shall have a Progress Monitoring Plan developed, implemented, and monitored. Retained students will also be assigned to the Academic Intervention Program (see Section III.B.).

D. DELAYED ASSIGNMENT
Retained 7th or 8th grade students who successfully complete Phase One of the Academic Intervention Program (see Section III.B) may be assigned to the next grade level. Delayed assignment decisions will be made the ensuing year at the conclusion of the first grading period or the beginning of the second semester. Retained 8th grade students are not eligible for delayed assignment to the 9th grade due to scheduling and high school credit earning issues. (see Section III.A.).

E. PUBLIC REPORTING (FL Statute 1002.20 and 1008.25)
Each district school board must annually publish in the local newspaper, and report in writing to the State Board of Education by September 1 of each year, the following information on the prior school year:

1. 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.
2. By grade, the number and percentage of all students in grades 3 through 10
performing at levels 1 and 2 on the reading portion of the FCAT.

3. By grade, the number and percentage of all students retained in grades 3 through 10.

4. Information on the total number of students who were promoted for good cause, by each category of good cause.

5. Any revisions to the district School Board’s policy on student retention and promotion from the prior year.

VII. HIGH SCHOOL CREDIT

A. Middle school students may enroll in courses for high school credit on a space available basis when the courses are offered at their middle school or at their district high school.

B. Middle school students enrolled in a high school credit course may not drop the course or transfer into a lower level course after the completion of the first nine-weeks grading period.

C. Grade Forgiveness – Middle school students who take any high school course for high school credit and earn a grade of “C”, “D”, or “F” or the equivalent of “C”, “D”, or “F”, shall be allowed to retake the same or a comparable course and replace the grade with a grade of “C” or higher, or the equivalent of a grade of “C” or higher, earned in the course.

Middle school students who earn a grade of “A” or “B” in a high school credit course are not eligible for grade forgiveness.

Middle school students who earn a grade of “C” in Algebra I Honors may retake the same course for the purpose of grade forgiveness and, at the same time, enroll in the Geometry Honors course for high school credit.

In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student’s grade point average. However, all courses taken by a student remain a part of the student’s cumulative record and course history. Any course not replaced according to this forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation.

D. Grade Weighting – Courses taken during middle school shall not be weighted for the purpose of calculating middle school grade point averages. Grade weighted high school credit courses taken at the middle school level shall have the weighted grade applied to the calculation of the high school GPA when the student enters high school and will receive the same weighting as courses taken on a high school campus.

E. Grade Flagging – applies only to high school credit courses. Flagging is the practice of dropping elective courses with the lowest grades from the calculation of a student’s GPA after graduation. This is done only if they satisfy all state and school graduation requirements.

F. All high school credit math courses (Algebra I, Algebra I Honors, Geometry Honors, etc.) completed in middle school count as elective credits not as math credits since students are required to complete four credits in math while enrolled in grades 9 through 12, regardless of the level of mathematics (for high school credit or not) taken in middle school.
G. Courses taken for high school credit before the 9th grade are not counted by the National Collegiate Athletic Association (NCAA) Clearing House for the purpose of determining post-secondary athletic eligibility.

H. High school credit for courses successfully completed by middle school students shall be awarded upon completion of middle school and official entry into high school.

I. All courses taken at the middle grades level for high school credit shall be graded in accordance with the provisions of Section III.B. of the High School Student Progression Plan (Secondary Grading-High School). The student’s nine-week grade will be calculated as follows: 80% will be determined at the professional discretion of the teacher and may include participation. The remaining 20% will be the student’s grade on the nine-week exam or equivalent. Each nine-week grade will be counted as 50% of the semester grade. The student’s final grade in courses with state mandated End of Course assessments will be calculated as follows: 70% of the final grade will be determined by the average of the grade earned in each of the nine-week grading periods. The remaining 30% will be the grade earned on the End of Course assessment. Semester exams will not be given. The grading plan will be communicated to the student and parent at the beginning of the course. A numerical grading system shall be used, the components of which are determined by the teacher.

J. High school exam waiver policies do not apply to middle school students taking courses for high school credit.

K. Middle school students who fail a core academic course that awards high school credit (for example: Algebra I Honors, Geometry Honors, and Biology Honors) shall be promoted if they have a cumulative year-to-date GPA of 2.0 or greater. Students who do not have a cumulative year-to-date GPA greater than 2.0 shall be retained.

L. Credits are recorded on an official high school transcript from where the student was officially enrolled.

M. Virtual Courses for High School Credit - Parents of middle school students who want their child to take a high school credit via virtual school shall inform the guidance counselor at the middle school the student attends. However, parents have primary responsibility for selecting appropriate accelerated course work. When applicable, students must satisfactorily complete course prerequisites prior to enrolling in a virtual school course for high school credit.

Students may drop a Virtual School course by the official drop date with no penalty. After that date, the grade will be added to the student transcript.

N. Information concerning the three-year and four-year high school graduation options will be provided to middle school students and parents so they may select the program that best fits their needs.

VIII. EXCEPTIONS
Individual student exceptions (under highly unusual circumstances) can be made to the Middle School Student Progression Plan. These exceptions will be made only with the approval of the principal and the Director of Academic and Support Services.
I. ADMISSION, ENROLLMENT, AND TRANSFERS

A. ADMISSION
The following policies for admission to Jefferson County School District are in effect for all students in Jefferson County.

1. First Entry to the State of Florida Schools:
   Before admitting a student to Florida schools for the first time, the school must have received the following documents as required by Florida Statutes:
   a) Proof of date of birth for students; (For acceptable alternates to birth certificates see Florida Statute 1003.21(4).
   b) A certificate showing a physical examination with at least three components performed within one year prior to enrollment (height, weight, blood pressure, etc.)
   c) A valid Florida Certificate of Immunization (DH680) transcribed by a health professional.
   d) Kindergarten through 5th grade immunizations required for entry:
      (1) 4-5 doses of DTP or DTap (If the 4th dose is administered after the 4th birthday, a 5th dose is not required;
      (2) 3-5 doses of Polio (according to age at time of final dose);
      (3) 2 doses of MMR;
      (4) 2 doses of Varivax or documentation of chicken pox disease;
      (5) 3 doses of Hepatitis B.
   e) 6th through 12th grade:
      (1) 4-5 doses of DTP or DTap (If the 4th dose is administered after the 4th birthday, a 5th dose is not required);
      (2) 3-4 doses of Polio (according to age at time of final dose);
      (3) 2 doses of MMR;
      (4) 2-3 dose series of Hepatitis B (according to age of administration);
      (5) 1 dose of Varivax or documentation of chicken pox disease.
   f) Additional requirements for 5th through 11th grade:
      Tdap booster only;
      Additional requirements for 12th grade
      Tdap (preferred) or Td booster.

Jefferson County policy does not grant a 30-day extension to obtain required immunizations or a physical. Immunizations and physicals may be obtained through the student's physician. Only students who do not have health insurance coverage or children who are assigned to the Department of Health in Jefferson County as their health care provider may obtain immunizations through Florida Department of Health in Jefferson County.

   g) The Superintendent may require evidence of the age of any child whom he or she believes not to be within the limits of compulsory attendance as provided for by law (FL Statute 1003.21) such as:
      (1) a valid/official birth record
2. **Upon initial admission or entry** from one attendance district to another in Jefferson County School District, evidence of residence and date of birth must be presented to the receiving school. All addresses are subject to verification by the School Board. The following documents shall be required:

   a) Owned residence:
      (1) copy of the recorded deed (or agreement for deed), or a certified copy of the declaration of homestead exemption, and
      (2) a copy of a current electric bill or initial order for service; and
      (3) one of the following current documents:
         (a) auto registration
         (b) driver's license
         (c) voter's registration
         (d) Florida ID

   b) Rented or leased residence:
      (1) copy of current lease, rental agreement, or a notarized letter from the landlord, and
      (2) copy of a current electric bill or initial order for service; and
      (3) one of the following current documents:
         (a) auto registration
         (b) driver's license
         (c) voter's registration
         (d) Florida ID

   c) Non-primary owner or renter (families living with families):
      A Verification of Residency Form must be completed by primary and non-primary owner or renter. This form is for one school year only.

   d) If applicable, legal documents, i.e. a copy of current judgment of divorce (dissolution of marriage) or other court order establishing the right of custody should be presented at time of enrollment.

3. **Verifying Residence**
   All addresses and changes of addresses are subject to verification by the School Board. All student residence addresses and all documents submitted for verification are subject to validation by district staff. When a change of address occurs after initial enrollment, verification of the new residence is required. Students who are suspected of residing outside of Jefferson County, Florida, or in an attendance district other than the student attendance district for the school they are attending, will be reported to the district investigator for a residency determination investigation. Changing high school attendance district may affect athletic eligibility according to the rules and regulations of the FHSAA.

   The School Board reserves the authority to verify enrollment information provided by a parent or parents and to reassign a student on the basis of its investigative determination. A student, who is found to be attending an out-
of-county in-county school as the result of giving false or misleading information at registration, shall immediately be transferred to the school serving the student’s residential attendance district or withdrawn and advised to enroll in the appropriate school in their county of legal residence. Any disagreement regarding the investigative finding will be reviewed. Any disagreement regarding a determination that a student is a bona fide resident of a county other than Jefferson may be contested as provided by law.

*Florida Statutes 837.06* provides that whoever knowingly makes a false statement in writing with the intent to mislead a public servant in the performance of his official duty shall be guilty of a misdemeanor of the second degree.

This is an effort to ensure that only students who are bona fide residents of Jefferson County attend Jefferson County School District and additionally that students attend their correct in-county schools.

4. **Divorced/Separated Parents:**
   a) Divorced parents:
      ONE or more of the following documents:
      (1) certified copy of final judgment of divorce
      (2) court custody order/parenting plan
      (3) court guardianship order
      (4) other such document establishing the right of custody
   b) Separated parents:
      A notarized statement that the child actually lives in the home of the parent designated in the child’s school records as the residential parent or parent with whom the student resides.

5. **Entry to JCSD from Public or Private Schools within the State**
   Before admission to Jefferson County schools from other Florida counties, a student must have a current Florida Certificate of Immunization on file in the Jefferson County School District in which they are enrolling. If a student has ever been in a Florida public or private school anytime throughout his/her school career, a new physical exam is not required for entry.

6. **Late or Delayed Enrollment of Students who have Attained Age 16**
   Students seeking to enroll or transfer into the public schools of Jefferson County, Florida may enroll at any time, however, those enrolling after twenty (20) days from the first day of any school year and who have not attended school elsewhere in the State of Florida or another state or jurisdiction during the school year of enrollment, may be recommended for placement in an appropriate Adult Education program by the Superintendent. This policy applies to students who have attained their 16th birthday at the time of, or prior to, enrollment in Jefferson County during the semester or grading period of enrollment. This policy does not apply to exceptional education students, or students who will or may qualify for ESE placement, excluding gifted placement.
7. Denial of Admission or Continued Enrollment with Reference to Appropriate Alternative(s)

Jefferson County School District is committed to provide students with appropriate educational services through thirteen years from the date of their kindergarten entrance. Services may be provided at the discretion of the principal for a student who is on schedule to graduate by the end of an additional (fourteenth) year.

Services are available for exceptional education students through the semester in which they turn 22 or they earn a standard diploma.

In any instance consistent with the previous provision that admission or continued enrollment is denied, school personnel shall make recommendations for appropriate alternatives that would provide the student with a means to continue his/her education.

8. Admission of Part-time Secondary Students in a Home Education or Private School

Students who are participating in a home education program in accordance with section 1002.41 Florida Statutes, or who are enrolled in a private school may be admitted to the public schools in this district on a part-time/space available basis. The child seeking entry must meet the same registration requirements as full-time students, and enroll for no more than two courses at the school. Such students must register for all classes prior to the start of the semester they will attend. Full-time students will be given priority in course registration. Home education/private school students who are excluded from a class/course at school due to space limitations may be assigned to another school if space in that class/course is available. Exceptional students will be provided services as required by law. Students with disabilities who are parentally placed in a home education/private school in Jefferson County may receive ESE services based on a Service Plan, not an IEP (Individual Education Plan), developed by the serving school. (K-12 only)

The Board is not responsible for the transportation of students in a home education program/private school to or from the school. The school principal will establish the time and place for arrival and departure of these students. Students who attend school on a part-time basis are subject to all applicable rules and regulations pertaining to full-time students.

B. ENROLLMENT GUIDELINES

A minor child’s residence is that of the child’s parent or parents. A child residing in Jefferson County, Florida must be enrolled in and attend the public school that serves the child’s residential attendance district, ESE school assignment, the appropriate district level administrator, disciplinary assignment under the Student Conduct and Discipline Code, assignment by the School Board “in lieu of expulsion”, a “no contact order” entered by a court of competent jurisdiction, or assignment by the Superintendent.

The following guidelines govern the enrollment of students into the high school of Jefferson County, Florida:

1. Any student who has been officially promoted or assigned to grade 9 will be admitted to high school
2. Both parents residing in Jefferson County but in different school District:
   If a child’s parents physically reside in separate residences located in
different residential attendance district or the child’s parents are divorced or
otherwise living separate and apart under court order and the child rotates
between the parents' residences, the child shall be enrolled in and attend the
school district for the residence of the parent in which the child physically
resides (stays) for 51% or more of the time. If the actual physical rotation is 50/50
and the parents reside in separate residential attendance district, the school of
enrollment shall be selected by the parents. If there is no court order, the
parents’ declaration of primary residence should be accepted.

For Enrollment: The parent with whom the student is going to be residing
during the school year shall show proof of residency along with the other items
required for registration.

4. A legal parent not living in Jefferson County (resides in another county,
out of state, or out of the country) requesting that the student reside with a
parent living in Jefferson County:

The parent residing in Jefferson County shall show proof of residency along
with the other items required for registration.

5. A parent residing in Jefferson County requesting that his/her student live
with someone other than the parent (i.e., aunt, friend, grandparent, etc.)
residing in a different district in order for the student to attend school in that
district:

This option is not permitted. The student must enroll in the district school based
on the residence of the parent.

6. A parent residing in Jefferson County relinquishing formal legal
custody of his/her student to someone other than the parent
(i.e. aunt, friend, grandparent, etc.) residing in a different
school district.

Extenuating circumstances must be documented. The guardianship must be
due to the fact that the parent is truly not capable of caring for the student.
This type of transfer is not available if the student’s parent is not suffering
from a documented physical, mental, or financial infirmity, which, by ordinary
and reasonable standards, precludes the parent from actually caring for the
student.

Once the extenuating circumstances have been validated with legal
documentation, the student shall be allowed to enroll in a school district for the
residence of his/her legal guardian/custodian.

7. A parent NOT residing in Jefferson County requesting that his/her
student reside with someone other than a parent, (i.e., aunt, friend,
grandparent, etc.), and there is no parent living in the district:

Extenuating circumstances must be documented. If the student’s parent is
not suffering from a documented physical, mental, or financial infirmity,
which, by ordinary and reasonable standards, precludes the parent from
actually caring for the student, this transfer should not be approved.

**For Enrollment:** This requires the person with whom the parents request the student to live with to obtain temporary custody. This person, the student, and the parents (if possible) must submit directly to a Student Not Residing with Parents Form (Form #893). A notarized letter from the parents stating why they would like to have the student live with this person must accompany this request.

8. **Students who have been expelled or recommended for expulsion in another school district:**

   The Jefferson County School Board will uphold the expulsion of a student from another school district.

9. **Students who have been assigned to or recommended for assignment to an alternative school in another school district:**

   The Superintendent has the authority to assign a student to alternative educational placement when such placement has been made or recommended in another school district.

   **For Enrollment:** The student must apply to the Jefferson County School Board for entry into the Jefferson County School District.

10. **Students placed in a residential facility:**

    Students placed in a residential facility located in Jefferson County, Florida by the proper authority (a Florida court having jurisdiction over the child or Agency for Persons with Disabilities) may be placed in a Jefferson County School District at the expense of the child's county of residence as determined by the residence of the child's parent(s) or parents.

**C. HOMELESS STUDENTS/FAMILIES IN TRANSITION (FIT)**

   Homeless students shall be permitted to enroll in the Jefferson County School District. They shall not be placed in a separate school or program within a school based on their homeless status, and shall be provided services comparable to those offered to other students enrolled in the school. All homeless students are eligible for free breakfast and lunch.

   Homeless students may choose to attend the school they attended prior to becoming homeless. Those students who elect to do this shall be provided transportation if needed. Homeless students may, as an alternative, choose to enroll in the school district for the attendance area where they reside.

   Regardless of which school a homeless student chooses to attend, he/she shall be permitted to immediately enroll, even if the student is unable to produce records normally required for enrollment. This includes, but is not limited to, records such as: previous academic records, immunizations, medical records, and proof of residency.

   It is the responsibility of the enrolling school to immediately contact the school last
attended by the homeless student to obtain relevant records. If the student needs to obtain immunization records, the enrolling school shall immediately refer the student to the school nurse for assistance.

For Enrollment: Refer to JCSD Homeless Students (Families in Transition) Policy found under Chapter 5.00: Students 5.18.

D. TRANSFERS

1. Within Jefferson County Schools
   Parents will be expected to formally withdraw their child from a previous school before enrolling at another Jefferson County School District. The sending school will provide the parent with a copy of the DH680/immunization record from Student Information System, withdrawal form, report card copy, and transcript. If there are extenuating circumstances, the principal may deal with this process on an individual basis.

2. In-State/Out-of-State Transfers
   Any student who transfers from an in-state public or nonpublic school or out-of-state public or nonpublic school shall be admitted upon presentation of the following data:
   a. An official letter or transcript from a proper school authority which shows a record of attendance, academic information, and grade placement of the student;
   b. Proof of immunization;
   c. Proof of date of birth;
      and
   d. Proof of a medical examination completed within the last twelve months (first time entry into Florida Public Schools only).

3. Neither the student nor parent(s) reside within Jefferson County and the student wishes to transfer into a Jefferson County School District while maintaining residence outside of the county:

   Students from adjoining counties may not be enrolled in the Jefferson County School District.
   Exception: A full time site based employee may enroll his/her child at the employee's primary school site as permitted by Policy 7.190. An approved out of district transfer is required. This type of exception must be renewed annually.

   For Enrollment: The Choices Department must approve an Out-of-district Transfer.

4. Grade Placement
   When a student transfers into a Jefferson County School District from a public or nonpublic school, it will be the responsibility of the principal of the previous school to determine grade level placement. From a home education program it will be the responsibility of the principal or principal's designee of the receiving school to assess the student's achievement level. The principal shall have the final decision regarding student placement.

5. Transfer of High School Credits
a. All evidence of work or credits earned at another school, community college, or university offered for acceptance will be based on an official transcript authenticated by the proper school authority.

b. Work or credits from all schools or institutions will be accepted at face value, subject to validation if required by the receiving schools 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.

c. 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. Credits and grades earned from unaccredited schools shall be accepted at face value if submitted on an official transcript. An official transcript is sent directly from the past administrator to the present administrator and should clearly identify the school, the student, the course number, date the course was taken, credit earned and grade in each course. The transcript should be on official school letterhead and/or be embossed with the school seal. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure.

d. 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, and parent:
(1) Portfolio evaluation by the superintendent or designee;
(2) Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
(3) Demonstrated performance in courses taken through Early College (Dual Enrollment) or at other public or private accredited schools;
(4) Demonstrated proficiencies on nationally-normed standardized subject area assessments;
(5) Demonstrated proficiencies on the FCAT and/or End-of-Course Exams (EOC);
(6) Demonstrated College-Readiness on the PERT, ACT or SAT; or
(7) Written review of the criteria utilized for a given subject provided by the former school.

Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in paragraphs (d) (4) and (d) (5) if required.

e. The requirements of the School Board will not negatively affect transfer students provided the student has met all requirements of the school district or state from which he/she is transferring and provided that the student was enrolled elsewhere for at least one (1) grading period. A student must meet Jefferson County School District graduation requirements for the grading periods including passing scores on required tests, FCAT and/or End-of-Course Exams.

f. In cases where students are unable to provide an official letter or transcript, it
will be the responsibility of the principal to assign credit. Comprehensive tests may be required.

6. Home School

a. 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. Credits and grades earned from unaccredited schools shall be accepted at face value if submitted on an official transcript. An official transcript is sent directly from the past administrator to the present administrator and should clearly identify the school, the student, the course number, date the course was taken, credit earned and grade in each course. The transcript should be on official school letterhead and/or be embossed with the school seal. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure.

b. In order to receive credit for any course completed within the past year, a student shall pass a school-based competency exam if an examination is available for the subject. For those subjects where a test is not available, a curriculum outline, materials utilized, samples of work generated, and an indication of time devoted to study of the course shall be required.

c. In order to receive credit for any course completed prior to the past year, the principal/designee shall use discretion in determining whether a final examination shall be required.

d. Credit granted for courses shall receive Pass/Fail grades only.

e. Credit for courses shall not carry the Honors designation. However, should a student earn an A or B on a school-based competency exam in an Honors course, the Honors designation will be provided. (The student would receive a "Pass" grade). The Advanced Placement designation will only be provided if the student has taken the relevant Advanced Placement examination and had earned a score of 3 or higher on that exam.

f. Home education students transferring into Jefferson County School District must be full-time enrolled students during their last academic year prior to graduation and must earn a minimum of seven credits during their Jefferson County district high school enrollment in order to receive a diploma from the district. These seven credits must include one credit for English, one credit for math, and one credit for a lab science. If a home education student has earned the aforesaid credits in the district prior to his/her senior year and has attained prior permission from the appropriate high school principal to be enrolled in a home school program during the "last academic year," the residency requirement of the senior year may be waived.

g. Students with credit awarded for home education programs shall be eligible to be ranked in their graduation class only if a minimum of fourteen credits has been earned in the district high school.
h. No class honors/awards or class ranking shall be permitted for a transferred home education student with fewer than 18 credits earned in a district high school prior to their seventh semester. Credits while being home schooled will be converted into letter grades for computing top ten purposes only so that all such recognition will be based on 26 credits.

i. Home education students may participate in Early College (Dual Enrollment), Jefferson County Virtual School (JCVS) and Florida Virtual School (FLVS), career and technical Early College (Dual Enrollment), early admission, and credit by examination. Credit earned by home education students through Early College (Dual Enrollment) shall apply toward the completion of a home education program that meets the requirements of s. 1002.41, F.S.

j. A home education student is eligible to participate in the interscholastic extracurricular activities at the public school that he or she would be assigned to attend based on the district’s attendance area policy and provided the student meets the requirements of the home education program. s. 1002.41, F.S.

II. COURSE OF STUDY

A. STUDENT PERFORMANCE STANDARDS

1. Jefferson County School District shall provide all courses required for high school graduation and appropriate instruction designed to ensure that students meet the State Board of Education adopted standards (Next Generation Sunshine State Standards/Florida Standards blended) in reading and other language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts. The Next Generation Sunshine State Standards/Florida Standards blended will be incorporated into all district standards and academic objectives.

2. It will be the responsibility of the classroom teacher to provide instruction and assessment of student mastery of the district standards and academic objectives in each course. Assessment of mastery will consist of teacher observation, classroom assignments, and examinations. The statewide test, the Florida Comprehensive Assessment Test (FCAT) and End-of-Course Exams (EOC), will also be administered to ensure mastery.

3. The term “extracurricular” means any school-authorized or education-related activity occurring during or outside the regular instructional school day. In order to participate in interscholastic, extracurricular student activities, a student must maintain a cumulative grade point average of 2.0 or above on a 4.0 scale in the courses required by statute for high school graduation s.1003.43(1), F.S.

Courses taken for high school credit before the 9th grade are not counted by the National Collegiate Athletic Association (NCAA) Clearing House for the purpose of determining post-secondary athletic eligibility.

B. REQUIREMENTS FOR GRADUATION

Students receiving a standard high school diploma from Jefferson County
School District must meet the following requirements:

Requirements for 9th Grade Students entering in 2013-14 and thereafter
9th graders entering in 2013-14 and thereafter must meet all Florida Department of Education testing requirements, earn a minimum of 2.0 GPA, and complete the following course sequence:

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>CREDITS</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 credits</td>
<td>English I, II, III, IV or higher level courses</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4 credits</td>
<td>To include Algebra 1, Geometry. Four math credits must be earned in 9th-12th grade. Industry certification that leads to college credit may be substituted for up to 2 math credits.</td>
</tr>
<tr>
<td>Science</td>
<td>4 credits</td>
<td>Three credits must be earned in courses with a lab component one of which must include Biology*. Industry certification that leads to college credit may be substituted for up to 1 science credit.</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3 credits</td>
<td>To include World History, American History, American Govt. (1/2) and Economics with Financial Literacy (1/2)</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1 credit</td>
<td>To include Personal Fitness (1/2) and PE elective (1/2 credit)</td>
</tr>
<tr>
<td>Fine/Performing Arts</td>
<td>1 credit</td>
<td></td>
</tr>
</tbody>
</table>

On-Line Course 1 course To be completed through online learning; excludes driver education as of 2013-14; high school credited courses taken in grades 6-8 fulfill this requirement.

Electives 9 credits College bound students are highly recommended to complete a minimum of two credits in the same World Language

Mandatory Students must successfully complete Intensive Reading, Intensive Math and/or College Readiness/Success courses as required and as stated on page 73 of the Student Progression Plan s.1003.426 (2)(c) (d) F.S.

Students choosing the Scholar's path must meet the following requirements:

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Standard Diploma Requirements (English I, II, III, IV) AND students must score a level 3 or above on the FCAT 10 Reading and 11th grade English Language Arts Florida assessment (when administered).</td>
</tr>
<tr>
<td>Math</td>
<td>Standard Diploma Requirements (Algebra I and Geometry) Algebra II, Statistics (or equally rigorous) AND students must score a level 3 or above on the Algebra I EOC and Algebra II Florida assessment (when administered).</td>
</tr>
<tr>
<td>Science</td>
<td>Standard Diploma Requirements (Biology), Chemistry or Physics, one credit equally rigorous AND students must score a level 3 or above on the Biology EOC assessment.</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>Students must earn two credits in the same world language</td>
</tr>
<tr>
<td>Electives</td>
<td>Students must earn one credit in an AP, IB, AICE, or dual enrollment course</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Fine/Performing Arts</td>
<td>Students must meet all standard diploma requirements in these areas.</td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
</tr>
<tr>
<td>Online Course</td>
<td></td>
</tr>
<tr>
<td>Additional Electives</td>
<td></td>
</tr>
</tbody>
</table>

**Students choosing the Merit path must meet the following requirements:**

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>CREDITS</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 credits</td>
<td>English I, II, III, IV or higher level courses</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4 credits</td>
<td>To include Algebra I, Geometry. Four math credits must be earned in 9th-12th grade. Industry certification that leads to college credit may be substituted for up to 2 math credits.</td>
</tr>
<tr>
<td>Science</td>
<td>4 credits</td>
<td>Three credits must be earned in courses with a lab component, one of which must include Biology. Industry certification that leads to college credit may be substituted for up to 1 science credit.</td>
</tr>
</tbody>
</table>

| Social Studies | 3 credits | To include World History, American History, American Government (1/2) and Economics with Financial Literacy (1/2). |
| Physical Education | 1 credit | To include Personal Fitness (1/2) and PE elective (1/2) |
| Fine/Performing Art | 1 credit | |
| On-Line Course | 1 course | To be completed through online learning; excludes driver education as of 2013-14; high school credited courses taken in grades 6-8 fulfill this requirement. |
| Electives | 9 credits | College bound students are highly recommended to complete a minimum of two credits in the same World Language |
| Industry Certification | | One or more industry certification is required for the Merit diploma path. |

**JEFFERSON COUNTY SCHOOL DISTRICT SCHOLAR WITH DISTINCTION**

Students entering 9th grade in 2010-11 and thereafter who meet the advanced requirements listed below, in addition to meeting all requirements for a Scholars path diploma, will be designated a Jefferson County School District Scholar with Distinction.

- Cumulative weighted 3.75 GPA;
- Completion of 3 years in the same World Language (three consecutive levels); **AND**
- Completion of 6 credits in Advanced Placement or International
Baccalaureate; classes with “A” and “B” grades (up to two “A” and “B” credits earned in Dual Enrollment may be applied to this requirement); **AND**

- Completion of 1 credit in Experimental Research (or equivalent) with an “A” or “B” or completion of an Extended Essay, Senior Portfolio, Senior Project, 4th year of same World Language, or 1 additional Advanced Placement or Dual Enrollment credit.

**DIPLOMAS AND CERTIFICATES OF COMPLETION**

In order to receive a standard diploma, a student must satisfy the state and school graduation requirements as prescribed in s. 1003.428 (1), (2), and (3), F.S.; accumulate a 2.0 unweighted GPA (4.0 scale); and demonstrate mastery of the Reading Florida Comprehensive Assessment Test or earn a concordant score on the ACT or SAT after attempting the 10th grade Reading FCAT; demonstrate proficiency on the state mandated Algebra I assessment.

Each standard diploma shall include, as applicable,

- a designation reflecting completion of four or more accelerated college credit courses if the student is eligible for college credit pursuant to s. 1007.27, F.S. or in Advanced Placement, International Baccalaureate, or Early College (Dual Enrollment) courses;
- a designation reflecting the attainment of one or more industry certifications from the list approved by Workforce Florida, Inc., under s. 1003.492, F.S.;
- a designation reflecting completion of the Scholar’s path requirements;
- a designation reflecting completion of the Merit path requirements.

If, at the time of graduation, the student earns the appropriate credits but does not meet the testing requirements, he/she will receive a Certificate of Completion in lieu of a Standard Diploma.

Explanatory Note: 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 Diploma whenever the requirements are completed. Additionally, the awarding of a Certificate of Completion is limited to those students choosing to meet their school’s graduation requirements and is not applicable to the three-year graduation programs.

Any student who is entitled to a certificate of completion may elect to remain in the secondary 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.

Fourteenth-year students remaining in school due to a deficiency on FCAT Reading and/or the state mandated Algebra I assessment may retake the assessments at scheduled administrations during the year. At the time that a
fourteenth-year student earns a passing score on the FCAT reading/ state mandated Algebra I assessment or concordant score on ACT or SAT, he/she may exit this school system and be awarded a diploma with the current year’s graduating class.

All seniors must have earned all required credits in order to participate in graduation exercises.

<table>
<thead>
<tr>
<th>High School Testing/Graduation Requirements by 9th Grade Year of Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Subject to state statute adjustment)</td>
</tr>
<tr>
<td>9th grader in...</td>
</tr>
<tr>
<td>2010-11</td>
</tr>
<tr>
<td>Graduation Requirements</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

*This requirement does not apply to students who complete the course prior to this year.

**Florida End-of-Course (EOC) Assessments will be taken on the computer at the conclusion of the specific course.

***The 10th grade FCAT Writing test will count as a test grade the fourth nine-weeks of English 2. The test shall not count more than 15% of a student’s grade. The following conversion is to be used: 6.0 = 100, 5.0 = 95, 4.0 = 84, 3.0 = 74, 2.0 = 64, 1.0 = 59

The Elementary and Secondary Education Act (ESEA) peer review guidance provides for middle school students’ scores in a high school course to be “banked” for use in determining the high school grade. ESEA does not allow for middle school students’ scores in high school courses to be used in determining AYP for middle schools. Subject to state statute adjustment.

1. **Course Waivers/Substitutions**
   a. Please see high school guidance counselor regarding the waiver/substitution options.
   b. Students using a waiver or substitution may need to substitute other courses to meet the required number of credits for graduation.

<table>
<thead>
<tr>
<th>Course</th>
<th>Waiver/ Substitution applies to</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Athletic Participation:</strong> Students who participate in interscholastic sports at the junior varsity or varsity level for two years (2 full seasons) and pass the competency test on personal fitness with a grade of &quot;C&quot; or better shall satisfy the ½ credit of Personal Fitness and ½ credit of elective physical education. • Students must not have taken or be enrolled in the Personal Fitness course to be eligible for the waiver.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physical Education graduation requirement including Personal Fitness</td>
</tr>
</tbody>
</table>

Jefferson County School District 2014-2015 72
| Marching Band: Completion with a grade of “C” or better of one semester in an official marching band class (Band I – VI) or in a physical activity class that requires participation in marching band activities as an extracurricular activity shall satisfy the ½ credit of elective PE credit. The student must still take Personal Fitness.  
• This waiver may not be combined with the waiver for Personal Fitness through athletic participation.  
• Marching band season is the first semester of the year only. | Physical Education graduation requirement but not Personal Fitness |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance: Students who complete a semester of dance may satisfy the ½ credit in physical education or ½ in performing fine arts (may not count for both requirements). This may not be used to satisfy the Personal Fitness requirement or the requirement for adapted physical education under an IEP or 504 Plan.</td>
<td>Physical Education graduation requirement but not Personal Fitness or Performing Fine Art</td>
</tr>
<tr>
<td>JROTC/Performing Fine Arts/Physical Education: Completion of two years in a ROTC class, a significant component of which is drills, shall satisfy the one credit requirement in physical education (not Personal Fitness) and the one credit requirement in performing arts.</td>
<td>Physical Education graduation requirement (not Personal Fitness) and Performing Fine Arts</td>
</tr>
<tr>
<td>JROTC/Physical Education: A grade of “C” or better in a ROTC class, a significant component of which is drills, shall satisfy the ½ credit requirement in physical education. This may not be used to satisfy the Personal Fitness requirement or the requirement for adapted physical education under an IEP or 504 Plan.</td>
<td>Physical Education graduation requirement but not Personal Fitness</td>
</tr>
<tr>
<td>JROTC/ Marine Science: Upon completion of the JROTC Maritime Science program (Air Force, Coast Guard, or Navy), including Maritime Science I, II, III, and IV, students may substitute on a curriculum equivalency basis, one JROTC credit for Marine Science I to satisfy one of the three science requirements needed for graduation.</td>
<td>Science graduation requirement</td>
</tr>
</tbody>
</table>

equivalency basis, one JROTC credit for Marine Science I to satisfy one of the three science requirements needed for graduation.

| JROTC/ Physical Science: Upon completion of the JROTC Naval Science program, including Naval Science I, II, and III, or the JROTC Aerospace Science program including Aerospace Science I, II, and III, students may substitute on a curriculum equivalency basis, one JROTC credit for Physical Science to satisfy one of the three science requirements needed for graduation. | Science graduation requirement |
| Industry Certification – Math: Industry certification courses that lead to college credit may substitute for up to two (2) math credits. | Math graduation requirement |
| Industry Certification – Science: Industry certification courses that lead to college credit may substitute for up to one (1) science credit. | Science graduation requirement |

2. Transfer Students from Out-of-State and Out-of-Country

Students who enter 11th or 12th grade from out-of-state or out of country shall not be required to spend additional time in a Florida public school in order to meet the high school course requirements of the school district, state, or country from which he or she is transferring. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition. However, to receive a standard high school diploma, a transfer student must earn a 2.0 grade point average and meet the requirements under s. 1008.22, F.S.

Students who earn the required credits for the standard high school diploma except for the passage of any must pass assessment or earn a concordant score on the ACT or SAT by the end of grade 12 will be provided the following learning opportunities:
a. Participation in an accelerated high school equivalency diploma preparation program during the summer.

b. Upon receipt of a certificate of completion, be allowed to take the Postsecondary Education Readiness Test (PERT) and be admitted to remedial or credit courses at a state community college, as appropriate.

c. Participation in an adult general education program as provided in s. 1004.93, F.S., for such time as the student requires to master English, reading, mathematics, or any other subject required for high school graduation. A student attending an adult general education program shall have the opportunity to take any must pass assessment (see diploma pathways requirements per s. 1003.4282 F.S. or s. 1008 F.S.) an unlimited number of times in order to receive a standard high school diploma.

d. Students who have been enrolled in an ESOL program for less than two school years and have met all requirements for the standard high school diploma except for passage of any must pass assessment (see diploma pathways requirements per s. 1003.4282 F.S. or s. 1008 F.S.) or alternate assessment may receive immersion English language instruction during the summer following their senior year. Students receiving such instruction are eligible to take the required assessment(s) or alternate assessment and receive a standard high school diploma upon passage of the required assessment(s) or the alternate assessment. This section will be implemented to the extent funding is provided in the General Appropriations Act.

3. Graduation Options

a. Students who enter grade 9 may select one of the following THREE HIGH SCHOOL GRADUATION OPTIONS:

(1) Completion of the general requirements for high school graduation pursuant to s. 1003.43 (IIb1);

(2) Completion of a three-year standard college preparatory program requiring successful completion of a minimum of eighteen (18) academic credits in grades 9 through 12. At least 6 of the eighteen (18) credits required for completion of this program must be received in classes that are honors, Early College (Dual Enrollment), Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, specifically listed or identified by the Department of Education as rigorous pursuant to s. 1009.531 (3), or weighted by the District School Board for class ranking purposes. The 18 primary credits required for completion of this program shall be distributed as follows:

<table>
<thead>
<tr>
<th>Requirements for Three-year Standard College Preparatory Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUBJECT</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td>English</td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
</tbody>
</table>
Two must have a laboratory component, beginning in 2011-12 one must be Biology 1 and EOC assessment will constitute 30% of final course grade. Chemistry, physics or equivalent courses are required for students entering 9th grade in 2013-14 and after.

World History (1), American History (1), American Government (1/2), Economics with Financial Literacy (1/2), US History EOC assessment will constitute 30% of final course grade for students entering 9th grade in 2012-13 and after.

Students must earn 2 credits in the same language.

Academic electives as defined by the university system – Level three courses or above. Students selecting the Scholars path must earn credit in an AP, IB or dual enrollment course.

- Proficient scores on the Grade 10 FCAT, if not successful satisfy with a concordant score on a standardized test (ACT or SAT)
- Proficient scores on the Algebra End-of-Course Exam

Or

Completion of a three-year career preparatory program requiring successful completion of a minimum of 18 academic credits in grades 9-12. The 18 primary credit requirements shall be distributed as follows:

<table>
<thead>
<tr>
<th>Requirements for Three-year Career Preparatory Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUBJECT</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>English</td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
<tr>
<td>Natural Science</td>
</tr>
<tr>
<td>Social Science</td>
</tr>
<tr>
<td>Vocational, Career Education</td>
</tr>
<tr>
<td>Electives</td>
</tr>
</tbody>
</table>
Prior to selecting a program, the following requirements must be met:

- Designated school personnel shall meet with the student and student’s parent to give an explanation of the relative requirements, advantages, and disadvantages of each graduation option.
- The student shall submit to the high school principal and guidance counselor a signed parental consent to enter the three-year accelerated graduation program.
- The student shall have achieved at least an FCAT reading achievement level of three (3), an achievement level of three (3) on all End-of-Course assessments, and an FCAT writing score of four (4) on the most recent assessments taken by the student.

Selection of one of the graduation options may be completed by the student at any time and is exclusively up to the student and parent. If the student and parent fail to select a graduation option, the student shall be considered to have selected the general graduation option (II.B.1) in accordance with state and school graduation requirements.

Students pursuing accelerated three-year high school graduation options are required to:

- Earn passing scores on the FCAT and EOC as defined in s. 1008.22(3)(c) or scores on a standardized test that are concordant with passing scores on the FCAT or EOC as defined in s. 1008.22(10).
- Achieve a cumulative weighted grade point average of 3.5 on a 4.0 scale, or its equivalent in the courses required for the college preparatory accelerated three-year high school graduation option, or
- Achieve a cumulative weighted grade point average of 3.0 on a 4.0 scale, or its equivalent, in the courses required for the career preparatory accelerated three-year high school graduation option.
- Receive a weighted or unweighted grade that earns at least 3.0 points or its equivalent, to earn course credit toward the 18 credits required for the college preparatory accelerated three-year high school graduation option.
- Receive a weighted or unweighted grade that earns at least 2.0 point, or its equivalent, to earn course credit toward the 18 credits required for the career preparatory accelerated three-year high school graduation option.

Weighted grades shall be applied to those courses specifically listed or identified by the department as rigorous pursuant to s. 1009.531(3) or weighted by the District School Board for class ranking purposes.

If at the end of each grade, a student is not on track to meet the credit, assessment, or grade-point-average requirements of the accelerated graduation option selected, the school shall notify the student and parent of the following:

- The requirements that the student is not currently meeting.
- The specific performance necessary in grade 11 for the student to meet the
accelerated graduation requirements.

- The right of the student to change to the four-year program (II.B.1).

A student who selected one of the accelerated three-year graduation options shall automatically move to the four-year program (II.B.1) if the student:
- Exercises his or her right to change to the four-year program.
- Fails to earn 5 credits by the end of grade 9 or fails to earn 11 credits by the end of grade 10.
- Does not achieve a score of 3.0 or higher on the grade 10 FCAT Reading a score of 4.0 on the grade 10 FCAT Writing assessment and does not achieve proficiency on state required end of course assessments.
- By the end of grade 11 does not meet the requirements of s. 1003.429(1) and(6).

4. Early High School Graduation
A student, who earns the required number of credits and meets the high school graduation requirements as specified in the Student Progression Plan in less than eight (8) semesters or the equivalent, may elect early graduation. The school shall provide notification of this option to the parent/guardian of the student who is eligible for early graduation.

A student who completes all of their graduation requirements in less than eight (8) semesters or the equivalent and does not return as a student the following semester, will have a graduation date on his/her transcript and cumulative record that will reflect the date on which he/she finished all the graduation requirements.

If eligible for a Florida Bright Futures Scholarship Program award under Florida Statute 1009.53-1009.538, a student who graduates from high school midyear may receive an initial award in the spring term following the student's graduation.

5. Acceleration Coursework
At the beginning of each school year and prior to ninth grade parents of students in or entering high school will be notified of the opportunity and benefits of Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Early College (Dual Enrollment), and Florida Virtual School courses.

6. International Baccalaureate Diploma Program
Graduation requires successful completion of either a minimum of 26 credits in Grades 9 through 12 or an International Baccalaureate curriculum. To fulfill the minimum requirements for the IB curriculum and the Bright Futures Scholarship, the following courses are needed:

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>CREDITS</th>
<th>IB</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>Group 1</td>
<td>Any level two or three course, must include at least one AP or IB course</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>2</td>
<td>Group 2</td>
<td>Any level two or three course in the same language</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3</td>
<td>Group 3</td>
<td>Any level two or three course, must include at least one AP or IB course</td>
</tr>
<tr>
<td>Theory of Knowledge</td>
<td>1</td>
<td></td>
<td>Required of all students</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
<td>Group 4</td>
<td>Any level two or three course (Biology I or higher), must include at least one AP or IB lab course</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
<td>Group 5</td>
<td>Any level two or three course (Algebra I or higher), must include at least one AP or IB course</td>
</tr>
</tbody>
</table>
To fulfill the State of Florida requirements for the IB Diploma Curriculum, students must complete all End-of-Course assessments as required by the state and all internal and external assessment requirements for the IB Diploma, including a completed extended essay and completion of the CAS program (creativity, action and service). If a student leaves the International Baccalaureate Program, he/she must then meet all graduation requirements and End-of-Course exams as specified by the Florida Statute and the Jefferson County Student Progression Plan.

C. DEFINITION OF A HIGH SCHOOL CREDIT

One (1) full credit for high school graduation is defined as a minimum of 135 hours or two semesters of sixty-seven and one half (67.5) hours (with the exception of summer school), of bona fide instruction in a designated course which contains student performance standards. Except as otherwise provided by the Credit Acceleration Program (CAP), students must be enrolled and in attendance for the minimum hourly requirement of each course. (Refer to Attendance Policy)

Any student who has been enrolled but not in attendance for instruction for the minimum hourly requirements may not be awarded credit. (Refer to Attendance Policy)

The principal shall determine credit for students who enroll after the start of the school year.

D. GRADE CLASSIFICATION OF STUDENTS

High school graduation requirements – Students will follow the requirements that were in place when they entered their high school.

<table>
<thead>
<tr>
<th>Seven Period Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th Grade Student</td>
</tr>
<tr>
<td>10th Grade Student</td>
</tr>
<tr>
<td>11th Grade Student</td>
</tr>
<tr>
<td>12th Grade Student</td>
</tr>
<tr>
<td>Graduation</td>
</tr>
</tbody>
</table>

Mid-year promotion is permitted when students earn the appropriate number of credits to join their cohort and are in the appropriate English class for that cohort.

Students will receive one-half (½) credit for each semester course satisfactorily completed. Courses in which the EOC constitutes 30% of the earned grade will be awarded credit upon receipt of the EOC assessment results.

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

No credit will be granted for non-interscholastic athletic extracurricular activities, or any course, which is not listed in the Course Code Directory.
E. ASSESSMENT AND REMEDIATION
Each student must earn passing scores on the FCAT and EOC as defined in s. 1008.22(3)C, F.S. or earn a concordant score on the ACT or SAT after attempting the 10th grade FCAT as defined in s. 1008.22 (10), F.S. Algebra I End-of Course assessment concordant scores will be determined by the Department of Education in the Fall of 2013. All other End-of-Course assessments also have no concordant scores.

Levels for FCAT student proficiency are:

<table>
<thead>
<tr>
<th>Subject</th>
<th>FCAT Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>3.0+</td>
</tr>
<tr>
<td>Writing</td>
<td>4.0+</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FCAT 2.0 Concordant Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td>FCAT</td>
</tr>
<tr>
<td>ACT</td>
</tr>
<tr>
<td>SAT</td>
</tr>
</tbody>
</table>

For college ready scores see II. F. 3.

Levels for EOC student proficiency are:

<table>
<thead>
<tr>
<th>Subject</th>
<th>EOC Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra I</td>
<td>3.0+</td>
</tr>
<tr>
<td>Biology</td>
<td>3.0+</td>
</tr>
<tr>
<td>Geometry</td>
<td>3.0+</td>
</tr>
</tbody>
</table>

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

2. The school in which the student is enrolled must develop, in consultation with the student’s parent, and must implement a progress monitoring plan. A progress monitoring plan is intended to provide the school district and the school flexibility in meeting the academic needs of the student and to reduce paperwork. A student who is not meeting the school district or state requirements for proficiency in reading and math shall be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement:
   - A federally required student plan such as an Individual Education Plan;
   - A school wide system of progress monitoring for all students; or
   - An individualized progress monitoring plan.
The plan chosen must be to assist the student or the school in meeting state and district expectations for proficiency. If the student has been identified as
having a deficiency in reading, the K-12 comprehensive reading plan required by s. 1011.62 (8) shall include instructional and support services to be provided to meet the desired levels of performance.

3. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment tests in reading, writing, science, and mathematics must continue to be provided with intensive or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance.

4. ESE Statewide Assessment Waiver/Test Accommodations

Students with disabilities who are seniors and meet the following criteria may be considered for a waiver from passing the Grade 10 Florida Comprehensive Assessment Test (FCAT) Florida Statute 1003.4):

a) Have a current individual education plan (IEP).

b) Meet graduation credit requirements and a cumulative 2.0 grade point average/document of participation in intensive remediation for FCAT Reading and/or state mandated assessments.

c) Have taken the Grade 10 FCAT with appropriate, allowable accommodations at least twice (for example, once in grade 10 and once in grade 11) A student is eligible for consideration for the waiver if the student has not earned a passing score on the 10th grade FCAT after one opportunity in 10th grade and one opportunity in 11th grade. Participation in the spring administration of the FCAT during 12th grade is recommended.

d) Demonstrated mastery of Grade 10 Next Generation Sunshine State Standards/Florida Standards blended.

e) Obtain the recommendation from the student’s IEP team for a waiver. The IEP team will meet and complete the FCAT waiver process.

Students with disabilities who meet the following criteria may be considered for a waiver from state mandated End of Course assessments for the purpose of determining the student’s course grade and/or standard diploma graduation requirements (Florida Statute 1003.43):

a. Have a current individual education plan (IEP)

b. Have taken the EOC with appropriate, allowable accommodations at least twice (for example, once in spring and once in the summer). A student is eligible for consideration for the waiver if the student has not earned a passing score on the EOC after two opportunities.

c. Demonstrated mastery of course Next Generation Sunshine State Standards/Florida Standards blended.

d. Obtain the recommendation from the student’s IEP team for a waiver.

The IEP team will meet and complete the FCAT waiver process.

5. The district’s comprehensive program for student progression uses assessment data, including universal screening and ongoing progress monitoring, to evaluate the
effectiveness of instruction, identify students needing more intensive instructional support, and monitor each student’s response to implemented interventions. Students who do not meet grade level expectations receive increasingly intense intervention services. The areas of academic need and intervention strategies are defined through a problem-solving/Multi-Tiered System of Supports (MTSS)/Response to Intervention (RtI) process. Multiple tiers of increasingly intense instruction/intervention services are implemented to support student academic proficiency. Students are matched to strategic and intensive interventions based on data from multiple assessment sources. Student progression decisions consider the effectiveness of core instruction and the student’s response to evidence-based interventions.

6. Accommodations for national assessments, such as but not exclusive to, SAT and Act will require a separate parent initiated application process and are not solely determined by IEP/504 documentation.

F. INTENSIVE REQUIREMENT

a) All students in grades 9 and 10 who score Level 1 or 2 on the Florida Comprehensive Assessment Test (FCAT) Reading will be placed in a Reading Intervention course. Non-fluent ninth and tenth graders must be enrolled in a minimum of ninety minutes of intensive reading daily (or the weekly equivalent), in addition to being enrolled in the appropriate English course. Intensive credit cannot be earned during summer school. Students entering 9th grade prior to 2013 who scored a Level 3 for three consecutive years prior to earning a Level 1 or 2 are exempt from this requirement.

2. All students who score at Level 1 or Level 2 on required state mathematics assessments shall be required to complete a mathematics support course each year they score at Level 1 or Level 2. Level 2 students remediation may be integrated into the student’s required mathematics course.

3. Any student entering their senior year that has not demonstrated college readiness on the SAT, ACT, or PERT will be required to successfully complete post-secondary preparatory instruction in mathematics and/or English language arts. College ready scores are defined as follows:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT</td>
<td>440+</td>
<td>440+</td>
</tr>
<tr>
<td>ACT</td>
<td>18+ Reading &amp; 17+ English</td>
<td>19+</td>
</tr>
<tr>
<td>PERT</td>
<td>104+ Reading &amp; 99+ Writing</td>
<td>113+ Mathematics</td>
</tr>
</tbody>
</table>

4. Intensive courses taken in grades 9-12 may be taken only as elective credits for high school graduation. Intensive instruction may not be in lieu of English and mathematics credits required for graduation.

G. TESTING EXEMPTIONS (ESE)

See Section IV. STATEWIDE ASSESSMENT FOR STUDENTS WITH DISABILITIES –RULE 6A-10943 regarding exempting students with disabilities from district and/or state testing.
H. EARNING ADDITIONAL CREDIT TOWARD GRADUATION

Students may earn additional credit toward graduation through any of the following programs for which they are eligible:

1. **Earning High School Credit Prior to the Ninth Grade**

   Students from public schools, private schools, or home education may earn high school credit prior to their freshman year subject to one of the following:

   a. Non-accredited credit will be granted as stated in Section I.D.5c. Mathematics credit earned in 2007-08 and beyond in middle school will count as elective credit.

   b. Credits are on an official high school transcript from where the student was officially enrolled.

2. **Summer School (9-12)/Retention**

   Students may attend summer school for remediation in 9th – 12th grades.

   a. Students who do not successfully earn ample credits to be promoted to the next grade are provided the opportunity to enroll in summer school courses to remediate deficiencies.

   b. Students must successfully complete one hundred and twenty (120) hours of instruction in order to receive one (1) credit. Sixty (60) hours of instruction must be successfully completed in order to receive one-half (½) credit.

   c. It is the expectation that summer school students attend every day.

   d. Summer school acceleration opportunities are available through Florida Virtual School.

**Transition Program** – Recommended middle school students who demonstrate the need for high school readiness support are afforded a unique educational experience at high school. The Transition Program allows students the opportunity to participate in a high school environment while earning their initial high school credit. Academic readiness for high school is the priority. Any middle school student who has not met requirements for promotion to ninth grade who completes the program with a grade of “C” or better, will be promoted to 9th grade for the fall.

2. **Transfer of Credit from the Adult High School**

   After the student has completed the third year of the high school and with principal verification, credit may transfer from the North Florida Community College back to Jefferson County School District at the contact hour value of one-half (½) credit per 90 contact hours.

3. **Community Service**

   The purpose of community service is to encourage students to develop a sense of responsibility for others within their community. It helps students foster an understanding of the value of volunteerism and the rewards of helping others. One of
the requirements to receive a Bright Future Scholarship is the successful completion of community service for all three Bright Futures award levels. Bright Futures Florida Academic Scholars (FAS), Florida Medallion Scholars (FMS), and Florida Gold Seal Vocational Scholars (GSV) during the 2011-12 academic year, and thereafter, must complete the following hours: FAS – 100 hours, FMS – 75 hours and GSV – 30 hours. At the conclusion of 75 hours of community service students will receive one-half (1/2) credit. During seven semester grade calculation all seniors with a 4.0 and above will default to a pass. The guidelines for community service are as follows:

a. Only approved JCSD community service sites will be accepted.

b. The community service application should be approved by the agency site supervisor PRIOR to a student volunteering.

c. All hours must be completed by May 1st of the student's year of graduation.

d. The hours may be completed at up to four (4) approved agencies. A minimum of 25 hours must be served at each agency.

e. If a student wishes to complete community service at their own high school a maximum of 30 hours will be accepted. Note: Hours must be earned beyond the school day and the club/organization must be listed on the community service application.

f. Community service hours beyond the 100 will not be approved for additional credit. These hours may be used for college applications or resumes. For additional information on the Florida Bright Futures Scholarship go to http://www.floridastudentfinancialaid.org/ssfad/bf/

4. Grade/Credit Recovery

The following recovery programs have been put in place to assist students who have fallen behind their cohort due to previous retentions and/or loss of credit. The purpose of these opportunities is to give motivated students the opportunity to graduate with their cohort. The principal must approve enrollment in the programs listed below. Recovery programs are:

a. Competency Based Education (CBE)/Credit Recovery – Competency Based Education Programs have been developed and implemented as components of the dropout prevention efforts of Jefferson County. The focus of CBE is on the mastery of course content objectives. Specific course credit is awarded when students demonstrate competency of the intended learning outcomes and the performance standards for the course.

b. Credit by Exam – Students will be granted credit and will be exempted from enrolling in certain courses by achieving a passing score at the 85th national percentage on a Credit by Exam Program test. In addition, principals have the option of using semester exams for transfer students to prove mastery of standards to ensure proper student placement.

c. Dual Enrollment/CTE – North Florida Community College provides Career Technical unity Education Programs for interested students. Students successful in these programs earn both college and high school credits.
credit.

d. **Remote Centers** – CBE and Florida Virtual School (FLVS) are available to students that have been recommended by their principal to participate.

e. **Summer School** – Students who are behind in credits or have a “D” or “F” in an academic course are permitted to enroll in summer school.

f. **Transition Program** – Rising 9th graders who complete the Summer Transition Program with a “C” or better are awarded one high school credit.

I. **EARNING COLLEGE CREDIT IN HIGH SCHOOL**

Students may earn college credit in high school through any of the following programs for which they are eligible:

1. **Advanced Placement**
   Advanced Placement (AP) is the enrollment of an eligible secondary student in a course offered by the Advanced Placement Program administered by the College Board. Postsecondary credit for an AP course may be awarded to students who score a minimum of 3 on a 5-point scale on the corresponding AP exam.

2. **International Baccalaureate (IB)**
   Students enrolled in the International Baccalaureate (IB) program at Jefferson County Middle High School taking IB courses may be awarded postsecondary credit when scoring a minimum of 4 on a 7 point scale on the corresponding IB exam.

3. **Career Pathways**
   Career Pathways is a partnership between Jefferson County School District and North Florida Community College designed to provide at no cost to the student the opportunity to get a head start on preparing for college and a career. Students taking a specified sequence of high school Career and Technical Education courses earning a B or better are eligible to take a college level assessment test. If the student passes the assessment and enrolls in North Florida Community College within 24 months after graduating from high school, he/she will receive college credit for specified courses, which lead to the completion of an Associate in Science Degree or Technical Certificate.

4. **Florida Ready to Work**
   A Florida Ready to Work Credential shall be awarded to a student who successfully passes assessments in Reading for Information, Applied Mathematics, and locating information or any other assessments of comparable rigor. Each assessment shall be scored on a scale of 3 to 7. The level of the credential each student receives is based on the following:
   - a bronze-level credential requires a minimum score of 3 or above on each of the assessments
   - a silver-level credential requires a minimum score of 4 or above on each of the assessments
   - a gold-level credential requires a minimum score of 5 or above on each of the assessments

   Before the student graduates from high school the school shall assess the student’s preparation to enter the workforce and provide the student and the
student's parent with the results of the assessment.

5. Credit Acceleration Program (CAP)
   The purpose of the Credit Acceleration Program (CAP) is to allow a secondary
   student to earn high school credit in Algebra I, Algebra II, Geometry, United States
   History or if the student passes the statewide standardized assessment under s.
   1008.22. Notwithstanding s. 1003.436, F.S., definition of "credit," a school 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, as defined in s. 1008.22, (3)(c)(5), on the corresponding statewide,
   standardized assessment. The district shall permit a student who is not enrolled in
   the course, or who has not completed the course, to take the standardized
   assessment during the regular administration of the assessment.

6. Early College (Dual Enrollment)
   The dual enrollment program is defined as the enrollment of an eligible
   secondary student or home education student in a postsecondary course creditable
   toward high school completion and a career certificate or an associate or
   baccalaureate degree. Jefferson County School District and North Florida
   Community College operate under an interinstitutional articulation agreement of
   which a copy is available at each high school. College credit and vocational
   certificate courses may be offered to high school students pending the approval of
   the high school principal and the Vice President for Educational Programs at North
   Florida Community College. Students enrolled in an approved Early College course
   (Dual Enrollment) are exempt from the payment of registration, tuition, and
   laboratory fees for no more than nine credit hours per semester.

   a. Requirements for students to be admitted in the Early College (Dual
      Enrollment) Academic Program:

      (1) Students must have completed the 10th grade and be enrolled in at least
          five
          (5) High school credit courses during each term, excluding
              summer.
      (2) Students must have a cumulative unweighted high school grade point
          average of 3.0 or better and/or the approval of their high school principal.
      (3) Students must meet the same entrance requirements as students
          desiring to enroll in the same courses on the college campus and have
          the approval of the high school principal.
      (4) Early College (Dual Enrollment) course offerings are limited to
          approve courses at North Florida Community College. Students must
          receive prior approval from their principal to enroll. Courses not taken
          at NFCC are not eligible for Early College (Dual Enrollment) credit.
          This includes Talent Identification Programs, College Summer
          Programs, Summer Camps and courses at schools.
      (5) Students must have passed 10th grade FCAT Reading, Writing, and End-
          of-Course Exams.
      (6) College ready scores are recommended for all students by the end of
          11th grade. Scores are defined as follows:

| College Ready Scores |
b. Requirements for students to be admitted in the Early College (Dual Enrollment) Career Program:

(1) Students must have completed the 10th grade and be enrolled in at least five high school credit courses during each term, excluding summer.

(2) Students must have a cumulative unweighted high school grade point average of 2.5 or better to enroll in a postsecondary vocational course.

(3) Students must meet the same entrance requirements as students desiring to enroll in the same courses on the college campus, have earned a college-ready score as indicated above, and have the approval of the high school principal.

- College credit courses taken under this program must be applied toward a student’s high school diploma. It shall be the principal’s responsibility to ensure that high school credit shall be awarded.

- High school credit for Early College (Dual Enrollment) classes will be issued upon successful completion. Earned credit will be based on the Dual Enrollment Course High School Subject Area Equivalency List (found in the Counseling for Future Education Handbook at www.facts.org). No credit will be awarded for credit hours totaling less than three (3) when they are in excess of multiples of three (3).

Grades earned in Early College (Dual Enrollment) courses will carry the same grade weight as Advanced Placement and International Baccalaureate courses when grade point averages are calculated.

7. Early College Admission (Full Time College)

Students may enter college full time during their senior year if the following criteria are met:

a. The student must successfully complete the 11th grade with enough credits to be classified as a senior.

b. The student must have achieved at least a 3.0 cumulative unweighted grade point average during his/her sophomore and junior year. However, individual high schools may require a higher cumulative unweighted grade point average.

c. The student must have the approval of the high school principal.

d. Students must meet the same entrance requirements as students desiring to enroll in the same courses on the college campus, have earned a college-ready score as indicated above, and have the approval of the high school principal.
e. Students entering the Early College Admission Program may earn a high school diploma to be awarded with the student’s class at graduation or at a later time based on the following:
   - The student must demonstrate mastery of FCAT skills;
   - The student must earn sufficient college credit to fulfill the remaining high school graduation requirements. (based on three semester hours equaling one-half high school credit);
   - The student must maintain at least a 2.0 GPA in college courses.

J. ALTERNATIVE TO EARNING A HIGH SCHOOL DIPLOMA
Although Jefferson County School District does not recommend student withdrawal from the public school system, there is an alternative for that student who is sixteen or older who does not wish to pursue an education in a traditional public high school setting. Students may attend the North Florida Community College. Additional information can be obtained from the school's guidance office and from the registrar at NFCC. Students enrolled in North Florida Community College have the option of pursuing a standard diploma or GED.

K. ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)
A student, who is of limited English proficiency, as determined by established criteria, will receive instruction as described in the English for Speakers of Other Languages Procedural Handbook.

L. TRANSCRIPT INTEGRITY-COURSE CHANGES (DROP/ADD) & WITHDRAWALS
Occasionally it will be necessary to reschedule a student from one course to another in the same discipline to ensure appropriate placement. This normally requires teacher recommendation and administrative concurrence. When one course is "dropped" and another is "added" in its place, the original course will not appear on the student's official transcript. The "Drop/Add" window is typically limited to the first five (5) days of each semester; however, at the principal's discretion or receipt of an official transcript, a course may be "dropped" with another in the same discipline "added" to the student's schedule beyond the prescribed "Drop/Add" window.

III. GRADING PROCEDURES

A. REPORTING STUDENT PROGRESS

All parents will be notified quarterly of their student’s achievement. The grading system is divided into four quarters of nine weeks each. A progress report will be available at the midpoint of each nine-week grading period. Upon completion of each grading period, a report card will be issued. The report card must clearly grade or mark:
   - The student’s academic performance in each class or course in Grades 9-12 (based upon examinations as well as written papers, class participation and other academic performance criteria);
   - The student’s conduct and behavior; and
   - The student’s attendance; and
   - The student’s cumulative grade point average.

Each student who does not meet specific levels of performance as determined by the district or who does not meet specific levels of performance, determined by
the state on statewide assessments at selected grade levels, will be scheduled in intensive intervention and provided with additional diagnostic assessments to determine the nature of the student’s difficulty and areas of academic need. Services may include, but are not limited to:

- Summer school;
- Special counseling;
- Tutorial assistance;
- School-sponsored help sessions;
- Study skills classes.

At the end of each semester, parents or guardians of each student in grades 9-12 who have attained a grade point average of less than 0.5 of a point above the cumulative grade point average required for graduation pursuant to F.S. 1003.43(5) will be notified that the student is at risk of not meeting graduation requirements.

B. SECONDARY GRADING -- HIGH SCHOOL

The following is the grading system for Jefferson County School District, grades 9-12:

The student’s nine-week grade will be calculated as follows: 80% will be determined at the professional discretion of the teacher and may include participation. The remaining 20% will be the student’s grade on the nine-week exam or equivalent. Each nine-week grade will be counted as 50% of the semester grade. The student’s final

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage Range</th>
<th>Quality Points</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>4</td>
<td>Outstanding Progress</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
<td>3</td>
<td>Above Average Progress</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
<td>2</td>
<td>Average Progress</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
<td>1</td>
<td>Lowest Acceptable Progress</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
<td>0</td>
<td>Failure</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td></td>
<td>Incomplete and I becomes an F at the end of the next</td>
</tr>
<tr>
<td>P</td>
<td></td>
<td></td>
<td>Not factored into credits for quality points Passing</td>
</tr>
<tr>
<td>NG</td>
<td></td>
<td></td>
<td>No Grade</td>
</tr>
</tbody>
</table>

Grade in courses with state mandated End of Course assessments will be calculated as follows: 30% of the final grade will be determined by the average of the grade earned on the End of Course assessment.

Semester exams will not be given. The grading plan will be communicated to the student at the beginning of the course. A numerical grading system shall be used, the components of which are determined by the teacher.

For the purpose of class rank, graduating seniors’ grade point average will be calculated at the completion of the first semester of the senior year.

Pass/Fail Grading – The following courses are approved for a pass/fail grading option*:
- Community Service;
Leadership – Student Government courses;
Teacher Assistant/Dividends;
Peer Counseling/Mentoring.

Drivers Education will not be eligible for a pass/fail grading option effective 2013-14 and thereafter.

The decision to offer a pass/fail grading option for the approved courses is at the discretion of the school's principal. *Requests to approve additional courses for a pass/fail grading option must be approved by the Jefferson County School District.

Utilization of a pass/fail grading option must be designated in the high school's curriculum guide.

C. GRADE WEIGHTING

Grade weighting in Jefferson County School District is as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Quality Points for Advanced Placement, Dual Enrollment, and International Baccalaureate</th>
<th>Quality Points for Honors, Gifted, and Pre-International Baccalaureate *</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>5</td>
<td>4.5</td>
</tr>
<tr>
<td>B</td>
<td>4</td>
<td>3.5</td>
</tr>
<tr>
<td>C</td>
<td>3</td>
<td>2.5</td>
</tr>
</tbody>
</table>

*Allied Health Assistant III, Nursing Assistant III, and HOE Directed Study will receive honors weighting. A weighted grading system is used for the purpose of class ranking.

D. GRADE FORGIVENESS

Grade forgiveness policies for required and elective courses are limited to replacing a grade of "D" or "F" with a grade of "C" or higher that is subsequently earned in the same or comparable course with principal approval.

Middle school students who fail a core academic course that awards high school credit (for example Algebra I Honors, Geometry Honors, and Biology Honors) shall be promoted if they have a GPA of 2.0 or greater. Students who do not have a GPA greater than 2.0 shall be retained and will be eligible to attend summer school.

Middle school students who take any high school course for high school credit and earn a grade of "C", "D", or "F" or the equivalent of "C", "D", or "F", shall be allowed to retake the same or a comparable course and replace the grade with a grade of "C" or higher, or the equivalent of a grade of "C" or higher, earned in the course. In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student's grade point average. Any course not replaced according to this forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation.

E. GRADE FLAGGING

Students may drop ("flag") elective courses with the lowest grades from their GPA calculation after graduation if they satisfy the state and school graduation requirements.
F. HIGH SCHOOL COURSES
All high school courses except courses requiring state mandated End or Course assessments are designated semester courses. Students will be awarded credit in one-half (½) credit increments if the student successfully completes either the first or the second half of a full year course. Courses requiring state mandated End of Course assessments will be awarded one (1) credit based upon successful completion of the course at the end of the academic year. Grade averages will be based on student performance.

G. PUBLIC REPORTING (FL Statute 1002.20 and 1008.25)
Each District School Board must annually publish in the local newspaper, and report in writing to the State Board of Education by September 1 of each year, the following information on the prior school year:

1. 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.

2. By grade the number and percentage of all students retained in grades 3 through 10 performing at Levels 1 and 2 on the reading portion of the FCAT.

3. By grade, the number and percentage of all students retained in grade 3 through 10.

4. Information on the total number of students who were promoted for good cause, by each category of good cause.

5. Any revisions to the district School Board’s policy on student retention and promotion from the prior year.

H. FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM
The Florida Bright Futures Scholarship Program FS 1009.531 provides for tuition and fee reimbursement for undergraduate studies at a public or private university, community college, or Career and Technical school. The three scholarship awards within the Bright Futures Scholarship Program are the Bright Futures Florida Academic Scholars Award, Florida Medallion Scholars Award, and Florida Gold Seal Vocational Scholars Award. Each has specific criteria that must be met. Refer to the Florida Department of Education website for the most current criteria. The student report card contains a disclosure that the grade point average calculated for purposes of the Florida Bright Futures Program may differ from the grade point average on the report card. For additional information on the Bright Futures Scholarship go to – http://www.floridastudentfinancialaid.org/ssfad/bf/

IV. EXCEPTIONS
Individual student exceptions (under highly unusual circumstances) can be made to the Secondary Education Plan. These exceptions will be made only with the approval of the principal and the Jefferson of Academic and Student Services.

VIRTUAL SCHOOL OPTIONS

I. FULL TIME JEFFERSON COUNTY VIRTUAL SCHOOL STUDENTS
Students at any grade level K – 12 can attend full time virtual school with Jefferson County School District Virtual School. These students school at home but are public school students that follow the same academic progression plan as their brick and mortar counterparts, including testing and other graduation requirements. Students completing their 12th grade year with Jefferson County Virtual School and meet all graduation requirements receive a Jefferson County School District Virtual School diploma.

Students can enter Jefferson County Virtual School at any grade level from home, private or public schools.

Full time elementary students require the role of a parent, guardian, or other approved adult as a learning coach.

For full time JCVS students requiring an IEP or 504 plan, an IEP meeting will be arranged with the district school, ESE, and virtual school staff members to ensure services can be delivered appropriately to the student.

Virtual school students are expected to maintain pace and performance requirements as well as academic integrity. Failure to do so may result in return to brick and mortar school, truancy, suspension or expulsion.

II. BLENDED (CONCURRENTLY ENROLLED) VIRTUAL SCHOOL STUDENTS

Students in grades K – 12 can blend traditional brick and mortar and virtual courses with Jefferson County Virtual School. The total enrollments between brick and mortar and virtual schools should equal a full day.

Students blending virtual and traditional courses can remain enrolled with the district school and concurrently enroll with JCVS for their virtual courses, or enroll with JCVS and concurrently enroll with the district school for traditional courses.

Elementary students taking virtual courses will require the role of a parent, guardian, or other approved adult as a learning coach.

For students requiring an IEP or 504 plan, an IEP meeting will be arranged with the district school, ESS, and virtual school staff members to ensure services can be delivered appropriately to the student.

Prior to approval to blend, parents must contact school administration and/or guidance at the school of their enrollment to discuss options, schedules and location where virtual courses will be taken (home or school). Schools are making every effort to expand available space and technology; however, students taking virtual school courses on campus may face space, class size, supervision, or other limitations.

Students attending magnet programs may face limitations in blending virtual and traditional courses due to magnet program course requirements.

Brick and mortar students that are taking virtual courses are expected to maintain pace and performance requirements as well as academic integrity. Failure to do so may result in return to a traditional class, truancy, suspension or expulsion.

III. HOME EDUCATION AND JEFFERSON COUNTY VIRTUAL SCHOOL

At any grade level, home school students can elect to enter full time public virtual school
with Jefferson County Virtual School and work toward a diploma.

Home school students in grades K-12 that wish to remain home schooled may take JCVS on a part time or full time basis.
EXCEPTIONAL STUDENT EDUCATION
( GRADES K-12 )

I. ADMISSION AND PLACEMENT OF STUDENTS
The admission and placement procedures for the enrollment of students into Exceptional Student Education (ESE) are written in the Exceptional Student Education Policies and Procedures for the Provision of Specially Designed Instruction and Related Services (SP&P).

II. CURRICULUM AND INSTRUCTION

A. FLORIDA STANDARDS/NEXT GENERATION SUNSHINE STATE STANDARDS FOR REGULAR EDUCATION

1. Most exceptional education students can achieve the e Standards/Next Generation Sunshine State Standards. Effective accommodations must be in place to support the engagement of students with disabilities in the general curriculum.

2. Accommodations are changes made in how a student accesses information and demonstrates performance. Accommodations may change how students are instructed and how they are assessed. The use of an accommodation does not change the standards, the instructional level, or the content; instead it provides the student with equal access and equal opportunity to demonstrate his/her skills and knowledge. Exceptional education students who are using Florida State Standards/Next Generation Sunshine State Standards for regular diploma should refer to the regular education Section II under Elementary, Middle or High School.

3. For exceptional education students, other than gifted, who are working towards Florida Standards/Next Generation Sunshine State Standards or Standard Diploma, the student’s IEP (Individual Education Plan) will specify the student’s present levels of performance, special education services, related services, and appropriate accommodations.

B. FLORIDA STANDARDS/NEXT GENERATION SUNSHINE STATE STANDARDS ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

The Florida Standards/Next Generation Sunshine State Standards Access Points will be incorporated into ESE curriculum and instruction in elementary, middle, and high school for students whose IEP indicates that they are eligible for Alternate Assessment instead of FCAT. J.C.S.D adopted curriculum programs include state/district approved materials and/or textbooks that are commensurate with academic level of functioning.

Access Points
The Florida Standards/Next Generation Sunshine State Standards are the foundation of curriculum, instruction, and assessment for all Florida students. The intent of the access points is to provide access to the general curriculum for students whose Individual Education Plan indicates that they are eligible for Florida Alternate Assessment instead of FCAT. All Florida students participate in the state’s assessment and accountability system. The Florida Alternate Assessment is designed for students whose participation in the general statewide assessment (FCAT, FCAT 2.0, and EOC) is not
appropriate even with accommodations. The Florida Alternative Assessment measures student academic performance on the Next Generation Sunshine State Standards Access Points (NGSSS-AP) in Language Arts, Mathematics, and Science at three levels of complexity; participatory, supported, and independent. Access Points are academic expectations written specifically for students with significant cognitive disabilities. As part of the Next Generation Sunshine State Standards, access points reflect the essence or core intent of the standards that apply to all students with the most significant cognitive disabilities who are eligible under IDEA will participate in the Florida Alternate Assessment.

- It will be the responsibility of the classroom teacher to assess, instruct, and monitor progress of student proficiency on all the Florida Standards/Next Generation Sunshine State Standards Access Points using the same progress monitoring testing schedule as District-Wide regular assessments for achievement.
- Each teacher shall develop daily lesson plans for all subjects taught to be checked regularly by the principal or designee. Reading ability shall be regularly assessed as described in the K-12 Comprehensive Reading Plan and analyzed at a particular level. Writing Instruction will follow the K-12 District Comprehensive Writing Plan with appropriate modifications. Mathematics will follow K-12 Mathematics Instructional Plan with appropriate accommodations and/or modifications at independent, supported or participatory levels. Science instruction will follow K-12 District Science Instructional Plan with appropriate modifications at independent, supported or participatory levels. Instruction will also include social studies, physical education, and career education at appropriate levels of instruction with modifications. Modifications are changes in what a student is expected to learn; may include changes to content, requirements, and expected level of mastery.
- The Participatory level of complexity focuses on skills at a beginning academic awareness level, such as recognizing parts of a whole or recognizing a letter or number.
- The Supported level of complexity focuses on skills that require identifying, recalling, or performing basic academic skills, such as reading words or solving simple math problems.
- The Independent level of complexity focuses on skills that require organizing, comparing, and analyzing, such as identifying the main idea of a story or solving more complex math problems.

Students working in a modified curriculum utilizing the Next Generation Sunshine State Standards Access Points for students with Significant Cognitive Disabilities will be working toward a Special Diploma or Special Certificate of Completion.

III. REPORTING STUDENT PROGRESS

The evaluation of student progress must be based on classwork, observations, tests, district and state assessments and other relevant information. All parents will be notified regularly of their child’s achievement during the school year utilizing JCSD Report Cards and Progress Reports. The frequency of reporting will be the same as that of non-disabled peers enrolled in the same school. Nothing on the report card, progress report, or grade transcript may
identify the student as a student with a disability. Progress toward IEP annual goals will be reported to the parent with the report card utilizing JCSD Form 1257 Individual Education Plan– Report Card. Progress toward Educational Plan (EP) goals for elementary students who are gifted will be reported to parents twice a year utilizing JCSD Form 1317 Gifted Educational Plan Evaluation – Elementary K-5. Progress towards EP goals for students who are gifted at the secondary level will be reported at the time of regular progress reporting. Progress towards Service Plan goals will be reported at the report card period of the public school, utilizing JCPS Form 1484.

IV. STATEWIDE ASSESSMENT FOR STUDENTS WITH DISABILITIES– RULE 6A-1.0943

It is expected that all students participate in state and district assessments. Students with disabilities must be afforded the appropriate accommodations for FCAT assessment and/or End-of-Course Exams (EOC) as indicated on the IEP. The IEP team decides which, if any, testing accommodations the student will receive. The team should only consider accommodations that the student receives for classroom instruction and testing and determine whether the student also needs those accommodations for district assessments, the FCAT and EOC. A student’s disability, however, may be such that alternate assessment measures would be more meaningful and appropriate than participating, with accommodations in FCAT/EOC. The decision to include or exclude a student with disabilities in FCAT/EOC will be made by the Individual Education Plan (IEP) team based on specific guidelines.

A. EXCLUSION GUIDELINES

The decision that a student with a significant cognitive disability will participate in the statewide alternate assessment is made by the IEP team and recorded on the Individual Education Plan (IEP).

1. To determine whether a student should be excluded from FSA, FCAT/EOC and participate in the statewide alternate assessment, the IEP team must consider the following questions:
   All must be answered in the affirmative:
   
   • 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 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? JCSD Form #1408 must be completed in grades 3-11 to document this requirement.

2. Students who are excluded from the state required assessments (FCAT and/or End-of-Course Exam) using the criteria above will not be eligible for a standard high school diploma.

B. GUIDELINES FOR DETERMINING APPROPRIATE ACCOMMODATIONS

Determination of appropriate accommodations in assessment situations for students with disabilities shall be based on the individual needs of each student. Decisions on accommodations shall be made by the IEP team and must be documented on the IEP.
Accommodations for national assessments, such as but not exclusive to, SAT and ACT will require a separate parent initiated application process and are not solely determined by IEP documentation.

Statewide/District assessment accommodations must be the same or nearly the same as the student uses in classroom instruction and assessment activities. See allowable accommodations in the most recent Department of Education FCAT Administration Manual and/or Guidelines for End of Course Exam. For administration of CBT (Computer Based Testing) allowable accommodations must also be considered by the IEP team and indicated on IEP.

V. GRADE PLACEMENT OF EXCEPTIONAL EDUCATION STUDENTS

A. PROMOTION AND RETENTION OF ELEMENTARY AND SECONDARY EXCEPTIONAL STUDENTS IN NEXT GENERATION SUNSHINE STATE STANDARDS FOR STANDARD DIPLOMA

1. PROMOTION
   Exceptional education students working towards a standard diploma must participate and make progress on Florida Standards/Next Generation Sunshine State Standards in the general education curriculum. Promotion is based upon achievement of these regular education standards on grade level with accommodations, if indicated on the IEP. (Rule 6A-6.0312). Refer to Elementary and Secondary Education sections (grades K-5, 6-8, 9-12) for general education promotion requirements.

2. RETENTION
   Exceptional education students working towards a standard diploma will follow the same criteria as outlined in the Elementary, Middle, and High School Retention sections of the Student Progression Plan. In a grade other than third, in spite of curriculum accommodations, schedule changes, and revisions to IEP, the IEP team will make a recommendation to the Principal if retention may be appropriate. The final decision for grade placement is the responsibility of the Principal. At third grade a student receiving Level 1 on FCAT who has not been retained K-3 must be retained. However, the FCAT is not the sole determiner of promotion and additional evaluations, portfolio reviews, and assessments are available to the child and may assist the IEP team in determining when the child is demonstrating grade level reading proficiency and ready for grade promotion.

3. MIDYEAR PROMOTION OF RETAINED THIRD GRADERS
   An exceptional education third grade student who did not qualify for good cause exemption and was retained in third grade may be eligible for a midyear promotion based on Rule 6A.1.094222. See Elementary Mid-year Promotion of 3rd Graders section for requirements for midyear promotion. If a midyear promotion is granted, the IEP must be reviewed at the time of promotion and revised, if necessary.

B. MANDATORY GRADE THREE RETENTION TIER 2 & TIER 3 (SEE K-12 COMPREHENSIVE READING PLAN) REFER TO ELEMENTARY EDUCATION SECTION
C. EXEMPTION FROM MANDATORY GRADE THREE RETENTION (FL STATUTE 1008.25) REFER TO ELEMENTARY EDUCATION SECTION

1. Requests for good cause exemptions for students with disabilities from the mandatory retention requirements shall be made consistent with the following:
   a. Refer to Elementary Education Good Cause Exemption from Mandatory Retention in Grade 3.
2. Remediation:
   a. Remediation opportunities will be based on student progress, demonstrated need and IEP goals.
   b. The IEP team will review and/or revise the Individual Educational Plan, if needed, when student achievement on state/district assessment does not meet the level of proficiency required in any area.

D. GRADE PLACEMENT OF EXCEPTIONAL EDUCATION STUDENTS IN NEXT GENERATION SUNSHINE STATE STANDARDS – ACCESS POINTS for Students with Significant Cognitive Disabilities

1. The following criteria will be used when considering grade placement of a student in Next Generation Sunshine State Standards Access Points for Students with Significant Cognitive Disabilities:

   a. Mastery of IEP goals and objectives.
   b. Prior to grade 3, students exhibiting significant delays in mastery of Access Points should be considered for retention in the absence of Alternate Assessment data.
   c. The progress documented by Florida Alternate Assessment:
      Reading Functional Academics Standard 1 Grades 3-10
      Mathematics Functional Academics Standard 3 Grades 3-10
      Writing Functional Academics Standard 2 Grades 4, 8, 10
      Science Functional Academics Standard 4 Grades 5, 8, 11
   d. Student portfolio which is a systemic and organized collection of student work that shows progress and achievement in functional academics – reading, math, writing, and science should be maintained.

E. SUPPLEMENTAL INSTRUCTIONAL SUPPORT ACTIVITIES
For students who are working in the Florida Standards/Next Generation Sunshine State Standards tutorial instruction/Summer Learning Camp is available. Refer to Regular Education Sections for criteria.

F. SUMMER SCHOOL
Students with disabilities attend if they meet JCSD Summer Learning Camp or Summer School criteria.

G. EXTENDED SCHOOL YEAR (ESY)
A student with a disability receives extended school year (ESY) services if the student’s IEP team determines that the student needs specific services beyond the regular 180-day school year. ESY services are determined for each student by the IEP team based on emerging skills and/or regression as related to the IEP goals. The IEP team determines the initiation, duration, and frequency of ESY services. (Refer to most recent Extended School Year Procedural Handbook).

H. CAREER AND EDUCATION PLANNING
One course in career and education planning shall be completed in 6th, 7th, or 8th grade. The course may be taught by any member of the instructional staff. At a minimum, the course must be internet-based, easy to use, and customizable to each student and include research-based assessments to assist students in determining educational and career options and goals. In addition, the course must result in a completed personalized academic and career plan for the student; must emphasize technology or the application of technology in career fields; and beginning in the 2014-2015 academic year, must include information from the Department of Economic Opportunity’s economic security report as described in s.445.07. The required personalized academic and career plan must inform students of high school graduation requirements and diploma designation options, high school assessment and college entrance test requirements, Florida Bright Futures Scholarship Program requirements; state university and Florida College System institution admission requirements; available opportunities to earn college credit in high school, and courses that lead to industry certification.

Each school must inform parents about the course curriculum and activities. Each student shall complete a personal education plan that must be signed by the student and the student’s parent. The Department of Education shall develop course frameworks and professional development materials for the career and education planning course.

VI. GRADUATION OPTIONS FOR EXCEPTIONAL EDUCATION STUDENTS

A. STANDARD DIPLOMA, SCHOLARS DIPLOMA, MERIT DIPLOMA
Refer to Secondary Education High School (Grades 9-12 section) for requirements for graduation.

1. The Learning Strategies Curriculum, Strategic Instruction Model (SIM), is strongly recommended for students with Specific Learning Disabilities who are working toward a standard diploma. The use of ESE Course #7963080 may only be used if an ESE instructor has been formally trained to implement this specific curriculum. This is an elective course which may be taken consecutively for up to 4 years. (i.e., LS I, II, III, IV)

2. The Social and Personal Skills Course (ESE 7963070) will be credited as an elective for students with disabilities as determined by the IEP team.

3. Modifications to basic courses in high school shall not include modifications to the curriculum frameworks or student performance standards (Reference Rule 6A-6.0312,FAC). If the requirements for a course (regular academic course) have been modified in high school, the credit cannot be used to meet standard diploma requirements. In contrast, the requirements of applied technology course may be modified as long as the particular outcome and student performance standards which a student must master to earn credit are specified on the student's individual educational plan. (See also, Instruction and Course of Study Sections for the Regular Program, Elementary, Middle and High Schools.)

4. STATEWIDE ASSESSMENT WAIVER
Waiver of the FCAT and EOC Graduation Requirements for Students with Disabilities – Students with disabilities who are working toward a standard high school diploma are expected to participate in the FCAT and FCAT 2.0; however, legislation provides for a waiver of the FCAT and FCAT 2.0 as a requirement for
graduating with a standard high school diploma for students with disabilities whose abilities cannot be accurately measured by the statewide assessments after attempting each required assessment at least twice. The individual educational plan (IEP) team may request a waiver of the FCAT/FCAT 2.0 requirement for a standard high school diploma for those students with disabilities.

Students with disabilities enrolled in courses for which a statewide EOC assessment is required are expected to participate in the Florida EOC Assessments. Waivers are available for an EOC requirement for students who have IEPs. The IEP team must determine that an EOC assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations. The student may have the EOC assessment results waived for the purpose of determining the student's course grade and credit.

In order to be considered for the waiver from the FCAT and/or End-of-Course (EOC) assessment requirement, the student must meet all of the following criteria:

a. Be identified as a student with a disability, as defined in s. 1007.02(2), F.S.

b. Have an active individual educational plan (IEP)

c. Have taken the FCAT/EOC assessment with appropriate allowable accommodations at least twice

d. Have demonstrated as determined by the IEP team, achievement of the course standards.

The IEP team must meet to determine whether the EOC assessment requirement should be waived.

**B. CERTIFICATE OF COMPLETION**

Students who complete the required high school courses but fail to meet all of the graduation requirements for a diploma may receive a certificate of completion. A certificate of completion is not a diploma. It certifies that a student attended high school but did not meet all graduation requirements for a diploma.

1. A certificate of completion may be given to students with disabilities who have not satisfied all high school graduation requirements, (see Regular Education High School Section). Students with disabilities may continue to receive FAPE and pursue a standard or special diploma through the semester in which the student turns 22 years old.

**C. SPECIAL DIPLOMA OPTION I**

1. An exceptional education student, who passes standard diploma course with accommodations and/or modifications as documented on the IEP, can apply that course(s) to fulfill the requirements for a special diploma.

2. Students must meet Next Generation Sunshine State Standards Access Points for Students with Significant Disabilities at the appropriate level for the Special Diploma. (Exceptional Student Education Courses Grades 6-12 incorporate the Sunshine State Standards Access Points for Students with Significant
MINIMUM SUBJECT AREA REQUIREMENTS FOR SPECIAL DIPLOMA

Exception to requirements can only be modified with approval.

Requirements for students enrolled in 9th grade in 2010-11 or earlier:

<table>
<thead>
<tr>
<th>SUBJECT AREAS – Grade 9 - 12</th>
<th>CREDITS</th>
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</thead>
<tbody>
<tr>
<td>English/Reading</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics 9-12 or Life Skills Math</td>
<td>4</td>
</tr>
<tr>
<td>Science 9-12</td>
<td>3</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>.5</td>
</tr>
<tr>
<td>Career Preparation</td>
<td>1</td>
</tr>
<tr>
<td>Electives</td>
<td>8.5</td>
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<tr>
<td>TOTAL</td>
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</table>

Requirements for 9th grade students entering in 2011-12 and thereafter:

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<thead>
<tr>
<th>SUBJECT AREAS – Grade 9-12</th>
<th>CREDITS</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Reading</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
<td>Access Algebra 1A, Access Algebra 1B, Access Geometry, Access Liberal Arts Math</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
<td>Personal Fitness ½; PE elective ½ or Specially Designed per IEP</td>
</tr>
<tr>
<td>Career Preparation</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>26</td>
<td></td>
</tr>
</tbody>
</table>

- Access courses may be repeated once for credit.

Beginning Fall of 2011

<table>
<thead>
<tr>
<th>Grade</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access</td>
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<td>Access</td>
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</tr>
<tr>
<td>Algebra 1A</td>
<td>Access</td>
<td>Access</td>
<td>Access</td>
<td>Access</td>
</tr>
<tr>
<td>Earth/Space Science</td>
<td>Access</td>
<td>Access</td>
<td>Access</td>
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</tr>
<tr>
<td>Biology</td>
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</tr>
<tr>
<td>Geometry</td>
<td>Access</td>
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<td>Access</td>
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<tr>
<td>Liberal Arts Math</td>
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<td>Access</td>
<td>Access</td>
</tr>
</tbody>
</table>

- As Department of Education adds additional access courses, revisions will be made.

It is recommended that students with disabilities participate in the following
selectives designed to prepare them for careers and post-school adult living: The first course is Career Preparation, course number 7980110, which focuses on the acquisition of the necessary knowledge and skills. Career Experiences/Job Experience Training (JET), course number 7980120, is recommended for ages 16 and older and provides opportunities for the application of knowledge and skills in a non-paid school or community work experience setting with coaching and instructional assistance. For some students, JET may be a link to On-the-Job Training (OJT). However, some students may need continued support from an outside agency after they leave the school district. This level of support may range from supported employment and job coaching in the community to adult day training services (which focus on vocational and daily living skills).

Students who secure paid employment should be enrolled in Career Placement/OJT (paid competitive employment), course number 7980130, rather than JET. OJT provides the opportunity for students to earn high school credit for satisfactorily maintaining paid employment. Students should complete two full years on the high school campus prior to being recommended for JET or OJT. Students may earn multiple credits in JET and OJT.

For all Exceptionalities, .5 credit of physical education is required for special diploma students. Specially Designed PE (SDPE) satisfied this PE requirement for those special diploma students for which the IEP team has determined that SDPE is needed and documented on the IEP.

Students working toward a special diploma who enroll in regular education course(s) using modifications may receive credit in the corresponding subject area to count toward a special diploma. Modifications are changes in what a student is expected to learn; may include changes to content, requirements, and expected level of mastery.

D. SPECIAL DIPLOMA OPTION II
Option II is an individually designed option that documents mastery of employment and functional community skills.

Requirements:
- Minimum age – 16 years old,
- 3-6 earned High School credits,
- Graduation/work plan is developed for employment competencies,
- Documentation of mastery of 75% of employment competencies,
- Ninety consecutive days of successful employment at or above minimum wage with same employer averaging 25 hours per week,
- Be enrolled and receiving exceptional student education services,
- Transition IEP reflects the student is working towards an Option 2 diploma.

E. MOVING BETWEEN DIPLOMA OPTIONS
The diploma choice is reviewed annually at the IEP/transition meeting, and the IEP/transition team may change the diploma option, if appropriate. However, a change of diploma options late in a student's high school career may mean additional time in school to satisfy graduation requirements.

F. GRADUATION FROM HIGH SCHOOL AS RELATED TO FREE AND APPROPRIATE PUBLIC EDUCATION
All students with disabilities must be provided a free appropriate public education, at a minimum, until the student earns a regular diploma or until the completion of the semester in which the student turns 22 years old.

G. New Requirements for E.S.E. 2014-15
APPENDIX
Addendum

Interstate Compact on Educational Opportunity for Military Children s. 1000.36 F.S.

The purpose of the Interstate Compact on Educational Opportunity for Military Children is to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents.

This compact applies to the children of:
- 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 of 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.

The compact does not apply to the children of:
- Inactive members of the National Guard and military reserves;
- Members of the uniformed services now retired;
- Veterans of the uniformed services;
- 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.

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.

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.

Districts 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 or a series of immunizations required by the receiving school.

Students shall be allowed to continue their enrollment at grade level commensurate with their grade level, including kindergarten, from a local education agency in the sending state at the time of transition, regardless of age. If a student transfers before or during the school year, the receiving school shall initially honor placement in courses based on the student’s enrollment in the sending school if the courses are offered. Course placement includes, but is not limited to, Honors, International Baccalaureate, Advanced Placement, vocational, technical, and career pathways courses. The receiving school is not precluded from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the courses. The receiving school must initially honor placement of the student in educational programs such as Gifted and talented and English as a Second Language based on current
At the beginning of each school year, parents of students in or entering high school will be notified of the opportunity and benefits of Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Dual Enrollment, and Florida Virtual School courses.

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 for 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.

A special power of attorney relative to the guardianship of a child of a military family and executed under applicable law is sufficient for the purposes of enrolling the child in school and for all other actions requiring parental participation and consent. A local education agency is prohibited from charging local tuition to a transitioning military child placed in the care of a noncustodial parent or other person standing in loco parentis who lives in a school’s jurisdiction different from that of the custodial parent. A transitioning military child, placed in the care of a noncustodial parent or other person standing in loco parentis who lives in a school’s jurisdiction different from that of the custodial parent, may continue to attend the school in which he or she enrolled while residing with the custodial parent. State and local education agencies must facilitate the opportunity for transitioning military children’s inclusion in extracurricular activities, regardless of application deadline, to the extent they are otherwise qualified.

In order to facilitate the on-time graduation of children of military families, states and location education agencies shall incorporate the following procedures: shall waive specific courses required for graduation if similar coursework has been satisfactorily completed in another local education agency or shall provide reasonable justification for denial. If waiver is not granted to a student who would qualify to graduate from the sending school, the local education agency must provide an alternative means of acquiring required graduation coursework so that graduation may occur on time. States shall accept exit or end of course exams required for graduation from the sending state, national norm-referenced tests, or alternative testing, in lieu testing requirements for graduation in the receiving state. If these alternatives cannot be accommodated by the receiving state for a student transferring in his or her senior year, then the provisions of the following shall apply. If a military student transfers at the beginning of or during his or her senior year and is not eligible to graduate from the receiving local education agency after all alternatives have been considered, the sending and receiving local education agencies must ensure the receipt of a diploma from the sending local education agency, if the student meets the graduation requirements from the sending local education agency. If one of the states in question is not a member of this compact, the member state shall use its best efforts to facilitate the on-time graduation of the student. Special note: Florida is a member-state.

Reauthorized: HB 7003, 4/10/2013
6A-6.0312 Course Modifications for Exceptional Students

School boards shall modify basic courses, as necessary, to assure exceptional students the opportunity to meet the graduation requirements for a standard diploma. School boards shall modify vocational courses and programs of study, as necessary, to assure handicapped students the opportunity to meet graduation requirements for a standard or a special diploma.

(1) Modifications to basic courses shall not include modifications to the curriculum frameworks or student performance standards. When modifying vocational courses, the particular outcomes and student performance standards which a student must master to earn credit must be specified on the student's individual educational plan.

(2) Modifications to basic or vocational courses may include any of the following:
   (a) The instructional time may be increased or decreased.
   (b) Instructional methodology may be varied.
   (c) Special communications systems may be used by the teacher or the student.
   (d) Classroom and district test administration procedures and other evaluation procedures may be modified as specified in Rule 6A-1.0943, FAC., to accommodate the student's handicap.

(3) When modifying basic courses, the school board shall use one of the following strategies:
   (a) Assignment of the exceptional student to an exceptional education class for instruction in a basic course with the same student performance standards as those required of non-exceptional students in the district student progression plan, or
   (b) Assignment of the exceptional student to a basic education class for instruction which is modified to accommodate the student's exceptionality.

(4) The district shall determine which of these strategies to employ based on an assessment of the student's needs and shall reflect this decision in the student's individual educational plan.

(5) Exceptional students enrolled in basic courses utilizing the strategy described in Rule 6A-6.0312(3)(a), FAC., shall be counted at exceptional student special program cost factors only if the class is being taught in a special program for exceptional students, by a qualified teacher in accordance with Rule 6A-1.0503, FAC.

(6) The School Board's provisions for course modifications shall be incorporated in the district's student progression plan.
Resources on FCAT Accommodations for Students with Disabilities

Publications available from the Department of Education Clearinghouse:
http://www.fldoe.org/ese/fcatasd.asp

Brochures

- Descriptions of FCAT Accommodations (PDF, 901KB)
- FCAT Accommodations for Student with Disabilities – Information for Parents (PDF, 5MB)
- Information para los padres (PDF, 78KB)
- Planning FCAT Accommodations for Students with Disabilities – Information for parents and Teachers (PDF, 2MB)
- The Sunshine State Standards and Students with Disabilities – (Poster Side 1) (PDF, 3MB)
- The Sunshine State Standards and Students with Disabilities (Poster Side 2) (PDF, 3MB)

FCAT Accommodations Information

- Florida Comprehensive Assessment Test (FCAT) and Accommodations for Students with Disabilities (Word, 45KB)
- Test Accommodations for Student with Disabilities 2003 FCAT (PDF, 65KB)
- Test Accommodations for Students with Disabilities Available after 2003 FCAT (PDF, 14KB)
- Alternative Assessments and Proposed changes to Expand Graduation Options for Students with Disabilities (PDF, 22KB)
- Accommodations for Students with Disabilities Taking the Florida Comprehensive Assessment Test® (FCAT) (PDF, 398KB)

Resources on Florida Alternate Assessment Accommodations for Students with Disabilities

Publications available from the Department of Education Clearinghouse:
http://www.fldoe.org/asp/pdf/FlaAltAFAQ.pdf
Educational Equity

It is the policy of the School Board of Jefferson County, Florida, that no employee, student, or applicant shall – on the basis of race, color, national origin, sex (gender), marital status, age, religion, disability (Section 504/ADA) or any other basis prohibited by law – be excluded from participating in, be denied the benefits of, or be subjected to discrimination and harassment under any educational programs, activities or in any employment conditions, policies, or practices conducted by the district.