

# **STUDENT PROGRESSION PLAN**

**2011-2012**



## **The School Board of DeSoto County**

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## **INTRODUCTION**

Every student in the DeSoto County public school system is expected to make satisfactory progress and achieve a level of academic proficiency and social and emotional development which will enable him or her to benefit from instruction at the next grade level. The DeSoto County Student Progression Plan implements school board policy and establishes procedures to be followed. It provides each student enrolled in the DeSoto County public schools with the maximum opportunity to succeed in school.

The grade placement of each student is made to serve the best interests of the student. Promotion, remediation, retention, or specific assignment procedures contained in this plan are designed for this purpose and are in accordance with Florida Statutes.

## **K-12 GENERAL INFORMATION**

### **ATTENDANCE (S. 1003.33)**

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

All children who have attained the age of six years or who will have attained the age of six by February 1 of the school year and have not attained the age of 16 years are required to attend school regularly during the entire school year. (S. 1003.21)

A student who attains the age of 16 years during the school year is not subject to compulsory school attendance beyond the date upon which he or she attains that age if the student files a formal declaration of intent to terminate school enrollment with the district school board. Public school students who have attained the age of 16 years and who have not graduated are subject to compulsory school attendance until the formal declaration of intent is filed with the district school board.

The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and must be signed by the student and the student's parent. The school district must notify the student's parent of receipt of the student's declaration of intent to terminate school enrollment. The student's guidance counselor or other school personnel must conduct an exit interview with the student to determine the reasons for the student's decision to terminate school enrollment and actions that could be taken to keep the student in school. The student must be informed of opportunities to continue his or her education in a different environment, including, but not limited to, adult education and GED test preparation. Additionally, the student must complete a survey in a format prescribed by the Department of Education to provide data on student reasons for terminating enrollment and actions taken by schools to keep students enrolled.

### **COMMUNICATION AND PROGRESSION (S.1003.33)**

The School Board shall annually report the progress of students toward achieving state and district expectations for proficiency in reading, writing, science, and mathematics and on the results of each statewide assessment test. The evaluation of each student's progress will be based upon the student's classroom work, observations, tests, and district and state assessment. Progress reporting will be provided to the parent in writing in a format adopted by the School Board.

Report Cards will include the following:

1. The student's academic performance in each class or course in grades 1 through 12 based on examinations as well as written papers, class participation, and other academic performance criteria.
2. The student's conduct and behavior.
3. The student's attendance, including absences and tardiness.
4. The final report card for a school year shall contain a statement indicating end-of-the-year status or performance or nonperformance at grade level, acceptable or unacceptable behavior and attendance, and promotion or non-promotion.

The School Board will 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:

- The provisions of (S. 1008.25) relating to public school student progression and School Board Policies and Procedures on student retention and promotion.
- By grade, the number and percentage of all students in grades 3 through 10 performing at Levels 1 and 2 on the reading portion of the FCAT.
- By grade, the number and percentage of all students retained in grades 3 through 10.
- Information on the total number of students who were promoted for good cause, by each category of good cause as specified in Florida Statute.
- Any revisions to School Board Policy on student retention and promotion from the prior year.

## **ASSESSMENTS**

Each student must participate in the State Assessment Testing Program (*FS 108.25(4)*) as outlined:

- Kindergarten students will be screened using the Florida Kindergarten Readiness Screener (FLKRS) within the state designated timeline.
- Florida Comprehensive Achievement Test (FCAT) - State developed and administered at grades 3 - 10 in reading and at grades 3-8 in mathematics.
- Florida Writes - State developed and administered at grades 4, 8, and 10 to demonstrate student writing proficiency.
- End of course exams – Students earning credit in specific high school courses are required to participate in EOC assessments. Florida requirements must be met for the earning of credit.
- Comprehensive English Language Learning Assessment (CELLA) to measure the growth of students classified as English Language Learners (ELLs) in mastering skills in English they will need to succeed in school. The CELLA measures four areas: Listening, Speaking, Reading, and Writing .
- Common Placement Test (CPT)/PERT - Administered by the state community college. The CPT, PERT, or similar test must be made available to all 10th grade students during the second semester. PERT (Postsecondary Education Readiness Test) will replace CPT.

The Commissioner of Education has determined specific levels of performance in reading, writing, science, and mathematics for each grade level, including the levels of performance on statewide assessments. Each student who does not meet district specific levels of performance for student progression 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, approved by the district, to determine the nature of the student's areas of academic need. A student must receive remediation, or be retained within an intensive program that is different from the previous year's program and that takes into account the student's learning style if they are unable to meet these expectations.

### **EDUCATIONAL OPPORTUNITIES FOR DEPENDENT CHILDREN OF ACTIVE MILITARY PERSONNEL (S. 1003.05)**

It is the policy of the district to provide educational opportunities for dependent children whose parent(s) was a resident of the district at the time such parent entered a branch of the United States Armed Forces. In accordance with state law and rule, the district will expedite the placement of such students including any special services to which they may be entitled. Dependent children of active-duty military personnel, (including severely injured, deceased, or medically discharged) who otherwise meet the eligibility criteria for special academic programs, including charter schools, magnet schools, advanced studies programs, advanced placement, dual enrollment, and International Baccalaureate, will be given first preference for admission to such programs.

Simultaneous with the enrollment and conditional placement of the student, the school shall request the student's official education record from the school in the sending state. Parents shall have 30 days from the date of enrollment for students to obtain any immunization required.

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. A student who has satisfactorily completed the prerequisite grade level in the local education agency in the sending state is eligible for enrollment in the next highest grade level, regardless of age. A student transferring after the start of the school year shall enter the school on their validated level from an accredited school in the sending state. If a student transfers before or during the school year, the school shall initially honor placement of the student in educational courses based on the student's enrollment in the sending state school or educational assessments conducted at the school in the sending state

In order to facilitate the on-time graduation of children of military families, states and local education agencies shall incorporate the following procedures:

A. Local education agency administration officials 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 a 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.

B. 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 Article VII, Section C shall apply.

C. 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 alternative 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.

### **EDUCATIONAL OPPORTUNITIES FOR HOMELESS CHILDREN (S. 1003.01, 1003.22)**

Homeless children must have access to a free public education and must be admitted to school in the school district in which they or their families live. The DeSoto County School District shall assist homeless children to meet the requirements of statute as well as local requirements for documentation.

### **ENGLISH LANGUAGE LEARNERS**

All students will have equal access to the appropriate instructional and intervention programs. Students will not be restricted because of limited English proficiency. Students classified as English Language Learners are required to have an individual ELL student plan which must include results of academic assessment and must also outline the instructional services to be provided. The ELL student plan may serve as the Progress Monitoring Plan if it addresses the student's academic needs in reading, writing, science, and mathematics.

### **ENTRY**

#### **Kindergarten Admission**

Children who will have attained the age of 5 years on or before September 1 of the school year are eligible for admission to public kindergarten during that school year. (*FS 1003.21*). Any student who transfers from an out-of-state school and who meets the admission age requirement for that state, but who does not meet regular age requirements for admission to Florida public schools may be admitted if the transfer of the student's academic credit is acceptable under the rules of the school board. Prior to admission, the parent or guardian must also provide the data required in the State Board of Education Rule 6-A-6.024

A student entering DeSoto County Public Schools from a non-public or out-of-state school must provide the following information:

- 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, if appropriate (SBER-6A-1.0985(3) (a).
- An official letter or transcript from proper school authority which shows record of attendance, academic information, and grade placement of student, if appropriate (SBER 6A-1.0985 (3) (b));
- Evidence of date of birth (S. 1003.21);
- Evidence of immunization against communicable disease (1003.22, Florida Statutes);
- Evidence of a medical examination (S. 1003.22)

Any student entering the public school system from outside the United States and home schooling will be placed by a combination of criteria. Details can be found in the level-specific sections of this plan.

### **First Grade Admission**

Any child who has attained the age of six years on or before September 1 of the school year and who has been enrolled in a public school, or who has attained the age of six years on or before September 1 and has satisfactorily completed the requirements for kindergarten in a private school from which the district school board accepts transfer of academic credit, or who otherwise meets the criteria for admission or transfer in a manner similar or applicable to other grades, shall progress according to the district student progression plan.

### **EXCEPTIONAL STUDENT EDUCATION**

Students who are suspected of needing the specialized instruction services offered by the Exceptional Student Education Program will follow the approved procedures as outlined in the Response to Intervention Procedures and Florida Administrative Rules for referral, evaluation, staffing and placement policies of the District and has been approved by the Department of Education as the operating manual for the district. Every attempt will be made to ensure the student referred for Exceptional Student Education placement has had adequate opportunity to succeed in regular education. For students with academic learning problems, the general education interventions must include the use of a progress monitoring plan and the provision of remedial instruction for a reasonable period of time. Each student identified as exceptional under a disability category is required to have an Individual Education Plan (IEP), which must include results of academic assessment and must also outline the instructional services to be provided. With the exception of students identified as speech impaired only, the IEP will serve as the progress monitoring plan and address the student's academic and other identified needs. Each student identified as exceptional under the Gifted Category, is required to have an educational plan (EP) which must outline instructional services, goals and benchmarks. Progress monitoring is documented in the same manner as students in general education. See the Exceptional Student Education section of this Student Progression Plan for additional information.

### **GRADE PLACEMENT FOR FOREIGN STUDENTS**

Each foreign student with educational documentation will receive a recommended grade placement after an evaluation of the student's educational records has been made. A certified translation to English of the educational documentation will be requested of the family. Adjustments to these recommended placements may be made by the school principal in accordance with relevant State Board of Education rules. A combination of age appropriateness, previous school experience, and academic proficiency (if available) will be taken into consideration when placing students. Students who do not meet regular age requirements for entering kindergarten in Florida but who attended kindergarten in their native country must have an official letter or transcript from proper school authority which

shows record of attendance, academic information, and grade placement of the student before being admitted to kindergarten. (SBER 6A 1.0985)

A foreign student without educational documentation shall be initially assigned to an elementary, middle, or senior high school based on the following criteria:

- The age of the student as of September 1 of the school year shall be the official age used to determine the appropriate school level for placement.
- Students will be assigned to schools according to chronological age as follows:
  - 5-10 years elementary school
  - 11 years elementary or middle school depending on the grade configuration of the school the student is attending
  - 12-13 years middle school
  - 14 years middle or senior high depending on the grade configuration of the school the student is attending
  - 15 or older senior high school
- A notarized statement indicating completion of a particular grade level from the student's parents(s), guardian(s), a school official from the student's native country or from the student, if an adult, may be submitted to the principal of the receiving school.

Special care should be exercised to ensure that a student's limited English proficiency is not a factor to be considered in determining grade placement.

Ultimately, grade placement is the responsibility of the principal in cooperation with the professional staff of the school.

### **NOTIFICATIONS TO PARENTS/GUARDIANS**

Families of students with identified reading deficiencies will be immediately notified of this reading problem.

Parent/guardian will be supplied with the following as applicable:

- An annual report that indicates student progress toward achieving district expectations for proficiency in reading, writing, science, and mathematics
- Notification at any time during the grading period when there is a significant change in the student's achievement, effort and/or conduct
- Notification that English Language Learner (ELL) students who have been receiving services in the ESOL program for less than one year and who have been recommended for exemption by the LEP committee may be exempted from standardized achievement and assessment tests
- Notification when English Language Learner (ELL) students are recommended for testing in a separate room with the English for Speakers of Other Languages (ESOL) teacher acting as test administrator.
- Notification that students with disabilities will receive a statement of the student's progress toward their (IEP) annual goals and the extent to which that progress is sufficient to enable the student to achieve goals by the end of the school year. The number of notifications per year is identified in the student's IEP. Parents of

students with disabilities will be informed of progress at least as often as parents are informed of their non-disabled student's progress.

Student performance and progress shall be reported to parents through periodic progress reports and report cards. Parents are encouraged to arrange conferences with teachers and other school personnel.

Parents will be notified of retention decisions a minimum of three weeks before the end of the school year or as soon as FCAT scores are available, if applicable.

### **PLACEMENT OF STUDENTS**

The principal or designee is responsible for the initial placement of all students new to the school in accordance with district criteria.

### **PROGRESSION OF STUDENTS**

Student progression from one grade level to another is based on satisfactory achievement of the grade level Next Generation Standards, district wide assessments progress tests, classroom work, observations, tests, and other relevant achievement data. Student promotion is also based upon an evaluation of the student's acceptable progress toward grade level Standards and levels of performance on statewide assessments in reading, writing, science, and mathematics.

The Commissioner of Education has determined specific levels of performance in reading, writing, science, and mathematics for each grade level, including the levels of performance on statewide assessments. In accordance with *F.S. 1008.25(2)*, district levels of performance for student progression in reading, writing, science and mathematics for each grade level, include the state levels of performance on statewide assessments (Florida Comprehensive Assessment Test (FCAT) as defined by the Commissioner of Education. The Commissioner of Education has determined the following levels of performance for student progression:

- Students who score at achievement Level 1 on FCAT Sunshine State Standards tests in reading and mathematics in grades 3-10 will be required to receive remediation through a progress monitoring plan or be retained, as determined by the district student progression plan. The district may determine that students performing at a higher level, (e.g. Level 2), should receive remediation through a progress monitoring plan. Retention decisions should be based on more than a single test score.

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

student is enrolled must develop, in consultation with the student's parent or legal guardian, and 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. Upon subsequent evaluation, if the documented deficiency has not been corrected in accordance with the district progression plan, the student may be retained.

State assessment (FCAT) scores are not the sole determiners of student promotion and serve to offer valuable information about student performance. Additional criteria (other evaluation, portfolio reviews, and assessment data) as described in each section of this progression plan are used to determine a student's promotion from one grade to the next.

No student at any grade level may be assigned to a grade level based solely on age or other factors that would constitute social promotion. An appropriate alternative placement will be provided for a student who has been retained. The nature of the alternative placement will be determined by the District.

### **PROGRESS MONITORING PLAN (PMP)**

A Progress Monitoring Plan must be implemented for students who are not meeting proficiency levels in math, reading, writing, and science. The school in which the student is enrolled must develop and implement a progress monitoring plan (PMP) in consultation with the student's parent. A student who is not meeting 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) A federally required student plan such as an individual education plan;
- b) A school wide system of progress monitoring for all students;
- c) An individualized progress monitoring plan.

The plan must assist the student for 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) must include intensive remedial instruction in the areas of weakness. Strategies may include but are not limited to summer school, dropout prevention services, tutorial programs, modified curriculum, after school instruction, class size reduction, and intensive skills development programs.

The PMP should:

- Clearly identify the specific diagnosed academic needs to be remediated;
- Clearly identify the success-based intervention strategies;
- Clearly identify a variety of remedial instruction to be provided and;
- Clearly identify the monitoring and reevaluation activities to be employed.

Upon subsequent evaluation, if the documented deficiency has not been corrected in accordance with the, 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, writing, and mathematics must retake the state assessment test in the subject area of deficiency and must continue remedial instruction

until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance.

**RESOURCE ALLOCATION**

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 third grade
- Students who fail to meet performance levels required for promotion consistent with the district school board plan for student progression.

# **ELEMENTARY**

## A. REGULAR PROGRAM – GENERAL PROGRAM REQUIREMENTS

### 1. Student Performance

The DeSoto County Public School elementary curriculum includes the Sunshine State Standards/Next Generation Sunshine State Standards. *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 Comprehensive Assessment Test) as defined by the Commissioner of Education.

- For grades and subjects in which no current state assessments are administered, school districts will 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.
- **It will be the responsibility of the classroom teacher to instruct, screen, assess, and monitor the progress of student proficiency on all Sunshine State Standards/Next Generation Sunshine State Standards.**
- Each teacher shall develop daily lesson plans for all subjects taught. Plans should reflect the teaching of Next Generation Sunshine State Standards for the appropriate grade level, including English Language Learners' 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 consist of Next Generation Sunshine State Standards, K-12 District Reading Plan Assessment and Monitoring Timeline, supplemental materials, student work samples, observation of the student's performance, and student self-assessment.
- Each elementary school shall regularly assess the reading ability of each K-5 student. Reading assessment tools listed on the K-12 District Reading Plan Assessment and Monitoring Timeline 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 DeSoto County Public Schools' students.
- Kindergarten students will be screened using the Florida Kindergarten Readiness Screener (FLKRS) within the state designated timeline.
- 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. In addition the parent shall also be consulted in the development of a detailed Progress Monitoring Plan (PMP) and shall be informed that the student will be given intensive reading instruction until the deficiency is remedied.
- **Progress Monitoring Plan must be written immediately for students below grade level.** English Language Learners, two years or less in the program, cannot have a Progress Monitoring Plan. Parents may not refuse remedial services. A school

district has the authority and responsibility to design the student's course code of study. While *Florida Statute 1008.25* requires a school to develop a Progress Monitoring Plan in consultation with the parent, it does not require parental approval nor does it give the parent the right to veto a Progress Monitoring Plan. 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 Sunshine State Standards/Next Generation Sunshine State Standards. Reading instruction will follow the K-12 Comprehensive Reading Plan. Writing instruction will follow the K-12 District Writing Framework. Mathematics instruction will follow the District's Mathematics Framework. Science instruction will follow the K-12 District Science Framework. Social studies instruction will follow the Next Generation Sunshine State Standards benchmarks.

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 a 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. This requirement shall, however, be waived for a student who is enrolled or required to enroll in a remedial course to offer intensive instructional support; upon written request of the student's parent to participate in an optional course, if offered; or the student's parent certifies that the student is participating in physical activities outside the school day which are equal to or in excess of the required physical education instruction mandate. Parents shall be provided with the details of each school's physical education program, a statement of the benefits of physical education, and provided one-on-one counseling, as requested, concerning the benefits of physical education and waiver options.

DeSoto County Public Schools' primary focus is the teaching of reading/literature, language arts, mathematics, and science. Instruction will also include social studies, physical education, art, and music. Research based reading and math strategies will be used in all classrooms. Proficient readers will participate in the 90-minute reading block. The core reading program will be used to reinforce and enhance initial instruction. In addition to initial instruction, immediate intensive intervention (See K-12 Comprehensive Reading Plan Decision Tree which includes our Response to Intervention Model (RTI Model)) is also provided to students who continue to demonstrate any deficiency.

## **INTENSIVE READING INSTRUCTION**

Any student who exhibits a substantial deficiency in reading, based on locally determined or statewide assessment conducted in kindergarten or Grades 1 -5, must be given intensive reading instruction immediately following the identification of the reading deficiency. Immediate intensive intervention must be provided daily for all students who have been identified with a reading deficiency as establish in State Board Rule 6A-6.054, FAC.

The parent of any student who exhibits a substantial deficiency (one year or more below) in reading must be immediately notified in writing of the following:

- (1) that his or her child has been identified as having a substantial deficiency in reading;
- (2) the exact nature of the reading difficulty;
- (3) a description of the current services that are provided to the child;
- (4) a description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency; and
- (5) that the reading intervention will continue until the deficiency is corrected;
- (6) that if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempted from retention for good cause.

Students must have their reading proficiency reassessed by locally determined assessments or teacher observation at the beginning of the grade following the intensive instruction and address that intensive instruction will be continued until the reading deficiency is remedied. Progress monitoring will occur three times per year following the guidelines in State Board Rule 6A-6.054, FAC

### **3. School Schedules**

Flexibility in designing school schedules is permissible; however the schedule must include a minimum of 90 minutes of uninterrupted literacy instruction, and an additional 30 minutes of intervention instruction for students scoring at a strategic or intensive level District approved progress monitoring assessments. A minimum of 60 minutes of math instruction should be included in the school day. The schedule shall 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 should be at least five hours and fifty minutes. School schedules may reflect the integration of subjects, including 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.

### **REPORT CARDS (S. 1003.33)**

All schools will use a district-approved report card. A school may use supplementary reporting instruments, which may accompany the standard report card. Report cards will be issued to all students at regular intervals as approved by the superintendent. The parent/guardian will be supplied with an interim report at the mid-point of each grading period. At the end of the third grade summer reading camp, parents will receive a report regarding the student's placement for the following year.

## GRADING SCALE

The following grading system shall be used for grades 1-5 to indicate progress towards mastery of the Sunshine State Standards in language arts, reading, mathematics, science, and social studies.

Grading Scale – Grades 1-5

- 100-90 (A)=Outstanding
- 89-80 (B)=Above Average
- 79-70 (C)=Average
- 69-60 (D)=At Risk
- 0-59 (F)=Failing

Other classes will use S (satisfactory), N (needs improvement), and U (unsatisfactory).

The following grading system shall be used in kindergarten for language arts, reading, mathematics, science, and social studies.

GRADING SCALE-Kindergarten

- Mastery
- Progressing toward Mastery
- Area for Improvement
- Not Progressing

## ELEMENTARY GRADE PLACEMENT (K-5)

The primary responsibility for determining each student's performance and ability to function academically, socially, and emotionally in the next grade is that of the classroom teacher in conjunction with the principal. School personnel will use all available resources to achieve parental understanding and cooperation regarding a student's grade placement including the use of the school-based Student Study Team/Student Assistance Team.

### A. PROMOTION

Promotion is based on satisfactory achievement on the following: grade level Next Generation State Standards, district wide assessments progress tests, classroom work, observations, tests, and other relevant achievement data. Student promotion is also based upon an evaluation of the student's acceptable progress toward grade level Next Generation State Standards and levels of performance on statewide assessments in reading, writing, science, and mathematics. The classroom teacher has the primary responsibility for determining each student's level of performance and ability to function academically at the next grade level, subject to review by the principal.

No student may be assigned to a grade level based solely upon the student's age or other factors that constitute social promotion. Social promotion is defined as the promotion of a student based on factors other than the student achieving the district and state levels of performance for student progress. (Note: See Exceptional Student Education Section for ESE students.)

The Florida Virtual School offers online courses to all students in affiliated school districts throughout the State of Florida. Certain grade 4 and grade 5 students may enroll in FLVS middle school courses. s. 1001.42(21), F.S.

## **B. RETENTION**

After consultation with the school administration, a student will be recommended for retention by the school-based Student Study Team/Student Assistance Team or school designated team based on the criteria listed in Section II.B. A student who is retained must have a Progress Monitoring Plan. SST/SAT members will be defined by the administration, but must at a minimum include the teacher and parent. Retention decisions are based on more than a single test score. Additional evaluations, portfolio reviews, and assessments are available to assist parents and the school personnel in knowing when a child is reading at or above grade level and ready for grade promotion. If a student is retained, it must be within an intensive remediation program that is different from the previous year's program and takes into account the student's learning style.

## **C. MANDATORY GRADE THREE RETENTION (see K-12 Comprehensive Reading Plan)**

1. If a student's reading deficiency is not remediated by the end of grade three as demonstrated by scoring at Level 2 or higher on FCAT in reading grade three, the student must be retained. However, the FCAT is not the sole determiner of promotion and additional evaluations, portfolio reviews, and assessments are available to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion.
2. A grade three student with previously identified reading deficiencies cannot be promoted until grade three FCAT scores are received and considered.
3. If a third grade student enters the district after the FCAT is given, the district cannot promote the student until it has documented that the student is reading at a level comparable to FCAT Level 2.
4. A third grader who scores in Level 1 and does not meet "Good Cause" criteria and has not previously been provided remediation **must be retained** and the parent will be notified in writing.

## **D. EXEMPTIONS FROM MANDATORY GRADE THREE RETENTION (*FL Statute 1008.25*)**

The district School Board may only exempt students from mandatory retention for good cause as defined by *Florida Statute 1008.25*. Requests for **good cause** exemptions for students from the mandatory retention requirements shall be limited to the following:

- English Language Learners who have had less than 2 years of instruction in an English for Speakers of Other Languages program.
- students with disabilities whose 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 an alternative standardized reading assessment approved by the State Board of Education. SCDC

administers SAT 9. The student must score 51%ile or higher to demonstrate acceptable performance. SAT 9 may be administered after FCAT, before the end of the current school year, or before the end of the Summer Reading Institute. However, the SAT 9 can only be administered one time per school year.

- students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the Sunshine State Standards/Next Generation Sunshine State Standards in reading equal to at least a Level 2 performance on the FCAT. The state portfolio guidelines apply to all students including ESE and ESOL students.
- students with disabilities who participate in the FCAT and who have an individual IEP or a 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.
- students who have received intensive remediation in reading for two or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of two years.

Intensive reading instruction for students so promoted must include an altered instructional day based upon a Progress Monitoring Plan that includes specialized diagnostic information and specific reading strategies for each student. The district School Board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low performing readers.

To be accepted as meeting the **portfolio option (see Good Cause Portfolio Notebooks A & B)** for demonstrating mastery of the required reading skills, the student portfolio contents must:

1. be selected by the student's teacher.
2. be an accurate picture of the student's ability and only include student work that has been independently produced in class.
3. include evidence that the benchmarks assessed by the grade 3 reading FCAT have been met. This includes multiple-choice items and passages that are approximately 60% literary text and 40% information text and that are between 100-700 words with an average 350 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum that are aligned with the Sunshine State Standards/Next Generation Sunshine State Standards or teacher-prepared assessments that are aligned with the Sunshine State Standards/Next Generation Sunshine State Standards.
4. be an organized collection of evidence of the student's mastery of the Sunshine State Standards Benchmarks/Next Generation Sunshine State Standards Benchmarks for Language Arts that are assessed by the grade 3 reading FCAT. For each benchmark, there must be at least five examples of mastery of that benchmark as demonstrated by a grade of "C" or above.
5. be signed by the teacher and the principal as an accurate assessment of the required reading skills.

In any given school year, a student must have 5 examples of each benchmark successfully completed on the third grade level ("C" or above) plus evidence of mastery of third grade benchmarks for Language Arts and beginning mastery of the benchmarks for fourth grade, equal to the month of promotion in order to be mid-year promoted.

### **PROCESS FOR GOOD CAUSE EXEMPTIONS**

In addition to good cause documents, requests for good cause exemptions for students from mandatory retention must include the following:

- Documentation submitted from the student's teacher to the principal indicating that promotion of the student is appropriate and is based upon the student's academic record. Documentation shall consist of the existing Progress Monitoring Plan, Individual Education Plan, English Language Learner Plan, report card, standardized reading assessments score reports, and student portfolio, if applicable.
- The school principal will review the teacher recommendation and make the determination as to whether the student should be promoted or retained. If the school principal determines that the student should be promoted, the principal must submit the recommendation in writing to the district school superintendent who shall accept or reject the school principal's recommendation in writing.

### **STANDARDS FOR MID-YEAR PROMOTION OF RETAINED THIRD GRADERS (Florida Statute 1008.25)**

1. As required by *Rule 6A-1.094222*, the district has adopted a policy for the midyear promotion of a student retained in third grade due to a reading deficiency. Specifically, the legislation requires that beginning with the 2004-2005 school year, each school district shall implement a policy for the mid-year promotion of any student retained in third grade who can demonstrate that he or she is:

- a successful and independent reader;
- reading at or above grade level; and
- ready to be promoted to fourth grade.

The legislation further specifies tools that school districts may use in re-evaluating any retained student. These tools include subsequent assessments, alternative assessments, and portfolio reviews in accordance with the rules of the State Board of Education. The state portfolio guidelines apply to all students including ESE and ESOL students. The legislation requires that the State Board of Education adopt standards that provide a reasonable expectation that the progress of a student promoted mid-year is sufficient to master appropriate fourth grade level reading skills. Mid-year promotions of retained third grade students should occur during the first semester of the academic year.

2. To be eligible for mid-year promotion, a student must demonstrate that he or she:

- is a successful and independent reader as demonstrated by reading at or above grade level;
- has progressed sufficiently to master appropriate fourth grade reading skills; and
- has met any additional requirements, such as satisfactory achievement in other curriculum areas, as determined by the policies of the district School Board.

3. Standards that provide a reasonable expectation that the student has met the requirements must include the mastery of reading skills, consistent with the month of

promotion to fourth grade, as presented in the scope and sequence of the school district's core reading program. Evidence of demonstrated mastery is as follows:

- successful completion of portfolio elements that meet state criteria; or
- satisfactory performance on a locally-selected state approved standardized assessment.

4. The portfolio elements for **early mid year promotion** of retained third graders (**day after summer school through last day of October**) are as follows:

- be selected by the student's teachers;
- 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 reading FCAT have been met. This includes multiple choice items and passages that are approximately 60% literary text and 40% information text that are between 100-700 words with an average of 350 words. Such evidence could include chapter or unit tests from the district's school's adopted core reading curriculum that are aligned with the Sunshine State Standards/Next Generation Sunshine State Standards or teacher prepared assessments that are aligned with the Sunshine State Standards/Next Generation Sunshine State Standards.
- be an organized collection of evidence of the student's mastery of the Sunshine State Standards Benchmarks/Next Generation Sunshine State Standards Benchmarks for Language Arts that are assessed by the grade 3 Reading FCAT. For each benchmark, there must be at least **five examples** of mastery as demonstrated by a grade of "C" or above; and
- be signed by the teacher and the principal as an accurate assessment of the required skills.

5. The portfolio elements for **late mid year promotion** of retained third graders (**November 1st through the last day of the first semester**) 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 (as demonstrated by a Third Grade Good Cause Portfolio) assessed by the grade 3 Reading FCAT, as required by *Rule 6A 1.094221*, FAC. (the third grade portfolio);
- include evidence of beginning mastery of fourth grade benchmarks that are assessed by the grade 4 Reading FCAT. This includes multiple choice, short response, and extended response items and passages that are approximately 50% literary and 50% information text, and are between 100-900 words with an average of 375 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum or teacher-prepared assessments that are aligned with the Sunshine State Standards/Next Generation Sunshine State Standards. For each benchmark, there must be **two examples** of mastery as demonstrated by a grade of "C" or better; and
- e. be signed by the teacher and the principal as an accurate assessment of the required reading skills.

6. To promote a student mid-year using a locally-selected state approved 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, consistent with the month of promotion to fourth grade. For example, if a student is being considered for promotion to fourth grade during the third month of the academic year, it is expected that the student exhibits achievement at a 4.3 reading level and demonstrates reading skills equivalent to other fourth graders at that time in the year.
7. The Progress Monitoring Plan (PMP) for any retained third grade student who has been promoted mid-year to fourth grade must continue to be implemented for the entire academic year.
8. A student promoted after October will be reported as a third grader in October and a fourth grader in February.
9. Students promoted mid-year to fourth grade will be included in school grades and AYP based on their results on the fourth grade Florida Comprehensive Assessment Test (FCAT).

## **SUPPLEMENTAL AND INTENSIVE INSTRUCTIONAL SUPPORT OF RETAINED STUDENTS**

### **A. RETENTION INSTRUCTIONAL SUPPORT**

If, upon subsequent evaluation after remediation, the reading deficiency has not been remedied, the student may be retained. Furthermore, retained students who do not meet minimum state expectations on state assessments must continue to be provided remedial instruction until the expectations are met. If a student is retained, it must be within an intensive program that is different from the previous year's program and that takes into account the student's learning style. Remediation in the areas of reading/literature, language arts, mathematics, or science may require suspension of some portion(s) of the curriculum and an altered instructional day.

1. For a student who has been retained for two or more years, an appropriate alternative placement must be provided. Alternative placement should:
  - be based on the individual student's academic needs in the areas of reading, math, and science as demonstrated by the student's performance on the FCAT and in the classroom;
  - address the individual student's learning style;
  - provide immediate intensive intervention (iii);
  - provide more uninterrupted instructional time (more than regular program requirements);
  - provide for frequent monitoring of the student's progress;
  - provide READ Initiative (Reading Enhancement and Acceleration);
2. Each school district shall provide the following successful progression provisions for retained third grade students scoring Level 1 on the FCAT reading section:
  - intensive interventions (instruction is deeply concentrated on very specific skills and is systematic and explicit) in reading to improve the student's specific reading deficiency as identified by a valid and reliable diagnostic assessment. This intensive intervention must include effective instructional strategies, participation in the

school district's summer learning camp, and appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level, and ready for promotion to the next grade.

- review of student Progress Monitoring Plan (PMP), English Language Learners (ELLs) limited English proficiency plans (LEP) or individual educational plans (IEP) for all students who did not score above Level 1 on the reading portion of the FCAT and did not meet the criteria for one of the good cause exemptions. The review shall address additional supports and services needed to remediate the identified areas of reading deficiency. The school district shall require a student portfolio to be completed for each such student.
- intensive instructional services and support to remediate the identified areas of reading deficiency, including a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction and other strategies prescribed by the school district, which may include, but are not limited to:
  - (1) small group instruction,
  - (2) reduced teacher-student ratios,
  - (3) ongoing frequent progress monitoring,
  - (4) tutoring or mentoring,
  - (5) transition instructional setting (TIS) containing 3rd and 4th grade students,
  - (6) extended school day, week, or year,
  - (7) summer learning camps, and
  - (8) differentiated instruction.
- written notification to the parent of any Level 1 retained third grade student who has not met the proficiency level required for promotion and the reasons the child is not eligible for a good cause exemption. The notification must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency.
- mid-year promotion of any Level 1 retained third grade student who can demonstrate that he or she is a successful and independent reader, reading at or above grade level, and ready to be promoted to grade 4 may occur during the school year. Assessments, alternative assessments, and portfolio reviews may be used to demonstrate that the retained student is reading at or above grade level and may be promoted to grade 4. Students promoted during the school year, after November 1, must demonstrate proficiency above that required to score at Level 2 on the grade 3 FCAT (to be determined by the State Board of Education).
- a high-performing teacher as determined by student performance data and above-satisfactory performance appraisals.
- at least one of the following instructional options must be provided to parents of Level 1 retained third grade students:
  - (1) supplemental tutoring in scientifically research-based reading services in addition to the regular reading block, including tutoring before and/or after school.
  - (2) a "Read at Home" plan outlined in a parental contract, including participation in "Families Building Better Readers Workshops" and regular parent-guided home reading.

- (3) a mentor or tutor with specialized reading training.
- referral for evaluation within the year to determine his/her eligibility for special programs.

### **B. READ INITIATIVE (Reading Enhancement and Acceleration)**

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

1. be provided to all K-3 student at risk of retention as identified by assessments according to the K-12 District Wide Reading Assessment and Monitoring Timeline. Assessments must measure phonemic awareness, phonics, fluency, vocabulary, and comprehension.
2. be provided during regular school hours in addition to the regular reading instruction
3. provide a state-identified reading curriculum (Harcourt TROPHIES) that has been reviewed by the Florida Center for Reading Research and meets, at a minimum, the following specifications:
  - assists students assessed as exhibiting a reading deficiency in developing the ability to read at grade level.
  - provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension.
  - provided scientifically based and reliable assessment.
  - provides initial and ongoing analysis of each student's reading progress.
  - is implemented during regular school hours.
  - provides a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects.

### **C. IAC (Intensive Acceleration Class)**

An Intensive Acceleration Class may be provided for retained third grade students who subsequently scored Level 1 on the reading portion of the FCAT. The focus of the IAC must be to increase a child's reading level at least two grade levels in one school year. The IAC must:

1. be provided to any student in grade 3 who scores at Level 1 on the reading portion of the FCAT and who was retained in grade 3 the prior year because of scoring at Level 1 on the reading portion of the FCAT.
2. have a reduced teacher-student ratio.
3. provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master the grade 4 Next Generation Sunshine State Standards in other core subject areas.
4. use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year.
5. provide intensive language and vocabulary instruction using a scientifically research-based program, including collaboration with a speech language therapist.
6. include weekly progress monitoring measures to ensure progress is being made.

7. report to the Department of Education, in the manner described by the department, the progress of students in the IAC class at the end of the first semester.

**D. TIS (Transitional Instructional Setting)**

1. A student who has been retained in grade 3 and has received intensive instructional services but is still not ready for grade promotion, as determined by the school district, may be provided the option of being placed in a transitional instructional setting. Such setting shall specifically be designed to produce learning gains sufficient to meet grade 4 performance standards while continuing to remediate the areas of reading deficiency.
2. The intensive acceleration class refers to what is being provided to the student. It should have curriculum delivered at a faster pace than in a general education classroom. This student has been exposed to third grade content for several years. The transitional instructional setting refers to where instruction is provided to the student. This may be a setting with both third and fourth graders in the same classroom. Intensive acceleration can be provided within a transitional instructional setting. They are not mutually exclusive.
3. Parents may not refuse remedial services. A school district has the authority and responsibility to design the student's course code of study. While *Florida Statute 1008.25* requires a school to develop a Progress Monitoring Plan in consultation with the parent, it does not require parental approval nor does it give the parent the right to veto a Progress Monitoring Plan. It is the school that is held accountable for the student's progress.
4. In addition to the Progress Monitoring Plan, the report card, progress report, and conference form may be used to substantiate areas of reading deficiency.
5. The evaluation of each student's progress must be based upon a combination of district adopted basal assessments, class work, observations, tests, district and state assessments, portfolio reviews, and other relevant information.

**Middle School**  
**Grades 6 - 8**

# STUDENT PROGRESSION - DESOTO MIDDLE SCHOOL

## A.

### Criteria for Promotion

The classroom teacher has the responsibility for assessing and grading each student's performance. The decision should be based on the following: examinations, classroom assignments, daily observation, homework, standardized subject area tests, and other objective data. Teachers shall maintain documentation for each student's grades at all times. This documentation will include an average of a minimum of one grade per week. Changes in a student's grade may be made by the principal to correct the grade only when the need for such change can be justified as a result of an error in computation, transposing and/or recording of grades, or incomplete documentation. Teachers shall be notified of such changes.

For students entering 6<sup>th</sup> grade in 2006-07 and beyond S1003.4156 promotion requirements will take effect.

- 3 middle school or higher, year long courses in English with an emphasis on literature, composition, and technical text and including civics education;
- 3 middle school or higher, year long courses in mathematics;
- 3 middle school or higher, year long courses in science;
- 3 middle school or higher, year long courses in social studies, one semester of which must include the study of state and federal government and civics education. 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 a student successfully completes in accordance with [s. 1008.22\(3\)\(c\)](#) and that includes the 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 historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States and
- 1 course in career and education planning to be completed in 7<sup>th</sup> or 8<sup>th</sup> grade, which can be a stand-alone course or instruction integrated into an existing course or courses. The personalized academic and career plan must inform students of high school graduation requirements, high school

assessment, college entrance test requirements, and programs through which a high school student can earn college credit, including Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, career academy opportunities, and courses that lead to national industry certification. and

- Attain a 60% average among **all** classes for the year.

In addition, students who enter 6<sup>th</sup> grade in 2012/13 must successfully complete the one/half credit civics education course in order to promote from middle school. In 2013/14, an end of course exam will constitute 30% of the student's final course grade. Beginning with 2014/15, a student must pass the EOC in order to receive course credit.

### **Intensive Instruction**

Middle school students who score at Level 1 on FCAT Reading will be enrolled in and complete an intensive reading course the following year. Level 2 readers will be placed in either an intensive reading course or a content area course in which reading strategies are delivered as determined by diagnosis of students' needs.

A middle grades student who scores at Level 1 or Level 2 on FCAT Reading but who did not score below Level 3 in the previous 3 years may be granted a 1-year exemption from the reading remediation requirement; however, the student must have an approved academic improvement plan already in place, signed by the appropriate school staff and the student's parent, for the year for which the exemption is granted.

Students who score at achievement Level 1 on FCAT in mathematics in grades 6-8 will be required to receive remediation through a progress monitoring plan.

**B. *Course Offerings***

Each student attending DeSoto Middle School will be required to attend seven periods per day.

All students at all grades must take:

- Language Arts
- Math
- Science
- Social Studies
- Intensive Lab or Physical Education

Math and language arts classes will be leveled according to student's previous performance and available data.

Students meeting appropriate criteria will be eligible to participate in an accelerated mathematics program. This program will include the opportunity to obtain high school credit for Algebra I Honors at the end of 8<sup>th</sup> grade. Credit for Algebra I Honors will be awarded based upon earning a passing grade in the 8<sup>th</sup> grade course.

Successful completion of a high school level Algebra I, Geometry, or Biology I course in middle school is not contingent upon the student's performance on the End of Course (EOC) assessment. Beginning with the 2011-2012 school year, to earn high school credit for Algebra 1, a middle school student must pass the Algebra 1 EOC Assessment.

Beginning with the 2012-2013 school year, to earn high school credit for Geometry, a middle school student must pass the Geometry EOC Assessment.

Students must meet the EOC assessment requirement under s.1008.22(3)(c)2.a., F.S., in order to earn a high school credit.

Beginning with the 2012-2013 school year, to earn high school credit for Biology 1, a middle school student must pass the Biology 1 EOC Assessment.

Students in grades six through eight who earn high school credit for an Algebra I, Geometry, or Biology course before the 2010-2011 school year are not subject to the EOC assessment requirement.

In addition to the academics listed above, each student will take two courses from the following lists during the exploratory periods.

<b>9 - 18 weeks</b>	<b>36 weeks</b>
CCTV Lab	Chorus
Spanish	Gifted
TOPPs	Band
Tech Lab	Employability Skills (Selected Students)
Business	
Agriculture	
Art	
Family & Consumer Science	

### Florida Virtual School On-Line

The Florida Virtual School offers online courses to all students in affiliated school districts throughout the State of Florida. Middle school students may enroll in FVS courses. s. 1001.42(21), F.S.

### **C. Grading**

The grading system is designed to evaluate the academic progress of each student. Grades will not be a reflection of behavior or of disciplinary action on the part of the teacher or the school.

Students in the sixth, seventh or eighth grade will be given the following letter grade on the report card each grading period after all grades are numerically averaged.

<b>Letter</b>	<b>Range</b>	<b>Grade Point Value</b>	<b>Definition</b>
A	90-100%	4	Outstanding Progress
B	80-89%	3	Above Average Progress
C	70-79%	2	Average Progress
D	60-69%	1	Lowest Acceptable Progress
F	0-59%	0	Failure
I			Incomplete
NG		0	No Grade for End of Course classes

**D. Remediation/Progress Monitoring Plan (PMP)**

- a. Students in grades 6, 7, and 8 who score Level 1 on FCAT mathematics shall have a PMP in place.
- b. Students in grades 6, 7 and 8 who score Level 1 or 2 on reading shall have a PMP in place.

**High School**  
**Grades 9 – 12**

# STUDENT PROGRESSION - HIGH SCHOOL

## A. Required Course of Study: Grades Nine through Twelve

A minimum number of credits is required for graduation. Each full credit shall represent 135 hours of instruction during the normal school year and 120 hours during the summer program. One half credit will require  $\frac{1}{2}$  the number of hours.

### All Students

Subject Area	Graduation Requirements	Graduation Requirements of Three Year, 18 Credit College Preparatory Program:	Graduation Requirements of Three Year, 18 Credit Career Preparatory Program
	Entering 9 <sup>th</sup> 2007/08 27 credits 2008/09 26 credits 2009/10 25 credits 2010/11 24 credits		
English	4 credits, with major concentration in composition, reading for information, and literature	4 credits, with major concentration in composition and literature	4 credits, with major concentration in composition and literature
Mathematics	4 credits ,including: Algebra I and EOC and Geometry	4 credits (entering 9 <sup>th</sup> 2010/11) at the Algebra I and EOC level, Geometry or above from the list of courses that qualify for state university admission (SUS) <sup>3</sup>	4 credits (entering 9 <sup>th</sup> 2010/11), one of which must be Algebra I and EOC and Geometry
Science	3 credits in Science, two of which must have a laboratory component	3 credits in Science, two of which must have a laboratory component	3 credits in Science, two of which must have a laboratory component
Social Studies	1 credit World History 1 credit United States History .5 credit United States Government .5 credit Economics	1 credit World History 1 credit United States History .5 credit United States Government .5 credit Economics	1 credit World History 1 credit United States History .5 credit United States Government .5 credit Economics
Foreign Language	Not required for high school graduation, but required for admission into state universities	2 credits in the same language or demonstrated proficiency in a second language	Not Required
Fine Arts or Performing Arts, Speech, Debate, or Practical Arts courses specified	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)	Not Required	Not Required
Physical Education	1 credit in Physical Education (07/08 and after) to include the integration of Health <sup>4</sup> .5 Physical Education, .5 Life Management Skills (entry prior to 2007)	Not Required	Not Required
Electives	8-11 credits	2 credits in electives	3 credits in single vocational/career education program and 1 credit in electives
<b>Total</b>	<b>24-27 credits</b>	<b>18 credits</b>	<b>18 credits</b>
State Assessment Requirements <sup>6</sup>	Entering 9 <sup>th</sup> 2010/11 Grade 10 FCAT 2.0 Reading: Level 3 Algebra I EOC 30% of course grade	Entering 9 <sup>th</sup> 2010/11 Grade 10 FCAT 2.0 Reading: Level 3 Algebra I EOC 30% of course grade	Entering 9 <sup>th</sup> 2010/11 Grade 10 FCAT 2.0 Reading: Level 3 Algebra I EOC 30% of course grade
Grade Point Average (GPA) Requirements <sup>7</sup>	Cumulative GPA of 2.0 on a 4.0 scale	Cumulative GPA of 3.5 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits	Cumulative weighted GPA of 3.0 on a 4.0 scale in the required courses and a weighted or unweighted grade that earns at least 2.0 points or its equivalent in each of the 18 required credits
Diploma Type	Standard	Standard	Standard

<sup>1</sup> All courses earned toward the three-year, 18-credit college preparatory program must satisfy admission requirements for the State University System (SUS). To determine which courses meet State University System admission requirements, please use the Comprehensive Course Table at [https://www.osaffelp.org/bfihs/fnbpcm02\\_CCTMain.aspx](https://www.osaffelp.org/bfihs/fnbpcm02_CCTMain.aspx) or see your high school counselor for assistance. At least six of the 18 credits must be completed in courses that include dual enrollment, Advanced

Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), or specifically listed as rigorous by the Florida Department of Education.<sup>2</sup> See your high school counselor for assistance with Algebra I equivalents.<sup>3</sup> Students seeking admission to a State University System institution must complete an additional mathematics academic unit of Algebra I or higher (bringing the mathematics requirements to 4 units) [Rule 6.002, B.O.G.].<sup>4</sup> For more information on meeting the Physical Education requirement, please visit <http://info.fldoe.org/docushare/dsweb/Get/Document-4461/K12-2007-103.pdf> or see your high school counselor.<sup>5</sup> Students may revise major areas of interest each year as part of their annual course registration process.<sup>6</sup> Students must earn passing scores on the Grade 10 FCAT in Mathematics and Reading (or scores that are concordant with the passing scores on the Grade 10 FCAT). Please visit <http://fcats.fldoe.org/pdf/fcatpass.pdf> for additional information on state assessment requirements.<sup>7</sup> Students in grades 6-8 who take any high school-level course(s) for high school credit and earn a grade of "C", "D", or "F" may replace the grade with a grade of "C" or higher earned subsequently in the same or comparable course(s) in accordance with the district school board's forgiveness policy.

## STUDENTS ENTERING GRADE NINE IN 2011-2012 SCHOOL YEAR

Subject Area	Graduation Requirements of 24 Credit Program	Graduation Requirements of Three Year, 18 Credit College Preparatory Program	Graduation Requirements of Three Year, 18 Credit Career Preparatory Program
English	4 credits with major concentration in composition, reading for information, and literature	4 credits with major concentration in composition and literature	4 credits with major concentration in composition and literature
Mathematics	4 credits, one of which must be Algebra 1 or its equivalent or a higher-level mathematics course, and one of which must be Geometry or its equivalent	4 credits, one of which must be Algebra 1 or its equivalent or a higher-level mathematics course from the list of courses that qualify for state university system (SUS) admission, and one of which must be Geometry or its equivalent	4 credits, one of which must be Algebra 1 or its equivalent or a higher-level mathematics course, and one of which must be Geometry or its equivalent
Science	3 credits in science, two of which must have a laboratory component and one of which must be Biology 1 or an equivalent course or a series of courses	3 credits in science, two of which must have a laboratory component and one of which must be Biology 1 or an equivalent course or a series of courses	3 credits in science, two of which must have a laboratory component and one of which must be Biology 1 or an equivalent course or a series of courses
Social Studies	1 credit World History 1 credit United States History .5 credit United States Government .5 credit Economics	1 credit World History 1 credit United States History .5 credit United States Government .5 credit Economics	1 credit World History 1 credit United States History .5 credit United States Government .5 credit Economics
World Languages	Not required for high school graduation; but required for admission into state universities	2 credits in the same language or demonstrated proficiency in a second language	Not Required
Fine Arts and Performing Arts, Speech and Debate, or Practical Arts	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in Course Code Directory)	Not Required	Not Required
Physical Education	1 credit in Physical Education to include the integration of Health	Not Required	Not Required
Electives	8 credits	2 credits in electives	3 credits in single vocational/career education program and 1 elective credit or 3 credits in single career/technical certificate dual enrollment and 1 elective credit or 4 credits in vocational/career education (including 3 credits in one sequential career and technical education program) – pending legislative action*
<b>Total</b>	<b>24 credits</b>	<b>18 credits</b>	<b>18 credits</b>
Grade Point Average (GPA) Requirements	Cumulative GPA of 2.0 on a 4.0 scale	Cumulative GPA of 3.5 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits	Cumulative weighted GPA of 3.0 on a 4.0 scale in the required courses and a weighted or unweighted grade that earns at least 2.0 points or its equivalent in each of the 18 required credits
State Assessment Requirements	<ul style="list-style-type: none"> <li>• Students must earn passing scores on the Grade 10 FCAT 2.0 Reading (or scores that are concordant with the passing scores on the Grade 10 FCAT 2.0 Reading)</li> <li>• Students must earn a passing score or attain an equivalent score on the Algebra 1 EOC Assessment in order to earn course credit.</li> <li>• Geometry and Biology 1 EOC Assessment is required and the results will constitute 30 percent of the student's final course grade, if enrolled.</li> </ul>		
<p><b>Special Notes</b> • All courses earned toward the three-year, 18-credit college preparatory program must satisfy admission requirements for the State University System. To determine which courses meet State University System admission requirements, please use the Comprehensive Course Table. At least 6 of the 18 credits must be completed in courses that include dual enrollment, Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), or are specifically listed as rigorous by the Florida Department of Education. • At least one course within the 24-credit program must be completed through online learning</p>			

<b>High School Graduation Requirements by 9<sup>th</sup> Grade Year of Entry</b>					
Entering 9 <sup>th</sup> grade in ...	2009/10	2010/11	2011/12	2012/13	2013/14
Requirements	Grade 10 FCAT 2.0 Reading: 300	Grade 10 FCAT 2.0 Reading: Level 3	Grade 10 FCAT 2.0 Reading: Level 3	Grade 10 FCAT 2.0 Reading: Level 3	Grade 10 FCAT 2.0 Reading: Level 3
	Grade 10 FCAT Math: 300	Algebra I EOC 30% of course grade	Algebra I EOC: Pass  Geometry EOC: 30% of course grade  Biology EOC: 30% of course grade	Algebra I EOC: Pass  Geometry EOC: Pass  Biology EOC: Pass	Algebra I EOC: Pass  Geometry EOC: Pass  Biology EOC: Pass

### Implementation Requirements for Ninth Grade Cohorts

2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Algebra I EOC as 30% of student grade	Algebra I EOC for credit		Algebra I EOC as 30% of student grade	Algebra I EOC for credit	Algebra I EOC for credit	Algebra I EOC for credit
Geometry credit for graduation	Geometry EOC as 30% of student grade	Geometry EOC for credit	Geometry credit for graduation	Geometry EOC as 30% of student grade	Geometry EOC for credit	Geometry EOC for credit
	Biology credit for graduation and EOC as 30% of student grade	Biology EOC for credit		Biology credit for graduation and EOC as 30% of student grade	Biology EOC for credit	Biology EOC for credit
		Algebra II credit for graduation			Algebra II credit for graduation	Algebra II credit for graduation
			Chemistry or Physics and equally rigorous course credit to graduate			Chemistry or Physics and equally rigorous course credit to graduate
Deletes Major Area of Interest requirement				1 EOC to graduate (Algebra) [EOC passing requirement may be waived for ESE students]	3 EOCs to graduate (Algebra, Biology, Geometry) [EOC passing requirement may be waived for ESE students]	3 EOCs to graduate (Algebra, Biology, Geometry) [EOC passing requirement may be waived for ESE students]

Key = **Black text** is year of initiation of the requirement for incoming 9<sup>th</sup> grade students

**Red text** is first year graduates must meet requirement to earn a standard diploma

Credit Acceleration Program (CAP) – The school district shall permit a student who is not enrolled in or has not completed the related course to take the standardized EOC during the regular administrations of the assessments.

Beginning with 2011-2012 each high school shall offer an IB program, AICE program, or a combination of at least four courses in dual enrollment or AP, including one course each in English, mathematics, science, and social studies

**1. Credits/Subject Areas** For the college preparatory 18-credit option: At least six of the eighteen credits required for this program must be received in classes that are dual enrollment, advanced placement, International Baccalaureate, or Advanced International Certificate of Education, specifically listed or identified by the Department of Education as rigorous pursuant to section 1009.531(3), Florida Statutes, or weighted by the district school board for class ranking purposes.

At the beginning of each school year, parents of students in or entering high school must be notified of the opportunity and benefits of Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, and Florida Virtual School courses.

No student may be granted credit toward high school graduation for enrollment in any Level 1 course unless the student's assessment indicates a more rigorous course would be inappropriate, in which case a written assessment of the need must be included in the PMP/IEP/504 or student performance plan and signed by the principal, guidance counselor, and the parent if the student is not 18 years or older. *A statement as to appropriateness of a Level 1 course in a PMP or placed in the student's cumulative folder will meet the requirement relating to a student progression plan.*

Remedial coursework may not be used in lieu of any required English or mathematics credits.

Students who score at Level 1 on FCAT Reading will be enrolled in and complete an intensive reading course the following year, and Level 2 readers will be placed in either an intensive reading course or a content area course in which reading strategies are delivered.

**2. Scheduling**

The high school utilizes a super six schedule. Students are able to earn seven credits per year, or 28 credits over the four-year period of enrollment in Grades 9-12.

### 3. Grading Scale

The grading scale will comply with state law:

<b>Letter</b>	<b>Range</b>	<b>Grade Point Value</b>	<b>Definition</b>
A	90-100%	4	Outstanding Progress
B	80-89%	3	Above Average Progress
C	70-79%	2	Average Progress
D	60-69%	1	Lowest Acceptable Progress
F	0-59%	0	Failure
I			Incomplete
NG		0	No Grade for End of Course classes

### 4. Course Substitutions, Recommendations, Minimum/maximum Courses Per Area, or “Important Considerations”:

- a. Students must attain passing scores in reading and math set by the Department of Education on the 10<sup>th</sup> grade FCAT Reading and End of Course exams as outlined in order to receive a standard diploma.
- b. Students must meet the minimum 2.0 cumulative GPA requirement for graduation.
- c. Students may repeat courses for which they have received a grade of D or F for a higher grade (with the exception of pre-requisite courses, such as repeating Algebra I after taking Algebra II). This may be done at any time during the student’s career. The transcript will list both grades, but for purposes of the GPA/class rank, only the new grade is counted. In math, a student may take an equivalent math course or

courses to replace an “F”. Grades of C, D, or F earned at the middle school level for high school courses are eligible for grade forgiveness.

In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student's GPA. Any course grade not replaced according to a district school board forgiveness policy shall be included in the calculation of the cumulative GPA required for graduation.

In the event of a tie for class rank among the top ten percent of the class, the student having the fewest number of “repeats” will be given the higher class rank.

- d. Students must earn 1 credit in HOPE. The Health Opportunities in Physical Education course will meet this requirement for students entering 9<sup>th</sup> grade in 2007-2008 and beyond.
- e. No more than three credits in the Consumer Science section of Practical Arts may count toward graduation. (Florida Statute 1003.43(7)(C))
- f. Students planning to enter a public university in Florida must have two sequential years of the same foreign language such as French I and II or Spanish I and II.
- g. School boards are allowed to award a maximum of one-half elective credit in social studies and one-half elective credit for student non-paid voluntary community or school service work. Students choosing this option shall complete a minimum of 75 hours of service in order to earn one-half credit in either category of instruction. Credit may not be earned for service provided as a result of court action. School principals shall establish guidelines and approve specific volunteer activities.
- h. Students may substitute two seasons of the same interscholastic sport for a physical education credit. They must pass the competency test with at least a C to receive credit for Personal Fitness.
- i. Completion of 2 years in a Reserve Officer Training Corps (ROTC) class, a significant component of which is drills, shall satisfy the one-credit requirement in physical education and the one-credit requirement in performing arts.

- j. The Florida Virtual School offers online courses to all students in affiliated school districts throughout the State of Florida. High school students may enroll in FLVS courses. s. 1001.42(21), F.S.
- k. DeSoto County High School accepts transfer credits from any Advanced Placement courses, the International Baccalaureate program, or AICE (Advanced International Certificate of Education) and weighs these classes on the same weighted scale as comparable courses.
- l. No high school credit may be earned for more than a total of nine elective credits in remedial programs.

**B. Promotion**

**1. Grade Promotion**

The chart below outlines the progression from grade to grade and the required credits to graduate for students pursuing the standard credit option.

To promote to	Students entering 9 <sup>th</sup> grade 2010/11 or later	Students entering 9 <sup>th</sup> grade 2009/10	Students entering 9 <sup>th</sup> grade 2008/09	Students entering 9 <sup>th</sup> grade 2007/08
10	5	7	7	7
11	11	13	14	14
12	18	19	20	21
Graduate	24	25	26	27

Students who do not earn the number of credits stated above will be retained.

Students pursuing the 18 credit graduation options must be allowed to participate during the third year in all activities traditionally provided for graduating students.

## 2. **Credit Recovery/Accrual/Summer Programs**

Students who have been retained and/or failed a required course, but who could earn credit toward meeting promotional and/or graduation requirements in summer programs may be counseled into a program, if available. A student's participation in an instructional or remediation program prior to or immediately following entering Grade 9 for the first time shall not affect that student's classification as a first-time 9<sup>th</sup> grader for reporting purposes.

A student may be awarded credit based on his mastery of the course requirements and the Next Generation Sunshine State Standards. These credits may be earned during summer, credit retrieval, credit accrual, through performance-based instruction, EOC assessment, course modifications that combine courses and/or block scheduling programs.

## 3. **Progress Monitoring Plans (PMP)**

A PMP will be developed for each student identified as not meeting district and/or state performance levels and is therefore in need of remediation.

**Ninth Grade:** Those students who scored a Level 1 on the eighth grade FCAT reading or math must have a PMP in place. Students performing below grade level in writing and/or science will receive intensive instruction.

Those students who score at the Level 1 on the eighth grade FCAT reading test will be placed in an Intensive Reading and Intensive Language Arts class for elective credit in addition to their English class.

**Tenth Grade:** Those students who scored a Level 1 in the ninth grade FCAT reading or math must have a PMP in place. Those students who scored a Level 1 on the ninth grade FCAT reading and/or math test will be placed in an intensive reading and/or math elective course.

Level 2 students are placed in content areas with reading strategies as determined by diagnosis of reading needs.

**Eleventh Grade:** Those students who scored a Level 1 on the tenth grade FCAT reading or math must have a PMP in place. Students who scored below a 4.0 on the tenth grade FCAT Writing Assessment must have a PMP.

**Twelfth Grade:** Those students who have not passed the reading and/or math portion of the tenth grade FCAT must have a PMP.

For all students, the PMP plan will be developed by the academic teacher(s), other appropriate school personnel, and in consultation with the child's parent/guardian. The PMP will be updated each year. The Individual Education Plan (IEP) may serve as the PMP for an ESE student pursuing regular standards as long as the IEP addresses remediation in the needed area(s) (reading, writing, and mathematics).

A high school student who scores at Level 1 or Level 2 on FCAT Reading but who did not score below Level 3 in the previous 3 years may be granted a 1-year exemption from the reading remediation requirement; however, the student must have an approved academic improvement plan already in place, signed by the appropriate school staff and the student's parent, for the year for which the exemption is granted.

#### **4. Absence from Class**

In accordance with Florida Statutes, a student must not have more than five unexcused absences per semester of instruction in order to receive credit. Excused absences as defined by School Board Policy JED are excluded.

If a student has more than five unexcused absences, he/she must demonstrate mastery by passing the semester exam, which covers all performance standards for the semester.

The school shall not exempt students from academic performance requirements, such as final exams, based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement.

## **C. Additional Provisions for Meeting Graduation Requirements**

### **1. Grade Point Average**

#### **a) Minimum required GPA for graduation:**

Students must earn an overall cumulative unweighted GPA of 2.0 or above on a 4.0 scale. This would require the inclusion of all high school courses taken in the student's educational program, except those courses to which a forgiveness policy has been applied.

#### **b) Notification of Parent/Guardian:**

At the end of each semester, the parent/guardian of each student in grades 9-12 who has a cumulative GPA of less than 0.5 above the cumulative GPA required for graduation must be notified that the student is at risk of not meeting the requirements for graduation

#### **c) Extracurricular Eligibility GPA**

In order to participate in interscholastic, extracurricular activities:

1. A student must maintain a cumulative GPA of 2.0 or above.
2. The student must also maintain satisfactory conduct.
3. If the student attends less than a full day, the student must maintain a 2.0 and pass all classes.
4. If a student is convicted or is found to have committed a felony or delinquent act, which would have been a felony if committed by an adult, regardless of whether adjudication is withheld, the student's participation in interscholastic extracurricular activities is contingent upon school board policy.

5. 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 a district's attendance area policies.

**d) GPA for class ranking:**

No student shall be considered for grade point average or class ranking unless he/she is a full time student at DeSoto County High School.

A student will not be eligible for Top Ten Percent or Top Twenty Percent ranking if he/she has not attended DeSoto County High School by the end of the first semester of the senior year.

**e) GPA for Class Ranking/Valedictorian and Salutatorian Selection**

For class-ranking purposes, GPA's will be calculated at the end of the second nine weeks of the senior year. To be named valedictorian or salutatorian of the graduating class, a student must have attended DeSoto County High School for a minimum of three consecutive semesters by the end of the first semester of the senior year.

The number of decimal places considered will be determined by the capability of the computer in use at the time of the calculation, but shall be no less than four decimal places. The valedictorian will be the student with the highest GPA using this method. In the event of a tie, additional valedictorians will be named. Regardless of the number of valedictorians, the next student (or students in the event of a tie) will be the salutatorian(s).

All valedictorians will have the same rank, as will the salutatorians. Rank will be assigned by the student's place in the class, NOT by the position of the student's rank. For example, if two valedictorians are named, their ranks will be 1. The salutatorian would be ranked number 3, and the next student would be 4, etc.

## **2. Weighted Courses**

- a. For students entering as freshmen in 2009-2010, Level 3 Core Curriculum courses (including the third consecutive year or higher of a foreign language series) will have 0.02 weight

added to the calculated District GPA for each semester of successful course completion. Students entering as freshmen prior to 2009-2010 this will also apply to the second consecutive year of a foreign language series.

- b. Also, .04 will be added to the cumulative GPA for each semester AP or dual enrollment class including vocational dual enrollment classes.

### **3. Advanced Placement Classes**

Any student who wishes to take an Advanced Placement course must meet the following requirements:

- a. Written approval of the high school administration, the student's guidance counselor and parent/guardian.
- b. Signed contracts as found in the Course Guide.
- c. Postsecondary credit for an AP course shall be awarded to students who score a minimum of 3 on a 5-point scale on the corresponding AP exam.

### **4. Dual Enrollment/Early Admission**

Students may earn dual enrollment credit (DCHS/SFCC, DCHS/ESC) in designated classes. In order to participate in the Dual Enrollment Program the student must complete a dual enrollment application form and meet the following criteria:

- a. Have an unweighted GPA of 3.0 in order to take dual enrollment academic courses and a GPA of 2.0 to take dual enrollment vocational courses.
- b. Obtain written approval of the high school administration;
- c. Meet all entrance requirements mandated by the appropriate college.

Dual enrollment offerings vary from term to term based on faculty availability and number of student requests. Seniors will have priority in all academic dual enrollment classes.

Early admission is a form of dual enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis in courses that are creditable to the high school diploma and the associate or baccalaureate degree.

Students will earn high school credit for dual enrollment courses as approved by the Department of Education.

For additional information, refer to the current institutional agreements between SFCC and/or Edison State and the DeSoto County School Board.

The community college will provide assistance to students in selecting post secondary objectives.

The community college will ensure that all courses are taught by highly qualified instructors.

Students who meet the eligibility requirements and participate in the dual enrollment programs are exempt from payment of registration, tuition, and laboratory fees.

The Superintendent of Schools and President of the College shall establish an articulation committee to develop a comprehensive inter-institutional articulation agreement for the school district.

The district inter-institutional articulation must be completed prior to fall registration each year.

## **5. Three Year College Preparatory Option**

- a. Eligibility - Parent and student must confer with school personnel to receive explanation of benefits, requirements, and disadvantages of the graduation option; submit assigned parent consent to enter the 3 year program; student must have achieved an FCAT Level of 3.0 or higher on the most recent reading, math, and writing assessments.
- b. Continuation requirements – Earn passing FCAT/EOC scores on state assessments; achieve 3.5 or higher GPA on college preparatory classes; receive a grade of C or better to earn credit on a course
- c. Automatic transfer to traditional, 4 year option - student may choose; student earns fewer than 5 credits by the end of the first year or 11 credits at the end of the second year of high school; does not meet FCAT score requirements.
- d. Students who choose the three year program, complete the 18 credits, earn a cumulative weighted GPA with individual course

credit GPA requirements, and pass the FCAT and/or EOCs must graduate at the end of the three years. They cannot remain in school for a fourth year.

## **6. Rigorous Academic Courses**

High School Honors Curriculum course, Advanced Placement courses, and Dual Enrollment courses are based on a more rigorous curriculum which includes advanced skills and knowledge.

These courses require the following specific entry criteria:

- a. Unweighted GPA of 3.0 or higher
- b. A grade of B or higher in the prerequisite course
- c. FCAT and/or EOC score in the course content of Level 4 or higher (Level 3 will be considered if all other requirements are met)
- d. State criteria ACT/SAT/CPT/PERT scores for dual enrollment academic courses
- e. Grades of C or higher in all other core classes
- f. Teacher recommendation

## **7. Online learning**

Beginning with students entering Grade 9 in the 2011-2012 school year, at least one course within the 24 credits must be completed through online learning.

- a. An online course taken during grades 6 through 8 fulfills this requirement.
- b. This requirement shall be met through an online course offered by the Florida Virtual School, an online course offered by the high school, or an online dual enrollment course offered pursuant to a district interinstitutional articulation agreement pursuant to s. 1007.235, F.S. A student who is enrolled in a full-time or part-time virtual instruction program under s. 1002.45 meets this requirement

## **D. Graduation Certificates and Diplomas for DeSoto County**

### **A. Standard Diploma:**

A standard diploma shall be awarded to those students who have earned sufficient credits in grades 9-12 as specified in the required program of study and who have passed the Florida Comprehensive Assessment Test (FCAT) and/or EOCs and have met the state-determined minimum GPA. The purpose of the standard diploma is to certify satisfactory achievement in the regular high school academic or career program and completion of all school board and The State of Florida requirements.

The diploma will include a designation of accelerated credits, reflecting completion of four or more courses, industry certification, and/or Ready to Work credential as earned.

### **B. Certificate of Completion:**

Students who have completed all district course requirements but failed to meet the state prescribed standards for graduation shall be awarded a certificate of completion. Students qualifying for a certificate of completion should be advised that the acceptance of the certificate of completion terminates their enrollment in the public school system. If, in the future they desire regular diplomas, they shall enroll in an Adult Education program or qualify for a GED. Students may return to take the FCAT if passing the FCAT test would change the type of diploma earned. Concordant scores may also be used.

### **C. Graduation Alternative Assessment**

After attempting to pass the FCAT three times, students have the opportunity to meet the FCAT requirement for high school graduation using alternative assessments, FL Statute 1008.22(9). This alternative follows a student into perpetuity.

<b>Concordant Scores</b>		
<b>Assessment</b>	<b>Reading</b>	<b>Mathematics</b>
FCAT	1926	1889
SAT	420	340
ACT	18	15

**D. Diplomas**

Students completing graduation requirements will receive either a DeSoto County High School Diploma or a School District of DeSoto County Diploma based on school of instruction.

**E. State and Local Curriculum**

At DeSoto County High School, local scope/sequence documents will be used to determine course content. In subjects for which a scope & sequence is not available, then the appropriate course Student Performance Standards will be used. The Next Generation Sunshine State Standards delineate the benchmarks students will master. Mastery of the course content will be determined through a variety of methods including, but not limited to, examinations, observations, checklists, projects and products produced by students using established criteria, homework, class work and participation. The School Board of DeSoto County intends for more than one measurement instrument to be used for evaluation of students. Student progress toward mastery of the course objectives will be continuously monitored as students prepare for state assessments. The Next Generation Sunshine State Standards will be the benchmarks for all instruction in the academic areas.

Credit will be awarded when the teacher has determined that the student has attained a 60% average for the course. During the time a course is in session, the learner should

- have a clear and precise understanding of what he/she is expected to know or do by the end of the learning period;
- receive instruction that will enable him/her to successfully meet state and local standards;
- be provided an opportunity to make up work at full credit, be it by the same or an equivalent method, when s/he has an excused absence.

The District will develop strategies to support teachers' pursuit of the reading endorsement and emphasize reading instruction professional development for content area teachers.

## **F. English for Speakers of Other Language (ESOL) Program 9-12**

Notwithstanding any other rule of the DeSoto County School Board relating to placement, grading and reporting of student performance and promotion of Students in grades 9 through 12, the following policies shall govern the instruction of students in the district's ESOL Program:

### **1. Placement**

Students in grades 9 through 12 who qualify on the Home Language Survey (HLS), given to all students, will be further screened to ascertain their English proficiency.

Those who have not achieved the level of English mastery necessary for successful participation in their classes will qualify for the district's ESOL Program and shall be provided an instructional period devoted to promoting the acquisition of basic English skills. Instruction shall be provided in an alternate language art that will match or exceed non-ESOL students' language arts.

The district shall be solely responsible for providing students who participate in the ESOL period instruction in all other subjects to the same degree and in the same manner as other students at the same grade level.

## **2. Grading and Reporting Student Performance**

The recording and reporting of ESOL grade for students participating in the district's ESOL program shall be the responsibility of the ESOL teacher. Responsibility for the courses provided by the district shall be the responsibility of the district staff.

## **3. Promotion**

The promotion of students enrolled in the ESOL program will follow those of the district for grades 9 through 12.

## **G. Readiness for Postsecondary Education and the Workplace**

Students entering Grade 9 and their parents shall have developed during the middle grades a 4- to 5-year academic and career plan based on postsecondary and career goals and shall accommodate the needs of students served in exceptional education programs to the extent appropriate for individual students. Exceptional education students may continue to follow the courses outlined in the district school board student progression plan. Students and their parents shall choose among destinations, including:

1. Four-year university, community college plus university, or military academy degree.
2. Two-year postsecondary degree.
3. Postsecondary career certificate.
4. Immediate employment or entry-level military.
5. A combination of the above.

The school principal must designate a member of the instructional or administrative staff to serve as a specialist to help coordinate the use of student achievement strategies to help students succeed in their coursework.

The school principal must institute strategies to eliminate reading, writing, and mathematics deficiencies of secondary students.

High schools are required to evaluate the college readiness of each student before the beginning of grade 12 who scores at Level 2 or Level 3 on the Grade 10 FCAT

Reading or Level 2, Level 3, or Level 4 on the Grade 10 FCAT Mathematics assessments under s. 1008.22(3)(c),

## **H. Transfer of Credits**

Any student transferring into DeSoto County High School shall meet all local district requirements that can be appropriately met during the time period that the student is in attendance at DeSoto County High School. All state testing and district testing requirements or other applicable state graduation requirements shall be met. Students shall be enrolled in courses which will enable them to meet the graduation and/or promotion requirements of the DeSoto County School Board and Florida State Statutes.

### **1. State or Regionally Accredited School**

Work or credits from the following state or regionally accredited schools or institutions shall be accepted:

- Southern Association of Colleges and Schools,
- Middle States Association of Colleges and Schools
- Northwest Association of Schools and Colleges
- Western Association of Colleges and Schools.
- New England Association of Schools and Colleges
- North Central Association of Colleges and Schools
- National Council on Private School Accreditation (NCPSA) member agencies
- Florida Council on Independent Schools (FCIS)
- Florida Association of Christian Colleges and Schools (FACCS)

Note: NCPSA member agencies are the following:

- Accrediting Association of Seventh-day Adventist Schools, Colleges and Universities
- Association of Christian Schools International
- Association of Christian Teachers and Schools, Assemblies of God
- Association of Independent Schools of Florida
- Association of Waldorf Schools of North America
- Christian Schools International

- Christian Schools of Florida
- Florida Association of Christian Colleges and Schools
- International Christian Accrediting Association
- Kentucky Nonpublic School Commission
- Montessori School Accreditation Commission
- National Christian School Association
- National Independent Private School Association

## **2. Out-Of-State Public or Accredited Private School**

The grade placement of students transferring from other states or private schools will be determined by the principal or designee. Credits will be given based on an official transcript. A student entering the school district may transfer only as many credits as a student in the DeSoto County School System could have earned in the same period of time. No student shall be required to spend additional time in high school in order to meet the requirements of the jurisdiction previously attended.

## **3. Home Schools/Non-Accredited Schools**

DeSoto County High School is accredited by the Southern Association of Colleges and Schools (SACS). SACS Standard 3.4.7 states, “The school shall not give credit or accept transfer credit for tutoring or instruction provided by an individual acting privately.” DeSoto County cannot be in violation of that standard by granting credit to students who seek entry, re-entry or transfer of credit into our high school program from a home education program or non-accredited school. Therefore, the school district will not accept high school credit(s) from these types of programs unless credit is validated by:

- student receiving a passing score on an approved test, or
- the parent/guardian providing to the school a detailed course description for each course, indicated instructional objectives, instructional materials, and methods of student performance evaluation. The parent/guardian shall also provide all attendance records from the school, including days and hours of attendance.

The principal or designee, after review of the student's transcript and the documents outlined in the paragraph above, may accept credit on a probationary basis. The student will be enrolled at appropriate grade level and will be considered to have validated previous credit if current work is successfully passed during a probationary period of one (1) semester with an overall average of 2.0. All transfer work from home education or non-accredited programs will be posted on a pass-fail basis and will not be utilized in GPA calculation.

Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outlined in subsection (3) of SB Rule 6A-1.0994 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:

- (a) Portfolio evaluation by the superintendent or designee;
- (b) Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
- (c) Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
- (d) Demonstrated proficiencies on nationally-normed standardized subject area assessments;
- (e) Demonstrated proficiencies on the FCAT; or
- (f) 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 (3)(d) and (e) of this rule if required.

#### **4. Late Entrance**

If a student enrolls from another school district after the thirtieth (30<sup>th</sup>) day of the last grading period of a course and no comparable course is available, grades and/or credit for the course shall be determined by the transferring school and accepted by DeSoto County High School.

If the transferring school district will not issue a grade or credit for such a transferring student, the receiving school principal or designee may use appropriate achievement data from subject-level tests to determine course credit.

# **Exceptional Student Education**

## ***Exceptional Student Education***

This ESE section of the SPP complies with present rules and procedures.

DeSoto County provides services for students with the following exceptionalities:

Autism Spectrum Disorder	Orthopedically Impaired
Deaf or Hard of Hearing	Other Health Impaired
Developmentally Delayed (0-5)	Specific Learning Disabled
Dual-Sensory Impaired	Speech Impaired
Emotional/Behavioral Disordered	Intellectual Disability
Gifted	Traumatic Brain Injured
Hospital/Homebound	Visually Impaired
Language Impaired	

### **A Entrance**

Students suspected of having a disability will be monitored through the current district Response to Intervention Procedures.

#### 1. Preschool Handicapped:

Any child who attains the age of three (3) years may be admitted to the preschool handicapped program any time during the school year if he/she meets the criteria for placement as specified in Special Programs and Procedures for Exceptional Students.

2. Kindergarten and First Grade for Handicapped Students: Eligible handicapped students five years of age may be assigned to a prekindergarten exceptional student program in accordance with the student's IEP. Any preschool handicapped student may be retained in the preschool program for the kindergarten year and then promoted to first grade when age appropriate and recommended by the Eligibility and Placement Committee.

## **B. Exceptional Student Promotion/Retention**

For all exceptional students, except those for whom special requirements exist, the regular minimum state performance standards are used in determining student progression.

1. Intellectual disability-For some students identified as having an intellectual disability student progression is based on the individual education plan

- a. Sunshine State Standards For Special Diploma Performance Objectives Special minimum objectives are available for grades 3, 5, 8, and 11.

- b. Proficiency - Refer to the following section for guidelines and requirements in the assessment of student achievement.

Standards to benchmark student proficiency levels are reflected in the School District of DeSoto County Scope and Sequence.

- c. - General information

An exceptional education student is not restricted or limited to a diploma option/graduation program. Exceptional education students shall be afforded the opportunity to fully meet all standard graduation requirements and qualify for a standard diploma.

Schools shall provide instruction to prepare students with disabilities to demonstrate proficiency in the skills and competencies necessary for successful grade to grade progression and high school graduation. ESE Students and parents of exceptional students shall be informed of the requirements for obtaining a standard diploma and other diploma options available. Diploma options/graduation programs should be discussed and agreed upon. This discussion should occur during a Transition IEP meeting prior to the student turning. When determining diploma options, it is important to think about the desired post school high school outcomes. Particular types of diplomas or certificates of completion have direct impact on what post-graduation opportunities are available to students.

Students with disabilities who have not earned a standard diploma or GED may stay in school through the school year in which they turn 22 years old. This also applies to students with disabilities who have been awarded a special diploma, certificate of completion or special certificate of completion before they turned 22. The district is required to offer services until the student is 22 years old or until the student earns a standard diploma or GED.

## Graduation Requirements

During the Individual Education Plan review for students with disabilities which occurs just prior to entry into ninth grade or in the year prior to the student's sixteenth birthday, whichever comes first, a written description of diploma options and requirements shall be presented to the student and parent/guardian. The student and parent/guardian will indicate the type of diploma the student wishes to earn and the selection thoroughly discussed with the student and parent/guardian prior to the selection of the diploma type. Final determination shall be documented on the student's IEP.

A student who wishes to change the diploma type to be pursued may do so at any time through the Transition Individual Education Plan review process. A student who elects to change diploma type must meet all requirements for graduation for that diploma. A student with disabilities who graduates with a credential other than a Standard High School Diploma (or GED), may elect to return to school under the Individual Education Plan until the end of the school year in which he/she turns 22 years old.

Starting with the Individual Education Plan Review, which occurs just prior to the student's 14<sup>th</sup> birthday, provisions for transition from school to post-school adult living will be stated on the IEP for each student with disabilities in accordance with district procedures. Transition services will be reviewed at least annually through graduation or until the student turns 22 years old.

A student enrolled in exceptional student education programs may elect to follow a program that results in graduation and receipt of one of the following types of diplomas:

A. Standard High School Diploma

1. Unless determined otherwise by the IEP team and documented in the IEP, any ESE student shall be considered for obtaining a standard diploma.

2. A student enrolled in an exceptional student education program in Grades 9-12 who is seeking a standard diploma must meet all the requirements for graduation as listed for a general education, non-disabled student.

3. Access to a standard diploma for a student enrolled in Exceptional Student Education programs means that:

a. A student is permitted to enroll in applicable courses.

b. Reasonable accommodations of the student's disability are available, as needed, in general, applied technology, or ESE programs.

c. Test accommodations are available for the Florida Comprehensive Assessment Test in accordance with state or district testing program guidelines and as indicated on the student's individual Education Plan.

d. Florida Statute 1003.43(11) (b), Education for Students with Disabilities (ENNOBLES) Act, provides for certain students with disabilities to have the FCAT requirement waived under specific circumstances (i.e., participation in remedial activities) for the purpose of receiving a standard high school diploma. Included in this legislation is the authority for individual educational plan (IEP) teams to waive the Florida Comprehensive Assessment Test (FCAT) as a requirement for graduation with a standard high school diploma. The IEP Team shall document determination based on state guidelines.

e. The student may be enrolled in school until the end of the year in which the student turns 22.

f. State-approved course substitutions, as identified in the Florida Department of Education Course Code Directory, are permitted.

4. General courses shall be accommodated, as necessary, to assure that students enrolled in ESE programs have the opportunity to meet the graduation requirements for a standard diploma. Applied technology courses and programs of study shall be accommodated, as necessary, to assure a student with disabilities the opportunity to meet graduation requirements for a standard or special diploma. [Florida Statutes 1003.43] The following guidelines apply for course accommodations:

a. Accommodations to general courses shall not include modifications to the curriculum frameworks or student performance standards. When providing accommodations to applied technology courses, the particular outcomes and student performance standards that a student must master to earn a credit must be specified on the student's Transition Individual Educational Plan.

b. Accommodations to general or applied technology courses may include any of the following:

1. The instructional time may be varied.

2. Instructional methodology may be varied.

3. The teacher or the student may use special communications systems.

4. Classroom and district test administration procedures and other evaluation procedures may be accommodated to address the student's disability

c. The following strategy shall be used when accommodating general courses:

1. Assignment of the student to a general education class for instruction, which is accommodated, to address the student's disability.

d. 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 Education Plan.

#### B. Special High School Diploma

1. A student who is intellectually disabled, deaf or hard of hearing, specific learning disabled, physically impaired, dual-sensory impaired, autistic, and emotional/behavioral disordered may be awarded a special diploma upon meeting all applicable requirements prescribed by the Student Progression Plan (1003.438). Nothing contained in this policy shall be construed to limit or restrict the right of a student with disabilities solely to a Special Diploma. (Rule 6A-1.0996 FAC)

2. No specific standards have been identified for students with significant cognitive disabilities. These students have access to a special diploma through the standards specified for other eligible students with disabilities, as indicated in the student's Individual Educational Plan.

3. To earn a Special high School Diploma, a student must complete requirements for the selected option.

a. Option 1: To earn a Special High School Diploma under Option 1 a student must:

1. Complete 100% of the minimum credits required for graduation (Grades 9-12) as determined by the district (Exceptional Student Education, Program of Study), at an acceptable progress level of goal mastery.

2. Complete the appropriate state performance standards for students with disabilities, as prescribed by the State Board of Education.

3. A cumulative unweighted grade point average (GPA) of 2.0 is required on course work used to satisfy graduation requirements.

b. Option 2: To earn a Special High School Diploma under Option 2 a student must:

1. Be 16 years of age or older.

2. Complete all annual goals and short term objectives related to employment and community competencies as specified on the Individual Education Plan.

3. Be employed in accordance with the requirements under Option 2.

4. A cumulative unweighted grade point average (GPA) of 2.0 is required on course work used to satisfy graduation for the credits required.

c. Students electing to pursue a Special High School Diploma do not have to pass the applicable state assessments. Students working towards a special diploma are not required to take Life Management Skills in order to meet graduation requirements.

d. Credit may be awarded toward a special diploma when the student has not completed enough standards to be awarded credit in a general course provided the student has met the standards for the closest corresponding exceptional education course.

e. Progress toward the completion of course credit will be monitored annually through the Individual education plan (IEP) review. Students may complete more than the required number of credits if it is appropriate. The number of additional credits beyond the number required for graduation should be determined by an evaluation of the student and the need demonstrated by that evaluation. Students may attend school until end of the year in which they turn 22, in order to be afforded the opportunity to meet those requirements.

4. Certificate of completion: A Certificate of Completion may be elected by a student with disabilities who meets all the requirements of a standard high school diploma established by the school board but does not pass the FCAT or does not qualify for an FCAT waiver. Any student with disabilities who meets the requirement for a Certificate of Completion may elect to remain in the secondary school until the age of 22, as determined by the individual Education Plan and may receive special instruction designed to remedy the student's identified deficiencies. A student receiving a Certificate of Completion may participate in graduation ceremonies.

5. Special Certificate of Completion: Special Certificate of Completion will be available to students enrolled in exceptional education programs that do not qualify for a standard diploma, do not elect to receive a special diploma, or do not meet the requirements for a special diploma. These students must meet the requirements for a special diploma. These students must meet the

established credit requirements in exceptional education courses, but do not have to pass the appropriate state identified Student Performance Standards for Exceptional Students or FCAT. The use of Pass/Fail grades may be used for those exceptional students with disabilities who are to receive a Special Certificate of Completion. Any student with disabilities may elect to remain in the secondary school until age 22, as determined by the Individual Educational plan.

6. Special Certificate of Attendance: A special certificate of attendance may be given to a student with disabilities who, because of the nature of the disability, is not able to complete the requirements for other diploma choices. Each case must be reviewed by the staffing committee and a recommendation submitted to the Director of Exceptional Student Education. The Director of Exceptional Student Education will make the final decision concerning those eligible to receive the Special Certificate of Attendance. Any student with disabilities may elect to remain in the secondary school until the students 22<sup>nd</sup> birthday, as determined by the Individual Educational Plan.

## Progression

Determination of the appropriate progression of the student enrolled in Exceptional student education will be based on acceptable progress towards the identified instructional objectives in compliance with the IEP and number of earned credits.

Students with disabilities must meet the school district proficiency levels unless the student's IEP indicates that the disabling condition impacts the student's progress in the general curriculum. Students with disabilities who meet IEP goals and objectives may be promoted based on the accomplishment of those goals and objectives

Instruction in the regular basic skills should be provided when and where appropriate and may also be a determining factor for progression.

Students with disabilities are exempt from the mastery of regular third grade standards for purposes of promotion after the student has met the state requirement exemption from third grade retention.

Any exceptional child in elementary or middle school who has been retained one year and is recommended for retention a second year is to be reviewed by the IEP team.

**C. Waiver of Florida Comprehension Test (FCAT) Graduation Requirements for Students with Disabilities**

2003-04 WAIVER OF FLORIDA COMPREHENSIVE ASSESSMENT TEST (FCAT) GRADUATION REQUIREMENT FOR STUDENTS WITH DISABILITIES

The Enhanced New Needed Opportunity for Better Life and Education for Students with Disabilities ENOBLES Act also provides, at section 1003.43(11)(b), Florida statutes, for the waiver of the FCAT requirement for graduation with a standard diploma **for certain students with disabilities who have not met all other requirements for graduation with a standard diploma**, except a passing score on the FCAT. In order for the FCAT graduation requirement to be waived, the IEP team must meet during the student's senior year to determine whether or not the FCAT can accurately measure the student's abilities, taking into consideration allowable accommodations. Sections one through five of the following information must be completed for the student being considered for the FCAT waiver.

In order to be considered for the waiver from FCAT graduation requirement, the student must:

1. Be identified as a student with a disability, as defined in Section 1007.02(2), Florida Statutes;
2. Have an individual education plan (IEP)
3. Have been provided with instruction to prepare students to demonstrate proficiency in the core content knowledge and skills necessary for grade-to-grade progression and high school graduation (s.1003.428 (8)(a).F.S., s. 1003.43(1),FS. 1003.431 (11) (a),F.S. and s. 1008.25(3)(c)8., F.S.)
4. Must participate in remediation
5. Have taken the Grade 10 FCAT with appropriate allowable accommodations at least twice once in grade 10 and once in grade 11.

6 Be progressing toward meeting the state's credit/course and cumulative grade point average (GPA) requirements and any other district requirements for graduation with a standard diploma as described in sections 1003.428(1) or 1003.43(1), F.S. The following students are eligible for the waiver:

- ☒ intellectual disability
- ☐ hearing impairment, including deafness
- ☐ speech or language impairment
- ☐ visual impairment, including blindness
- ☐ emotional/ behavioral disabilities
- ☐ orthopedic impairment (including other health impairment or physical impairment)
- ☐ autism spectrum disorder
- ☐ traumatic brain injury
- ☐ specific learning disability, including, but not limited to dyslexia, dyscalculia, or developmental aphasia

#### **D. Tests and Evaluation**

Effective July 1, 1998, IDEA requires that (IEPs) include a statement of any individual modifications in the administration of State or district-wide assessments of student achievement that are needed in order for the child to participate in such assessments; and if the IEP team determines that the child will not participate in a particular state or district-wide assessment of student achievement (or part of such assessment), the IEP must include a statement of why that assessment is not appropriate for the child; and how the child will be assessed. Section 614(d)(1)(A) (v); 111 Stat. 84.

Students with disabilities who are assessed using an alternate assessment must be assessed with an appropriate grade level alternate assessment.

In addition to inclusion in assessments, Section 504, Title II of the ADA, and IDEA require that students with disabilities must be provided with appropriate test accommodations, where necessary. These accommodations must be accordance with the student's current individual education plan or accommodation plan.

The individualized determinations of whether a student will participate in a particular assessment, and what accommodations, if any, are appropriate, should be addressed through the ESE Individual Education Plan or the Section 504 plan for students who are not eligible for ESE services.

Consideration must be given to providing accommodations that will allow the student with a disability to demonstrate skill and knowledge without jeopardizing the quality of the testing process

The student's IEP or 504 plan should address the accommodations that are regularly provided for classroom activities and assessment, and should guide decisions on accommodations for specific test situations. However, allowable accommodations for statewide tests are limited to those listed in the State Board Rule and the test administration manuals.

# **Career and Adult Education**

## **CAREER and ADULT EDUCATION**

### **A. State of Florida High School Diplomas**

1. The Commissioner of Education shall award a State of Florida high school diploma to a candidate who meets all the requirements prescribed herein and achieves a minimum score of four hundred ten (410) on each of the five (5) General Education Development (GED) Tests. The total battery score must equate to 2250. This individual shall be considered a high school graduate.
2. The Family Service Center is the designated testing site and establishes and publishes testing schedules which meet the needs of the residents of DeSoto County. Testing fees will be set by the Florida Department of Education, approved by the school board, and collected at the Family Service Center.
3. The following requirements shall govern the eligibility of candidates eighteen (18) years of age or older who are not currently enrolled in an elementary or secondary school to take the GED test:
  - a. Participate in Test of Adult Basic Education (TABE) testing and receive counseling that prescribes courses and instructional strategies designed to prepare the candidate to successfully pass the GED test.
  - b. Register in person prior to the advertised registration cut-off date.
  - c. Present a valid Social Security card, and a photo I.D. such as a valid Florida Driver License or Florida Identification Card.
  - d. Pay required fee at time of registration.
  - e. Present two forms of identification and receipt on GED testing dates.
4. Students no longer enrolled in high school who are 16 or 17 years of age and who think they meet the criteria for extraordinary circumstances must follow the procedures included in section B.

## **B. Participation of 16 and 17 year olds in Adult Education Classes**

The following process governs 16 and 17 year olds:

1. Make an appointment to take the TABE.
2. Attend a counseling session with the Intake and Placement Counselor to discuss the TABE test results and to prepare for instruction in areas shown to be deficient. Parents will be required to attend the counseling session.
3. At this meeting, a high school administrator and/or guidance counselor will be contacted and the student's previous educational history reviewed. Efforts will be made to confirm the best placement for the student.
4. On the date that the student enrolls and begins class, the high school will be notified to amend the withdrawal code to reflect a transfer within the district to Adult Education.
5. The student will be expected to adhere to all school rules and policies as they relate to Adult Education, including attendance policies as they relate to Driver's License requirements.
6. At a time when the level of performance on classroom work is deemed to be sufficient, the student will be given the official GED practice test.
7. If the individual receives a passing score of four hundred fifty or higher on each pre-test section given, and if extraordinary circumstances exist, the student may seek permission from the Superintendent as detailed in the School Board Policy 170.085, Extraordinary Circumstances for GED testing.