

# **FSUS CHARTER BOARD OF DIRECTORS MINUTES**

## **Workshop**

**Tuesday, August 22, 2023, 3:30 PM**

**FSUS Auditorium**

**Members Present:** Carlos Villa, Chair; Darryl Marshall, Vice Chair; Dr. Brandon Bowden; Jimmy Cole; Dr. Jimmie Davis; Gillian Gregory; Dr. Toby Park-Gaghan

**Members Absent:** Dr. Rosezetta Bobo; Sarah Chason; Katie Perkins

**Ex Officio Members Present:** Dr. Stacy Chambers, Director

**Staff & Guests Present:** Dr. Damon Andrew, Dean, FSU COE; Danny Bailey, Dean of Discipline; Megan Brink, Principal; Monica Broome, ESE Director; Megan Crombie, Director of Research, Data and Learning; Jon Moyle, Board Counsel; Robert Prater, IT Director; Brad Rohrer, CFO; Kate Wasson, Board Clerk; Suzanne Wilkinson, Principal

### **Call to Order**

Chair Villa called the workshop to order at 3:31 PM and led the board in the Pledge of Allegiance.

### **Visitors and Public Discussion**

Dr. Cecilia Chouhy addressed the board regarding concerns over the withdrawal of her child from FSUS.

### **Finance Committee**

Mr. Rohrer presented the 7/31/22 budget summary. He indicated progress had been made on grant spending over the past several months, with expenses moved from FEFP to federal awards. A total of \$130,000 in expenses were moved in July.

Mr. Rohrer presented the revised 23-24 School Year Budget. An additional \$309,482 had been added to FEFP following the final conference report in May. Those funds were moved to the salary budget. The full operating budget totaled \$17,845,156, a 4% increase over the previous school year. Mr. Rohrer noted there would likely be budget revisions in October as Collective Bargaining concludes.

### **Policy Committee**

Ms. Brink presented the updated 23-24 Code of Student Conduct. Highlighted changes included:

- Revisions to strengthen the attendance policy;
- Removal of references to face masks;

- Changes to the unacceptable technology section to incorporate new legislation permitting teachers to designate an area for cell phones;
- Updates to the social media policies to prohibit TikTok from school-owned devices and WiFi;
- The addition of language to the wireless communication policy to provide repercussions for violation;
- Revisions to the violation/discipline matrix to add state definitions and include aggressive behavior, horseplay, spitting, and distribution; and
- The addition of a threat management section requiring a threat assessment process as dictated by the state.

#### Attorney's Business – Officer Elections

Mr. Moyle requested nominations for the office of Chair. Ms. Gregory moved Mr. Villa continue as Chair. The motion was seconded by Dr. Bowden and passed one abstention (Villa) and no objections.

Mr. Moyle requested nominations for the office of Vice Chair. Mr. Villa moved Mr. Marshall continue as Vice Chair. The motion was seconded by Dr. Bowden and passed with one abstention (Marshall) and no objections.

Mr. Moyle requested nominations for the office of Secretary. Mr. Villa moved Dr. Davis continue as Secretary. The motion was seconded by Dr. Bowden and passed with one abstention (Davis) and no objections.

Mr. Moyle requested nominations for the office of Treasurer. Mr. Villa moved Ms. Perkins continue as Treasurer. The motion was seconded by Dr. Bowden and passed without objection.

#### Director's Business

Mr. Cole moved the approval of the promotion from University School Instructor to University School Assistant Professor for Danielle Eckhart. The motion was seconded by Ms. Gregory and passed without objection.

Mr. Villa moved the approval of the promotion from University School Assistant Professor to University School Associate Professor for Ruth Bickel. The motion was seconded by Dr. Davis and passed without objection.

Dr. Bowden moved approval of the Mental Health Assistance Allocation as presented during the workshop. The motion was seconded by Mr. Cole and passed without objection.

#### Executive Session

The board convened in executive session from 5:30 PM to 5:46 PM to discuss matters of school safety.

#### Adjournment

With no additional business, the meeting was adjourned at 5:47 PM.

# **FSUS CHARTER BOARD OF DIRECTORS MINUTES**

## **Meeting**

**Tuesday, August 22, 2023, 4:30 PM**

**FSUS Auditorium**

**Members Present:** Carlos Villa, Chair; Darryl Marshall, Vice Chair; Dr. Brandon Bowden; Jimmy Cole; Dr. Jimmie Davis; Gillian Gregory; Dr. Toby Park-Gaghan

**Members Absent:** Dr. Rosezetta Bobo; Sarah Chason; Katie Perkins

**Ex Officio Members Present:** Dr. Stacy Chambers, Director

**Staff & Guests Present:** Dr. Damon Andrew, Dean, FSU COE; Danny Bailey, Dean of Discipline; Megan Brink, Principal; Monica Broome, ESE Director; Megan Crombie, Director of Research, Data and Learning; Jon Moyle, Board Counsel; Robert Prater, IT Director; Brad Rohrer, CFO; Kate Wasson, Board Clerk; Suzanne Wilkinson, Principal

### **Call to Order & Approval of Agenda**

Chair Villa called the meeting to order at 5:22 PM. Dr. Davis moved approval of the agenda as amended to include officer elections. The motion was seconded by Dr. Bowden and passed without objection.

### **Approval of Minutes**

Dr. Davis moved approval of the 5/9/23 Workshop and Meeting minutes. The motion was seconded by Dr. Bowden and passed without objection.

### **Finance Committee**

Dr. Bowden moved the approval of the revised School Year 23-24 Budget as presented during the workshop. The motion was seconded by Dr. Davis and passed without objection.

### **Policy Committee**

Ms. Gregory moved approval of the 23-24 Student Code of Conduct as presented during the workshop. The motion was seconded by Dr. Davis and passed without objection.

### **Attorney's Business – Officer Elections**

Mr. Moyle requested nominations for the office of Chair. Ms. Gregory moved Mr. Villa continue as Chair. The motion was seconded by Dr. Bowden and passed one abstention (Villa) and no objections.

Mr. Moyle requested nominations for the office of Vice Chair. Mr. Villa moved Mr. Marshall continue as Vice Chair. The motion was seconded by Dr. Bowden and passed with one abstention (Marshall) and no objections.

Mr. Moyle requested nominations for the office of Secretary. Mr. Villa moved Dr. Davis continue as Secretary. The motion was seconded by Dr. Bowden and passed with one abstention (Davis) and no objections.

Mr. Moyle requested nominations for the office of Treasurer. Mr. Villa moved Ms. Perkins continue as Treasurer. The motion was seconded by Dr. Bowden and passed without objection.

#### Director's Business

Mr. Cole moved the approval of the promotion from University School Instructor to University School Assistant Professor for Danielle Eckhart. The motion was seconded by Ms. Gregory and passed without objection.

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#### Adjournment

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**FLORIDA STATE UNIVERSITY SCHOOLS**  
**2023-2024 BUDGET SUMMARY**  
*As of Sept 30, 2023*

FEFP DEPARTMENTS	Dept ID	Fund	Budget	Expenditures	Encumbrances	Available
<b><i>Function 5000 Instructional</i></b>						
Elementary	131005	510	\$2,943,929	\$381,650	\$2,531,313	\$30,966
Secondary Grades 6-12	131029	510	\$3,103,340	\$384,019	\$2,621,054	\$98,267
Secondary Special Areas	131011	510	\$1,515,462	\$206,820	\$1,235,627	\$73,016
Supplemental Academic Instruction	131025	510	\$484,733	\$57,935	\$415,573	\$11,225
Exceptional Student Education	131026	510	\$207,967	(\$57,335)	\$261,548	\$3,754
Reading	131027	510	\$190,770	\$20,617	\$0	\$170,153
Class Size Reduction	131010	510	\$948,196	\$105,955	\$713,727	\$128,514
Career & Tech Education	131013	510	\$102,765	\$2,800	\$45,059	\$54,906
Library	131018	510	\$23,023	\$5,692	\$6,174	\$11,157
Teacher Allocation	131012	510	\$36,000	\$3,588	\$398	\$32,014
Instructional Materials	131023	510	\$204,492	\$77,625	\$53,662	\$73,205
	Subtotals		\$9,760,677	\$1,189,366	\$7,884,135	\$687,176
<b><i>Function 6000 Student Services</i></b>						
Instructional Support Services	131001	510	\$1,384,312	\$184,641	\$1,021,101	\$178,570
Instructional & Curriculum Dev-Training	131002	510	\$9,413	\$4,429	\$0	\$4,984
Public School Tech - Instructional	131009	510	\$33,042	\$3,398	\$0	\$29,644
Digital Classroom Technology	131034	510	\$12,159	\$0	\$0	\$12,159
Mental Health Assistance	131036	510	\$199,166	\$28,561	\$117,498	\$53,107
	Subtotals		\$1,638,092	\$221,029	\$1,138,599	\$278,464
<b><i>Function 7000 Administration</i></b>						
School Board	131031	510	\$140,580	\$58,863	\$78,565	\$3,151
General Administration	131022	510	\$500,167	\$76,467	\$217,278	\$206,422
School Administration	131000	510	\$531,172	\$105,956	\$313,714	\$111,502
Fiscal Services	131030	510	\$384,084	\$77,018	\$251,920	\$55,145
Support Services	131003	510	\$52,338	\$4,672	\$23,803	\$23,864
Data Processing	131032	510	\$245,744	\$54,042	\$173,689	\$18,013
Administrative Technology Services	131021	510	\$487,619	\$170,001	\$251,434	\$66,185
Operation of Plant	131004	510	\$1,570,004	\$356,230	\$1,102,554	\$111,220
Maintenance of Plant	131033	510	\$265,000	\$173,156	\$69,658	\$22,186
Safe Schools	131035	510	\$469,435	\$119,839	\$353,991	(\$4,395)
	Subtotals		\$4,646,143	\$1,196,245	\$2,836,606	\$613,292
<b><i>FEFP TOTALS</i></b>			\$16,044,912	\$2,606,639	\$11,859,341	\$1,578,932
<b>NON-OPERATING DEPARTMENTS</b>	<b>Dept ID</b>	<b>Fund</b>	<b>Budget</b>	<b>Expenditures</b>	<b>Encumbrances</b>	<b>Available</b>
Contingency	131014	510	\$0	\$0	\$0	\$0
Capital Outlay	131024	510	\$215,000	\$6,107	\$0	\$208,893
<b><i>NON-OPERATING TOTALS</i></b>			\$215,000	\$6,107	\$0	\$208,893

FLORIDA STATE UNIVERSITY SCHOOLS  
2023-2024 BUDGET SUMMARY  
*As of Sept 30, 2023*

FEFP DEPARTMENTS	Dept ID	Fund	Budget	Expenditures	Encumbrances	Available
<b>AUXILIARY &amp; STUDENT ACTIVITIES:</b>	<b>Dept ID</b>	<b>Fund</b>	<b>Budget</b>	<b>Expenditures</b>	<b>Encumbrances</b>	<b>Available</b>
Lunch Program - Aux	131015	512	\$482,452	\$27,755	\$422,263	\$32,435
Extended Day - Aux	131016	512	\$684,802	(\$142,534)	\$428,295	\$399,041
Activity Fees - Des. Student Fees	131017	511	\$424,817	\$152,857	\$225,101	\$46,859
Athletic - Des. Student Fees	131019	511	\$190,130	\$48,130	\$135,506	\$6,494
<b>AUXILIARY TOTALS</b>			<b>\$1,782,201</b>	<b>\$86,207</b>	<b>\$1,211,165</b>	<b>\$484,829</b>
<b>GRAND TOTALS</b>			<b>\$18,042,113</b>	<b>\$2,698,953</b>	<b>\$13,070,505</b>	<b>\$2,272,655</b>

Project Name	End Date	Notes	Project #	Budget	Encumbrances	Expenses	Available
Title I, Part A - 2023-20	12/31/23	50% until full award	102228	\$153,946	\$20,152	\$8,110	\$125,684
Title III, Part A - 2023-	12/31/23	50% until full award	102229	\$6,000	\$0	\$0	\$6,000
Title II, Part A - 2023-2	12/31/23	50% until full award	102238	\$68,346	\$9,320	\$1,268	\$57,758
Title IV, Part A - 2023-2	12/31/23	50% until full award	102247	\$12,705	\$0	\$11,244	\$1,461
IDEA K-12 2023-2024	12/31/23	50% until full award	102297	\$207,595	\$132,218	\$62,679	\$12,698
IDEA Pre-K 2023-2024	12/31/23	50% until full award	102298	\$3,138	\$0	\$0	\$3,138
FSUS ARP ESSER 21-24	09/30/24	Remaining PPines	101179	\$1,649,019	\$0	\$1,072,660	\$576,359
Leon - Summer Learning Ca	09/30/24		101480	\$216,848	\$6,064	\$61,081	\$149,703
High-Impact Reading Inter	09/30/24		101676	\$268,280	\$27,104	\$211,150	\$30,026
Leon - Intensive Aftersch	09/30/24		101910	\$559,684	\$0	\$34,491	\$525,193
Leon - Instructional Mate	09/30/24		101911	\$372,813	\$0	\$0	\$372,813
Leon: Targeted Mathematic	09/30/24		101920	\$326,578	\$32,703	\$107,560	\$186,315
Safety and Security of Sc	01/25/25		102157	\$42,000	\$0	\$0	\$42,000
<b>TOTALS</b>				<b>\$3,844,952</b>	<b>\$227,560</b>	<b>\$1,570,243</b>	<b>\$2,047,149</b>

# Florida State University Schools



**Grades K-12**

## **LEGAL FOUNDATION OF THE STUDENT PROGRESSION PLAN**

### **SECTION 1008.25, FLORIDA STATUTES, STUDENT PROGRESSION**

Florida State University Schools (FSUS) has established a comprehensive program for pupil progression, which shall be based upon an evaluation of each pupil's performance, including how well the student masters the performance standards approved by the State Board of Education. FSUS's curriculum, instruction and assessment system shall be aligned with Florida Standards. Courses, instruction and performance standards will address the skills and competencies that a student must learn in order to graduate from high school. (F.S. 1008.25)

The Student Progression Plan is revised and updated annually, based upon input from school personnel, current law and State Board Rule changes. This plan gives consideration to the best interest of individual students and complies with the Florida Statutes and Florida Department of Education directives. All school level instructional personnel, parents, and students are encouraged to study the requirements of Florida State University Schools Student Progression Plan, with the understanding that the legislative intent is to raise the quality of education in Florida. Though every effort is made to address state statute and federal mandates, it is possible that answers may not be found in this document. These omissions are not to be construed as Florida State University Schools granting permission for issues not covered in the Student Progression Plan. Clarification on these types of issues are available through school principals as well as from district staff.

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

Grades K-12 will offer instruction for English Language Learners (ELL) which complies with the 1990 LULAC/META Consent Decree and with the District ELL Plan which is both approved by the District School Board and the Florida State Department of Education. No student will be denied appropriate use of his/her primary language. (FS 233.058, SBR 6A.6A 0908(3) FAC).

Each student must participate in the statewide assessment program as required by FS 1008.25(4).

The Student Progression Plan is designed to support the philosophy and goals of the FSUS School Board.

The Pembroke Pines-Florida State University Charter Elementary School follows Broward County Public School's Policy 6000.1 Student Progression Plan when possible. If an assessment is unavailable, the school will align with the pupil progression plan of FSUS.

Note: As policy changes midyear, or updates are needed, the following chart regarding Substantive Changes will be modified accordingly.



**SUBSTANTIVE CHANGES**

Section	Change
Elementary Promotion	<u>Requirements for Promotion to Grade 4</u>
Elementary Reading Interventions	<u>Comprehensive Reading and Intervention Programs</u>

## Educational Acronyms

<b><i>Acronym</i></b>	<b><i>Meaning</i></b>
CSIT	Child Study Team
EOC	End Of Course Assessment
ENOBLES	Enhanced New Opportunity for Better Life in Education for Students with Disabilities
ELA	English Language Arts
ELL	English Language Learner
ESOL	English Speakers of Other Languages
FAPE	Free Appropriate Public Education
FCAT	Florida Comprehensive Assessment Test
F.S.	Florida Statute
FAST	Florida Assessment of Student Thinking
GED	General Education Diploma
GPA	Grade Point Average
IEP	Individual Education Plan
MTSS	Multi-Tiered System of Support
NGSSS	Next Generation Sunshine State Standards
NRT	Norm Reference Test
PERT	Postsecondary Education Readiness Test
PMIP	Progress Monitoring Plan
READ	Reading Enhancement and Acceleration Development
RTI	Response to Intervention
SIT	School Intervention Team
SPP	Student Progression Plan
TABE	Test of Adult Basic Education
TIEP	Transitional Individual Education Plan

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Section 1008.25, Florida Statutes, requires each district school board to establish a comprehensive program for student progression that includes standards for evaluating how well each student masters the performance standards. The plan must also contain specific district standards of performance for student progression in reading, writing, science and mathematics for each grade level. Other areas that must be addressed include: remediation plans, promotion criteria, retention criteria, and levels of performance based upon district assessment.

To assist in navigating the **Student Progression Plan** (which may be found in its entirety on the school's website [www.fsus.fsu.edu](http://www.fsus.fsu.edu)), the following table indicates the pages for each topic. To assist with understanding the plan, a list of education acronyms and their meanings is provided.

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## SECTION 1: GENERAL K-12 INFORMATION

### Enrollment and Admissions

#### Transfers from Out-Of-State Schools

Any student who transfers from an out-of-state or out- of- country school must meet age requirements for admission to Florida public schools. Any student who does not meet such requirements must:

- 1) Have met age requirements for public schools within the state or country from which the student is transferring
- 2) Have academic credit that is acceptable under the rules of the School Board
- 3) Provide required data as indicated below:
  - Official documentation that the parent(s) or guardian(s) was a legal resident(s) of the state in which the student was previously enrolled in school
  - Official school records which show attendance, academic information, and grade placement
  - Evidence of immunization
  - Evidence of date of birth
  - Evidence of medical examination completed within the last twelve month

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#### Attendance

In order to provide reasonable consistency of maturity levels among students in the regular high school program, no person shall be permitted to attend the regular high school program after obtaining the age of 19. Those who obtain the age of 19 during the school year, may complete that school year. Students shall be enrolled on a full-time basis.

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#### Transfers from Home Education Programs and Private Schools

A home education student who enrolls in FSUS must meet all district and State requirements for public school students. The parent must provide an academic assessment record for all work completed during the home education program. Appropriate grade placement will be determined by the Director, or designee. Placement in the same grade as recommended by the former school is not automatic. A four- to- six week screening period may be allowed from the time of enrollment, in order to assist with placement adjustments. Serious consideration is to be given to screening and competency tests results. A placement decision may be made in consultation with the teacher(s), other appropriate staff, and parents/guardians.

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For home education students enrolling in grades 6 through 12, the parent must provide an academic assessment record for all work completed during the home education program. The school will transfer the courses and grades to the student's district transcript. All home education program courses will be given credit pursuant to the

Universal Transfer of Credit rule. Please see the credit section under Secondary Education in the K12 FSUS Progression Plan for more information.

### Transfers From Out-Of-State Schools

Any student who transfers from an out-of-state or out-of-country school must meet age requirements for admission to Florida public schools. Any student who does not meet such requirements must:

- 1) Have met age requirements for public schools within the state or country from which the student is transferring
- 2) Have academic credit that is acceptable under the rules of the School Board
- 3) Provide required data as indicated below:
  - Official documentation that the parent(s) or guardian(s) was a legal resident(s) of the state in which the student was previously enrolled in school
  - Official school records which show attendance, academic information, and grade placement
  - Evidence of immunization
  - Evidence of date of birth
  - Evidence of medical examination completed within the last twelve months

### Placement of Transfer Students

If a student transfers before or during the school year, the receiving school shall initially honor placement in courses based on the student's enrollment in the sending school if the courses are offered. Course placement includes, but is not limited to, Honors, Advanced Placement, vocational, technical, and career pathways courses.

The receiving school is not precluded from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the courses. The receiving school must initially honor placement of the student in educational programs such as Gifted and Talented and English as a Second Language based on current educational assessments conducted at the sending school.

### Evidence of Immunization

All students (K-12), including Florida transfers who enroll in FSUS, are required to have an up-to-date certificate of immunization (form HD680, which is available at the physician's office or the Health Department) prior to enrollment. Without this documentation, the student will not be allowed to attend school. This includes:

- Five doses of D.P.T. vaccine (Diphtheria, Pertusis and Tetanus). If the fourth dose was administered on or after the fourth birthday a fifth dose is not required.
- Four doses of Polio vaccine (OPV or IPV). If the third dose was administered on or after the fourth birthday a fourth dose is not required. Kindergarteners are required to have a 5th dose if the 4th dose was given before the 4th birthday.
- Two doses of MMR vaccine (Measles, Mumps, and Rubella)

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- Completed Hepatitis B series, three shots within a 6-month period. Some physicians are using a [two-dose](#) series - this must be documented
- 8th - 12th grade students are required to have one VZV vaccine (Varicella/Chicken Pox) or documentation of the disease.
- K -7th students are required to have 2 VZV vaccine (Varicella/Chicken Pox) or documentation of the disease.
- 7th-12th grade students are required to have the Tdap booster (Tetanus-Diphtheria-Pertusis). One of the most important things that you can do to help your student be successful in the classroom is to be sure that they stay healthy.

(Updated: 07/2016)

*Note:* Religious exemptions are allowed. They may be obtained at a Health Department clinic. Students may enter school on Temporary Medical Exemption (DOH 680-Part B; DOE Code 2) provided the expiration date has not passed. Students will be excluded from school if they do not comply with immunization laws.

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#### **Evidence of a Medical Examination**

Upon initial enrollment into a Florida school, students must present certification of a school-entry health examination performed within 1 year prior to enrollment. Physicals completed out-of-country or state are acceptable. Any child shall be exempt from the requirement of a health examination upon written request of the parent of the child stating objection to the examination on religious grounds (F.S. 1003.22(1), Fla. Stat.).

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#### **Married or Pregnant Students**

Students who become or have become married and students who are pregnant shall not be prohibited from attending school. Married students and students who are parents shall receive the same educational instruction or its equivalent as other students but may voluntarily be assigned to a class or program suited to their special needs. Consistent with F.S. 1003.54, Fla. Stat., pregnant or parenting teens may participate in a teenage parent program (F.S. 1003.21(1)(d), Fla. Stat.).

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#### **Interstate Compact on Educational Opportunity for Military Children and Assistance to Transitioning Students from Military Families (§ 1003, Fla. Stat.)**

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

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- Active-duty members of the uniformed services, including members of the National Guard and Reserve on active-duty orders pursuant to § 1209 & § 1211, 10 U.S.C.
- Members of veterans of the uniformed services who are severely injured and medically discharged or retired for a period of 1 year after medical discharge or retirement; and
- Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of 1 year after death. The compact does not apply to the children of:
  - Inactive members of the National Guard and military reserves;
  - Members of the uniformed services now retired,
  - Veterans of the uniformed services;



- Other United States Department of Defense personnel, federal agency civilians, and contract employees not defined as active-duty members of the uniformed services.

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### Foreign Students

Any student entering the public school system from outside the United States will be placed by a combination of the following criteria:

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- Age appropriateness
- Previous school experience
- Academic proficiency

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Each foreign student with educational documentation will receive a recommended grade placement after an evaluation of the student's educational records has been made. The family is responsible for providing a certified English translation of all records. Adjustments to these recommended placements may be made by the Director or designee in accordance with relevant State Board of Education rules. Students who do not meet regular age requirements for entering kindergarten in Florida but who have attended kindergarten in their native country must have an official letter or transcript from the proper school authority, which shows record of attendance, academic information, and grade placement.

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### English Language Learners (ELL)

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Age appropriateness, parent input, review of records/assessments, and other pertinent data available are all considerations used when determining the proper academic placement of students. Initial determination of student's academic skills or performance is done based on a parent/guardian/student comprehensive interview and academic records available. ELL students may need more review than English proficient students in order to develop an appropriate instructional plan. Each school must document the prior school experiences of new students by means of school records and transcripts. Telephone calls and other means of communication to the student's previous school to request records will be made. Such experiences must be taken into account in planning and providing [age-appropriate](#) instruction. In order to effectively place ELL students, their academic abilities must be determined exclusive of their lack of English proficiency. Grading systems and grade levels may differ from systems in the United States. Comprehensive parent/guardian/student interviews, teacher-made tests, tests of academic abilities administered in the student's home language or other forms of informal assessment may be used to determine the appropriate grade level and class placements. The ELL Committee may be reconvened at any time after a student has been served for a semester to review and make recommendations for appropriate modifications. (Fla. Admin. Code R. 6A-6.0902)

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- A record of all promotions, retentions, remedial placements and/or other types of special placement will be placed in the student's cumulative educational record.
- Student performance and progress will be reported to parents through periodic report cards, mid-term progress reports and standardized assessments. Parents are encouraged to arrange for a conference(s) with teachers and school officials as necessary at all grade levels.
- If it becomes evident during the second semester that a student is in danger of being retained, the parent/guardian will receive written notification of their child's possible retention.
- Any questions regarding student grade change requests must be received by July 1<sup>st</sup> of the academic year in question. Any incomplete grades will be changed to a grade of "F" at this time.

## SECTION 2: ELEMENTARY EDUCATION (K-5)

### Student Placement: Promotion, Retention, and Promotion with Instructional Support

Student promotion in grades K-5 is based on results of locally determined assessments and 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 as defined by the Commissioner of Education. No one test with a single administration should determine promotion or retention. Virtual school coursework may only be used for acceleration. The preponderance of evidence from evaluations should be used to determine if a student is ready for the work of the next grade. (F.S. 1008.25(5) (a)) Under most circumstances, a student may be retained in elementary school (grades K- 5) only once. However, in the case of mandatory third grade retention or on the recommendation of the principal and with the approval of the Director's staff, a student may be retained in elementary school a second time if, after remediation, the student continues to perform below the district identified minimum levels of performance and there is no justification for promotion with instructional support to the next grade.

No student may be retained solely due to English language proficiency. No student will be denied appropriate use of his/her primary language "No promotion or retention decision may be made for any individual student classified as ELL based solely on a score on any single assessment instrument, whether such assessment instrument is part of the [statewide](#) assessment program or of a particular district's formal assessment process. A formal retention recommendation regarding an ELL student may be made through action of an ELL committee."

### Parent Notification

Parents or guardians of each student will be notified in writing annually of the progress of the student toward achieving the district identified minimum levels of performance in reading, writing, mathematics, and science and the student's score on each [statewide](#) assessment test. The evaluation of each student's progress will be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information.

Parents or guardians must be notified in writing at any time during a reporting period when it is apparent that the student is doing unsatisfactory work in any subject or may need retention in his/her grade level. Notification may include progress reports as well as letters, documented phone calls and parent/guardian conferences. When feasible, formal notification will be in a language or mode of communication understandable by the parents/guardians. Such notification shall also apply to social growth/behavior and work habits. No student shall receive an unsatisfactory grade if parents/guardians have not been notified. The opportunity for a conference with the teacher or principal must be provided to the parent/guardian of any student who may be retained. School personnel should make every effort to gain parent understanding and cooperation regarding a student's grade placement; the final decision as to grade placement, in grades other than 3rd, is the responsibility of the principal. Decisions made by the principal must be in accordance with all policies listed within the Student Progression Plan.

Parents will be notified in writing:

- If a student's progress is below the standards established for the student's grade placement.
- If the student is not progressing satisfactorily in any subject.
- If the student is being considered for retention.
- When the current and proposed supplemental remedial services are being provided to the child.

- To explain that if the reading deficiency is not remediated by the end of grade 3, the child will be retained, unless promoted with good cause exemption.
- To outline the student's results on each statewide assessment. In addition, parents must be notified annually of their child's progress towards achieving state and district expectations for proficiency in reading, writing, mathematics, science, and social studies

## **Student Rights for Instruction**

All public education classes shall be available to all students without regard to race, national origin, sex, handicap, or marital status; however, this is not intended to eliminate the provision of programs designed to meet the needs of students with limited proficiency in English or exceptional education students. (F.S. 1002.20) English Language Learners (ELL) services are designed to meet the communication, academic, and social needs of ELL students as defined in the District ELL Plan.

## **Placement for New Enrollees K-5**

### **Kindergarten/First Year Primary**

Legal Requirements - Students must be five years of age on or before September 1 of the school year. (F.S. 1003.21) Parents/Guardians must have adequate documentation of the following:

- Evidence of date of birth
- Evidence of immunization
- Evidence of medical examination completed within the last twelve months

### **Screening Activities for All New Kindergarten Enrollees**

All school districts are required to administer the school readiness uniform screening to each kindergarten student in the district school system upon the student's entry into kindergarten. Screening activities will identify students' instructional needs and will assist schools in making grade level placements. Attention will be paid to

- Academic performance/concept development
- Communication competence
- Social/emotional behavior
- Health and physical development
- Home language survey

### **First Grade/Second Year Primary**

- Have successfully completed a public school kindergarten program, or
- Have satisfactorily completed a non-public kindergarten program and provide evidence such as a report card reflective of the student's satisfactory completion of kindergarten or a letter by the principal or director of the school, certifying the student's satisfactory completion of a kindergarten program.

## PROMOTION IN GRADES K-5

### Florida Assessments

At the elementary level, the state assessments for English Language Arts and Mathematics is administered to third, fourth, and fifth graders. The state determines passing scores for these assessments, and students who do not meet the set performance levels on these assessments will be evaluated for the nature of the deficiency and provided with targeted instructional support. Under Requirements for Promotion to Grade 4, the state assessment for English Language Arts is directly tied to promotion to the fourth grade.

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The evaluation of each student's progress will be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information in terms of appropriate instructional goals established by the Florida Department of Education's state standards. The primary responsibility for authorizing grade placement for the next year is that of professional staff members, subject to review and approval of the principal and Director, and subject to state statute, the rules of the State Board of Education and/or the FSUS School Board. The only exception is the Mandatory Grade 3 Retention \* (§ 1008.25 (5)(b), Fla. Stat.). <sup>¶</sup>

### Social Promotion

No student shall be assigned to a grade level based solely on age or other factors that amount to social promotion or administrative placement; however, this does not prevent students from being promoted based upon exemption according to state law and FSUS policy.

The student's growth toward the accomplishment of state and district identified minimum levels of performance in English Language Arts, mathematics, science, and social studies shall be the primary consideration in promotion/retention decisions. Student progression decisions consider the effectiveness of core instruction and the student's response to evidence-based instruction/interventions implemented with fidelity (§ 1008.25 (5)(b), Fla. Stat.)

When establishing student eligibility requirements, principals and school districts must consider, at a minimum:

- The student's performance on a locally determined assessment, a statewide assessment, or a statewide standardized assessment administered pursuant to § 1008.22, Fla. State.;
- The student's final passing grade in the grade-specific core course;
- The student's attendance;
- Recommendations from one or more of the student's teachers in core-curricula courses as outlined in §1003.01(14)(a-e), Fla. Stat.

**Deleted:** Targeted Instructional Support<sup>¶</sup>

All students shall be afforded every opportunity to meet achievement expectations. Students not meeting district/state identified minimum levels of performance must receive targeted, intensive instructional support in order to accelerate the student's rate of progress towards standards. <sup>¶</sup>

### Grade Level Promotional Standards

### Kindergarten

Promotion of students in Kindergarten will be determined by teacher judgment and the recommendation of the school site administrator which may be based on the following indicators:

- Mastery of each Florida Standard at 70% or greater in English Language Arts (ELA) and Mathematics
- A scaled score of 783 or above on Star Early Literacy
- A scaled score of 789 or above on STAR Math
- A scaled score of 401 or above on iReady Reading
- A scaled score of 378 or above on iReady Math
- Exhibit letter and sound fluency, and demonstrate written expression equal to kindergarten end-of-year expectations
- The determination should also reflect successful progress in the adopted curriculum, classroom assignments, formal and informal assessments, and anecdotal data

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### First Grade

Promotion of students in First Grade will be determined by teacher judgment and the recommendation of the school site administrator which may be based on the following indicators:

- Mastery of each Florida Standard at 70% or greater in English Language Arts (ELA) and Mathematics
- A scaled score of 846 or above on STAR Reading
- A scaled score of 842 or above on STAR Math
- A scaled score of 454 or above on iReady Reading
- A scaled score of 407 or above on iReady Math
- Read with accuracy and fluency, and demonstrate written expression equal to first grade end-of year expectations
- The determination should also reflect successful progress in the adopted curriculum, classroom assignments, formal and informal assessments, and anecdotal data

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**Deleted:** To be promoted to grade 4, a student must score a Level 2 or higher on the statewide, standardized English Language Arts assessment required under s. 1008.22, F.S., for grade 3. If a student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring Level 2 or higher on the grade 3 statewide, standardized English Language Arts assessment required under s. 1008.22, F.S., the student must be retained. ¶  
The district school board may only exempt students from mandatory retention for good cause. Good cause exemptions are limited to the following: ¶  
Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Languages program based on the initial date of entry into a school in the United States. ¶  
Students with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of s. 1008.212, F.S. ¶  
Students who demonstrate an acceptable level of performance on an alternative standardized reading or English Language Arts assessment approved by the State Board of Education. ¶  
A student who demonstrates through a student portfolio that he or she is performing at least at Level 2 on the statewide, standardized English Language Arts assessment. ¶  
Students with disabilities who take the statewide, standardized English Language Arts assessment and who have an individual education plan or a Section 504 plan that reflects that the student has received intensive instruction in reading or English Language Arts for more than two years but still demonstrates a deficiency and was previously retained in kindergarten, grade 1, grade 2 or grade 3. ¶  
Students who have received intensive reading intervention 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. A student may not be retained more than once in grade 3. ¶

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### Second Grade

Promotion of students in Second Grade will be determined by teacher judgment and the recommendation of the school site administrator which may be based on the following indicators:

- Mastery of each Florida Standard at 70% or greater in English Language Arts (ELA) and Mathematics
- A scaled score of 937 or above on STAR Reading
- A scaled score of 913 or above on STAR Math
- A scaled score of 505 or above on iReady Reading
- A scaled score of 434 or above on iReady Math
- Read with accuracy and fluency, and demonstrate written expression equal to second grade end-of-year expectations
- The determination should also reflect successful progress in the adopted curriculum, classroom assignments, formal and informal assessments, and anecdotal data

### \*Third Grade

Promotion of students in Third Grade will be determined by teacher judgment and the recommendation of the school site administrator which may be based on the following indicators:

- Mastery of each Florida Standard at 70% or greater in English Language Arts (ELA) and Mathematics
- A scaled score of 534 or above on iReady Reading
- A scaled score of 458 or above on iReady Math
- Read with accuracy and fluency, and demonstrate written expression equal to third grade end-of-year expectations

- The determination should also reflect successful progress in the adopted curriculum, classroom assignments, formal and informal assessments, and anecdotal data
- Score at Level 2 or higher on state assessment in Reading and Mathematics

*\*See Requirements for Promotion to Grade 4*

#### **Fourth Grade**

Promotion of students in Fourth Grade will be determined by teacher judgment and the recommendation of the school site administrator which may be based on the following indicators:

- Master each Florida Standard at 70% or greater in ELA and Mathematics
- A scaled score of 558 or above on iReady Reading
- A scaled score of 479 or above on iReady Math
- Read with accuracy and fluency, and demonstrate written expression equal to fourth grade end-of-year expectations
- Score Level 2 or higher on both state assessments in Reading and Mathematics

#### **Fifth Grade**

Promotion of students in Fifth Grade will be determined by teacher judgment and the recommendation of the school site administrator which may be based on the following indicators:

- Master each Florida Standard at 70% or greater in ELA and Mathematics
- A scaled score of 579 or above on iReady Reading
- A scaled score of 490 or above on iReady Math
- Read with accuracy and fluency, and demonstrate written expression equal to fifth grade end-of-year expectations
- Score Level 2 or higher on both state assessment in Reading and Mathematics

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#### **Requirement for Promotion to Grade 4**

To be promoted to grade 4, a student must score a Level 2 or higher on the statewide, standardized English Language Arts assessment required under s. 1008.22, F.S., for grade 3. If a student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring Level 2 or higher on the grade 3 statewide, standardized English Language Arts assessment required under s. 1008.22, F.S., the student must be retained. The district school board may only exempt students from mandatory retention for good cause. Good cause exemptions are limited to the following:

1. Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Languages program based on the initial date of entry into a school in the United States.

2. Students with disabilities whose individual educational plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of s. 1008.212, F.S.

3. Students who demonstrate an acceptable level of performance on an alternative standardized reading or English Language Arts assessment approved by the State Board of Education.

4. A student who demonstrates through a student portfolio that he or she is performing at least at Level 2 on the statewide, standardized English Language Arts assessment.

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5. Students with disabilities who take the statewide, standardized English Language Arts assessment and who have an individual educational plan or a Section 504 plan that reflects that the student has received intensive instruction in reading or English Language Arts for more than two years but still demonstrates a deficiency and was previously retained in prekindergarten, kindergarten, grade 1, grade 2 or grade 3.

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6. Students who have received intensive reading intervention 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. A student may not be retained more than once in grade 3. (s. 1008.25(5), F.S., and 1008.25(7), F.S.)

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#### Alternative Assessments for Promotion to Grade 4

A student who scores Level 1 on the grade 3 statewide, standardized English Language Arts assessment may be promoted to grade 4 if the student demonstrates an acceptable level of performance on an approved alternative standardized reading assessment. FSUS utilizes State Board of Education approved alternative standardized reading assessments for good cause exemption for promotion to grade 4.

#### Student Portfolios for Promotion to Grade 4

To promote a student using a student portfolio as a good cause exemption, there must be evidence that demonstrates the student's mastery of the B.E.S.T. English Language Arts Standards in reading is equal to at least a Level 2 performance on the grade 3 statewide, standardized English Language Arts assessment. Such evidence shall be an organized collection of the student's mastery of the B.E.S.T. English Language Arts Standards that are assessed by the grade 3 statewide, standardized English Language Arts assessment. FSUS will immediately begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first. The portfolio must meet the following criteria:

1. Be selected by the student's teacher;

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2. Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;

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3. Include evidence that the benchmarks assessed by the grade 3 statewide, standardized English Language Arts assessment have been met. Evidence is to include grade-level passages that are approximately fifty (50) percent literary text and fifty (50) percent informational text, and that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum or teacher-prepared assessments that are aligned with the B.E.S.T. English Language Arts Standards;

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4. Be an organized collection of evidence of the student's mastery of the B.E.S.T. English Language Arts Standards that are assessed by the grade 3 statewide, standardized English Language Arts assessment. For each benchmark, there must be at least eight (8) items assessed and the student must demonstrate seventy (70) percent mastery for all items assessed per benchmark; and

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

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To request a good cause exemption, documentation shall be submitted from the student's teacher to the school principal that indicates that the promotion of the student is appropriate and is based upon the student's academic record. In order to minimize paperwork requirements, such documentation shall consist only of the existing progress



monitoring plan, individual educational plan, if applicable, report card or student portfolio. The school principal shall review and discuss such recommendation with the teacher 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 school principal shall make such recommendation in writing to the school district superintendent. The school district superintendent shall accept or reject the school principal's recommendation in writing. (s. 1008.25(7), F.S., and Rule 6A-1.094221, F.A.C.)

#### Summer Reading Camps

Retained third grade students must be provided intensive interventions in reading to ameliorate the student's specific reading deficiency and prepare the student for promotion to the next grade. These interventions must include participation in the school district's summer reading camp, which must incorporate evidence-based, explicit, systematic and multisensory reading instruction grounded in the science of reading, in phonemic awareness, phonics, fluency, vocabulary, comprehension and other strategies prescribed by the school district.

Third grade students participating in FSUS's summer reading camp must be provided with a highly effective teacher as determined by the teacher's performance evaluation under s. 1012.34, F.S., and the teacher must also be certified or endorsed in reading. (s. 1008.25(8), F.S.)

#### Services for Students Retained in Grade 3

Students retained in grade 3 must be provided with a highly effective teacher as determined by the teacher's performance evaluation under s. 1012.34, F.S., and the teacher must also be certified or endorsed in reading. These students must also be provided intensive reading interventions that are grounded in the science of reading to ameliorate the student's specific reading deficiency and prepare the student for promotion to the next grade. These interventions must include:

1. Evidence-based, explicit, systematic and multisensory reading instruction grounded in the science of reading, in phonemic awareness, phonics, fluency, vocabulary, comprehension and other strategies prescribed by the school district;
2. Participation in the school district's summer reading camp, which must incorporate the instructional and intervention strategies above that place rigor and grade-level learning at the forefront; and
3. A minimum of 90 minutes of daily, uninterrupted reading instruction incorporating the instructional and intervention strategies above. This instruction may include:
  - a. Coordinated integration of content-rich texts in science and civic literacy within the 90-minute block;
  - b. Targeted small group instruction;
  - c. Explicit and systematic instruction with more detailed explanations, more extensive opportunities for guided practice and more opportunities for error correction and feedback;
  - d. Reduced teacher-student ratios;
  - e. More frequent progress monitoring of the reading skills of each student throughout the school year and the adjustment of instruction according to student need;
  - f. Tutoring or mentoring;
  - g. Transition classes containing 3rd and 4th grade students;

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h. Extended school day, week or year; and

i. Before school or after school, or both, supplemental evidence-based reading interventions grounded in the science of reading delivered by a teacher who is certified or endorsed in reading and is rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S.

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#### Services for Students Promoted to Grade 4 with a Good Cause Exemption

A student who is promoted to grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention grounded in the science of reading that includes specialized diagnostic information and specific reading strategies to meet the needs of each student so promoted. The school district shall assist schools and teachers with the implementation of explicit, systematic and multisensory reading instruction and intervention strategies for students promoted with a good cause exemption which research has shown to be successful in improving reading among students who have reading difficulties. (s. 1008.25(7), F.S., and s. 1008.25(8), F.S.)

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#### Mid-Year Promotion of Retained Grade 3 Students

FSUS will implement a policy for the mid-year promotion of a student retained in grade 3 who can demonstrate that he or she is a successful and independent reader and performing at or above grade level in reading. Tools that FSUS may use in reevaluating a student retained may include subsequent assessments, alternative assessments and portfolio reviews, in accordance with State Board of Education Rules. Such mid-year promotions of retained grade 3 students should occur during the first semester of the academic year. Eligibility for mid-year promotion will be reviewed at the Principal's discretion.

#### Promotion for Exceptional Students (ESE) in Grades K-5

Grade placement for students with identified disabilities is first determined by the same criteria for promotion and placement as for all students, with some additional considerations. A student with a disability who does not meet criteria for promotion may be exempted from mandatory retention after considering the procedures for good cause exemption that apply to all students with the following additional option.

Students with disabilities who take statewide assessments and have an IEP that reflects that the student has received intensive remediation in reading for more than 2 years but still has a deficiency in reading and was previously retained in kindergarten, first, second, or third grade may be considered for good cause exemption from mandatory retention.

Additional Factors (grades K, 1, 2, 4, or 5): Listed below are factors that need to be considered before making a decision to retain a student in Grade K, 1, 2, 4, or 5. Any decision to retain should be based on a pattern of these factors and should be discussed with parents/guardians. After consideration by a principal, not retaining a student may be based on the following factors:

- ESE: Exceptional Education students may not benefit from retention as much as they would benefit from additional individualized instructional strategies.

- Home Language: Level of English proficiency may not be a primary consideration for retention.
- Retention of English Language Learners (ELL) students must be determined by a school's ELL Committee except in the case of mandatory retention for reading deficiencies in grade 3.
- Previous Retention(s): According to research, students who are retained more than once are not likely to graduate from high school. An additional retention may not be as beneficial as an intensive intervention program.

### Mid-Year Promotion

Mid-year promotion of a retained 3<sup>rd</sup> grade student may occur at the Principal's discretion.

## CURRICULUM PROVISIONS

### Required Program of Studies *Grades K-5*

- A. The following areas of study are required at each grade level K-5:
  - Art
  - Comprehensive Health Education to include Human Growth and Development/Alcohol and Substance Abuse Prevention
  - Language Arts (Handwriting, Language, Listening, Reading, Speaking, Spelling, Writing)
  - Mathematics
  - Music
  - Physical education
  - Science
  - Social Studies
- B. Areas of Study will include State Board approved standards.
- C. Areas of Study will incorporate multi-cultural education, personal development, technology, and critical thinking components.

### Placements Not Addressed in the Student Progression Plan

Any student placement that is not addressed or supported in the Student Progression Plan must be reviewed by the Director's staff.

### Reading Deficiency and Required Parental Notifications s. 1008.25(4)(c), F.S.

Any student in kindergarten through grade 3 who exhibits a substantial deficiency in reading, or the characteristics of dyslexia, based upon screening, diagnostic, progress monitoring or assessment data; statewide assessments; or teacher observations must be provided intensive, explicit, systematic and multisensory reading interventions, that are grounded

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Any student whose overall performance suggests he/she would benefit from being officially placed in a higher grade without meeting district identified minimum levels of performance in Reading, Writing, Mathematics, or Science will be promoted with instructional support. All students promoted with instructional support will receive a progress monitoring plan.

For a student who has been retained two or more years, an appropriate alternative placement should be considered. [F.S.1008.25 (2) (c)] This alternative placement may include, but not be limited to, after-school tutoring or a pull-out remedial program for individual support and assistance.

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While the student should be afforded every opportunity to meet achievement expectations, students not meeting district- identified minimum levels of performance must receive remediation or be retained. Three options are available:

Remediate before the beginning of the next school year and promote;

Promote and remediate during the following school year with more intensive intervention and remediation strategies specified in a revised Progress Monitoring Plan;

Or retain and remediate in an intensive program that is different from the previous year's program and that takes into account the student's learning style.

#### **Progress Monitoring Plan (F.S. 1008.25(4)(b))**

FSUS has a school wide system of progress monitoring for all students who score below a Level 4 on the state assessment in ELA or Mathematics.

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in the science of reading, immediately following the identification of the reading deficiency or the characteristics of dyslexia to address his or her specific deficiency or dyslexia. A school may not wait for a student to receive a failing grade at the end of a grading period or wait until a plan is developed to identify the student as having a substantial reading deficiency and initiate intensive reading interventions. In addition, a school may not wait until an evaluation conducted pursuant to s. 1003.57, F.S., is completed to provide appropriate, evidence-based interventions for a student whose parent submits documentation from a professional licensed under Chapter 490, F.S., which demonstrates that the student has been diagnosed with dyslexia. Such interventions must be initiated upon receipt of the documentation and based on the student's specific areas of difficulty as identified by the licensed professional. A student who has a substantial reading deficiency must be covered by a federally required student plan, such as an individual educational plan or an individualized progress monitoring plan, or both, as necessary pursuant to s. 1008.25(4)(c), F.S.

For reading, the individualized progress monitoring plan shall include at a MINIMUM:

1. The student's specific, identified reading deficiency.
2. Goals and benchmarks for student growth in reading.
3. A description of the specific measures that will be used to evaluate and monitor the student's reading progress.
4. For a substantial reading deficiency, the specific evidence-based literacy instruction grounded in the science of reading which the student will receive.
5. Strategies, resources and materials that will be provided to the student's parent to support the student to make reading progress.
6. Any additional services the student's teacher deems available and appropriate to accelerate the student's reading development. (s. 1008.25(4)(c), F.S.)

Please note that if a student is covered by an Individual Educational Plan (IEP) ONLY, the above criteria should be documented in the IEP along with all other required documentation.

In accordance with Rule 6A-6.053(10), F.A.C., a kindergarten through grade 3 student is identified as having a substantial deficiency in reading if any of the following criteria are met:

A. For kindergarten, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning, middle or end of the year on the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S., and the student has demonstrated, through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension.

B. For grades 1 and 2, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window of the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S., and the student has demonstrated, through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or

C. For grade 3, the student scores:

1. Below the twentieth (20th) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S., and the student has demonstrated, through progress monitoring, formative assessments or teacher observation data,

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minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; fluency; and comprehension; or

2. Level 1 on the end of the year statewide, standardized English Language Arts assessment pursuant to s. 1008.22(3)(a), F.S.

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**Deleted:** If the student, at any grade, has been identified as having a deficiency in reading, the progress monitoring plan must identify:

The student's specific areas of deficiency in phonemic awareness, phonics, fluency, comprehension, oral language, and vocabulary. The desired levels of performance in these areas. The instructional and support services to be provided to meet the desired levels of performance. Each elementary school shall regularly assess the reading ability of each K-3 student. The parent of any K-3 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. That the parent will be consulted in the development of a detailed progress monitoring plan, as described in F.S.1008.25(4)(b). That the student will be given intensive reading instruction until the deficiency is corrected.

**Deleted:** Students with substantial reading deficiency, as determined by local assessments and statewide assessments, conducted in grades K, 1, 2, or 3, must be given intensive reading instruction immediately following the identification. Students must have their reading proficiency reassessed by the beginning of the grade following the intensive instruction. Intensive instruction shall be continued until reading deficiency is remediated. FSUS will also provide frequent monitoring of the students' progress in meeting the desired levels of performance.

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The parent of any student who exhibits a substantial deficiency in reading or the characteristics of Dyslexia, as described in 1008.25 F.S., must be notified in writing of the following:

1. That his or her child has been identified as having a substantial deficiency in reading, including 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.
2. A description of the current services that are provided to the child.
3. A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
4. 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 exempt from mandatory retention for good cause.
5. Strategies, including multisensory strategies and programming, through a read-at-home plan the parent can use in helping his or her child succeed in reading.
6. That the statewide, standardized English Language Arts assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion.
7. FSUS's specific criteria and policies for student portfolios and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. A school must immediately begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first.
8. Information about the student's eligibility for the New Worlds Reading Initiative under s. 1003.485, F.S., and information on parent training modules and other reading engagement resources available through the initiative.
9. The process to request and receive a New Worlds Scholarship, subject to available funds (s. 1002.411, F.S.).

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After initial notification, the school shall apprise the parent at least monthly of the student's progress in response to the intensive interventions and supports. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement.

Additionally, each school district shall provide written notification to the parent of a student who is retained in grade 3 that his or her child has not met the achievement level required for promotion and the reasons the child is not eligible for good cause exemption. This notification must comply with the aforementioned notification for the parent of a student with a substantial deficiency in reading and must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency.

(s. 1008.25(4), F.S., 1008.25(5), F.S., s. 1008.25(9), F.S., s. 1002.411, F.S., and Rule 6A-6.053, F.A.C.)

### Comprehensive Reading and Intervention Programs

FSUS utilizes State Board of Education approved comprehensive reading and intervention programs. The intervention programs shall be provided in addition to the comprehensive core reading instruction that is provided to all students in the general education classroom. Dyslexia-specific interventions will be defined by rule of the State Board of Education and shall be provided to students who have the characteristics of dyslexia. The reading intervention programs must do all of the following:

1. Provide explicit, direct instruction that is systematic, sequential and cumulative in language development, phonological awareness, phonics, fluency, vocabulary and comprehension, as applicable.
2. Provide daily targeted small group reading interventions based on student need in phonological awareness, phonics including decoding and encoding, sight words, vocabulary or comprehension; and

Be implemented during regular school hours. The primary instructional strategy for teaching word reading is phonics instruction for decoding and encoding. Instructional strategies may not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading. Such instruction may include visual information and strategies which improve background knowledge and experiential knowledge, add context and increase oral language and vocabulary to support comprehension, but may not be used to teach word reading. (s. 1008.25(5), F.S.)

### Mathematics Deficiency and/or Dyscalculia

All students in grades K-8 mathematics courses (does not include 8<sup>th</sup> grade students taking Algebra) will participate in progress monitoring assessments for mathematics three times each school year (PM 1, PM 2, PM 3). This data will be analyzed at quarterly progress monitoring meetings with teachers and administrators. PM data will be compared to data from classroom assessments, district assessments, and formative work samples when appropriate. Students with data from at least three sources that show a mathematical deficiency will be referred to the MTSS team to develop an individual progress monitoring plan. Families will be notified of the MTSS process.

### READ Initiative

The district implements a Reading Enhancement and Acceleration Development (READ) Initiative. The focus of the READ Initiative is 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 each K-3 student who is assessed as exhibiting a reading deficiency (F.S.1008.25(7)(b)7).

The READ Initiative shall:

- Be provided to all K-3 students at risk of retention as identified by the statewide assessment system used in Reading First schools. The assessment must measure phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Be provided during regular school hours, in addition to the regular reading instruction
- Provide a state-identified reading curriculum that has been reviewed by the Florida Center for Reading Research (FCRR) at Florida State University and meets, at a minimum, the following specifications:

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Per, F.S. 1008.25(3), the allocation of remedial and supplemental instruction resources for students shall occur in the following priority: ¶

Students who are deficient in reading by the end of grade 3. ¶  
Students who fail to meet performance levels required for promotion consistent with the district school board's plan for student progression. ¶

Successful Progression for Retained Third Grade Readers ¶

Students retained under the provisions of mandatory third grade retention must be provided intensive interventions in reading to improve the student's specific reading deficiency, as identified by a valid and reliable diagnostic assessment. This intensive intervention must include effective instructional strategies, participation in the school district's summer reading camp, and appropriate tex ... [48]

- Assists students in developing the ability to read at grade level
- Provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension
- Provides scientifically based and reliable assessment
- Provides initial and ongoing analysis of each student's reading progress
- Provides a curriculum in core academic subjects to assist the student in maintain or meeting proficiency levels for the appropriate grade in all academic subjects.

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### Accelerated Grade Placement

Accelerated educational experiences should be provided to students within their assigned grade levels. Where accelerated educational experiences seem indicated for an individual student, consideration should be given for gifted program eligibility. Accelerated placement of students in succeeding grade levels may be considered for students who demonstrate exceptionally rapid mastery of grade level objectives and who have attained an adequate level of social maturity. A placement committee consisting of the principal, classroom teacher, and any other personnel designated by the principal will make recommendations concerning accelerated placement. The committee shall review student performance data such as standardized tests results, report card grades, core curriculum area assessments, discipline records, and behavior observations.

The probable long-range academic, social, and emotional effects of the decision will be considered on a case-by-case basis. The principal has the responsibility for making such assignments.

A parent conference will be held. The parent will be notified formally, in writing, if the student is approved to receive an accelerated grade placement to the next higher grade. A student will not be accelerated without written parental consent. Documentation will be placed in the cumulative record. The student's cumulative record and report card will be worded —accelerated grade placement and will include the major reason(s) for the assignment and the name of the principal who made the placement.

#### EXCEPTION(S):

1. Students who are enrolled in Grade 2 are excluded from receiving accelerated grade placement to Grade 4.
2. Students who are enrolled in Grade 5 are excluded from receiving accelerated grade placement to Grade 7.

### Acceleration Mechanisms for Fourth and Fifth Grade Elementary Students

#### **Math Acceleration Program (MAP)**

In order to enter the program as a 4th grade student, students must have scored a Level 5 on the 3rd grade FAST Math PM 3 assessment and at least a Level 4 on the 3rd grade FAST Reading PM 3 assessment.

Students that successfully completed year 1 of the MAP curriculum in 4th grade are invited to continue with the accelerated mathematics coursework in 5th grade. For new students to join the program in 5th grade, students must demonstrate excellent mathematical thinking and problem-solving skills through at least one of the following: earning a perfect score on 4th Grade FAST Math PM 3, earning a Level 3 or above on 4th Grade FAST Math PM 1, and/or having been identified as gifted.

#### **Language Arts Acceleration**

To participate in accelerated language arts curriculum, students must have scored a level 5 on their prior year's Language Arts Florida Assessment of Student Thinking (FAST). The Dean of Academics will provide various



options on a case-by-case basis due to the maturity of ELA content and the inter-connectedness of reading and writing.

Middle school courses taken in elementary school shall be used to satisfy middle school promotion criteria once the student is enrolled in middle school. The grades the student earns will become a part of the middle school academic record, including failing grades, and may impact promotion in both elementary and middle school.

In the event that state assessment scores are not available, the Principal or designee may use a combination of grades, teacher recommendation, and other progress monitoring tools.

**NOTES:**

- At the end of each academic school year, accelerated placements will be reevaluated. Parents will be notified of any change of placement.
- Scores on one test may not give a thorough picture of a student's readiness for acceleration courses and other factors and assessments may need to be considered.
- Accelerated courses used for the purposes of promotion must be completed with a passing grade, prior to the end of the school year.
- Completion of middle school courses in elementary school may result in the students having to remain on an accelerated track through middle and high school, based on student performance.
- FSUS is not responsible for assigning WP (Withdrawal Passing) or WF (Withdrawal Failing). FSUS is only responsible for posting the final grade once received from FLVS. Please refer to FLVS' policy and procedures for further explanation.
- All Florida public school students enrolled in tested grade levels (Grades 3-10) are to participate in Florida's state-wide standards assessment program, per s. 1008.22 (3)(a), F.S. Students must take the test(s) appropriate for the grade level course in which they are receiving instruction. (e.g. a fifth grader taking a 6<sup>th</sup> grade math course must take the state-wide standards assessment associated with 6<sup>th</sup> grade )

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**Grading Policies and Practices**

***Elementary-K-5 Level***

A. Two methods are used to communicate a student's progress with parents. Parent conferences are held at least one time per semester. Report cards are emailed home at the end of each nine-week period. Grading is based on the philosophy that children grow and develop at different rates. The curriculum is based on developmentally appropriate practices.

1. There is an expectation that a measurable amount of learning must take place. Learning rates vary with individual children. The grading for the program areas: math, language arts (reading, writing, spelling), science and social studies, physical education, is as follows:

**A = Consistently high standards.** The student has learned and can use at least 90% of the skills/concepts/processes taught on his/her instructional level during the nine weeks and daily work consistently meets high quality standards.

**B = Consistently meets above average standards.** The student has learned and can use at least 80% of the skills/concepts/ processes taught on his/her instructional level during the nine weeks and daily work consistently meets above average/acceptable standards.



**C = Consistently meets acceptable standards.** The student has learned and can use at least 70% of the skills/concepts/processes taught on his/her instructional level during the nine weeks or daily work consistently meets acceptable standards.

**D = Consistently does not meet acceptable standards.** The student has learned and can use at least 60% of the skills/concepts/processes taught on his/her instructional level during the nine weeks or daily work consistently does not meet acceptable standards most of the time.

**F = Consistently does not meet acceptable standards.** The student has learned and can use less than 60% of the skills/concepts/processes taught on his/her instructional level during the nine weeks or daily work consistently does not meet acceptable standards most of the time.

**NOTE:** These criteria will be used to report a student's progress in learning and using the skills presented within a nine-week reporting period. A parent/ guardian is notified through frequent communication of student's performance via: phone calls, emails, weekly advisory reports and parent conferences.

2. There is an expectation that a measurable amount of learning must take place. Learning rates vary with individual children. The grading for the program areas: art, music, Spanish, health and character education, and STEM Lab is as follows:

**E = Excellent**

After skills/concepts/processes have been introduced and the student has had adequate time to practice, the student who demonstrates advanced understanding beyond what is expected for the grade level will be marked with this indicator.

**S = Satisfactory**

After skills/concepts/processes have been introduced and the student has had adequate time to practice, the student who demonstrates understanding and is performing at the appropriate level for the grade will be marked with this indicator.

**N = Needs Improvement**

After skills/concepts/processes have been introduced and the student has had adequate time to practice, the student who cannot demonstrate an understanding or can only demonstrate an understanding with review and help will be marked with this indicator.

**B. Student Conduct**

- The FSUS Elementary Program places a heavy emphasis on developing appropriate citizenship skills in each and every student. Students are expected to consistently:
- Use self-discipline
- Respect others
- Follow school rules
- Accept correction

In addition, students are expected to practice good study skills by demonstrating the following:

- Listening attentively and following directions
- Settling down to work quickly
- Focusing and concentrating on their work.
- Staying on task

- Managing time and materials appropriately
- Completing class work on time
- Always doing their best

#### C. Conference Alert/Progress

- Parents/guardians of all K-5 students shall receive a conference alert if there are concerns about the student's social/academic/developmental progress. The classroom teacher shall document notification. This conference would be in addition to the one required conference.
- If during the second semester, it becomes evident that a student is in danger of being retained, a parent/teacher conference should be held as early as possible. For those parents who are unable to attend a conference, or for whom phone contact has been impossible, written notification of the possible retention MUST be sent home, and reasonable attempts to schedule a conference must be made and documented. Parents will be afforded the opportunity for a parent-teacher conference at a mutually agreed time upon their request. Retention shall not occur without a parent-teacher conference. The classroom teacher will be responsible for maintaining documentation of parent notification. However, the failure to advise the parent of the student's academic progress shall not be grounds for modifying a student's grade(s).

#### Report Cards

Report cards are to provide students with attendance information, and an objective assessment of their scholastic achievement, work habits, and social growth and behavior. The elementary school shall use a standard report card appropriate for the school level. The student's academic performance in each course shall be based upon examinations as well as written papers, class participation, and other academic performance criteria.

However, parents/guardians must be notified any time the student is doing unsatisfactory work in any subject or may need retention in his/her grade level. Students and parents/guardians are to be advised of the criteria for assigning grades on a report card and the standards for promotion at the beginning of the school year or upon enrollment and continuously during the year.

## SECTION III: SECONDARY EDUCATION (6-12)

### Credits

#### Definition of High School (Grades 9-12) Credits

- A student, upon having received instruction in a designated course of study for a minimum of 67.5 hours for a one-half credit class and 135 hours for a one credit class and upon receiving passing grades (according to written grading standards including mastery of approved course performance standards and the State Board approved standards), will be granted credit for such course(s). FSUS will provide opportunities to students to make up missed instructional time or work for excused absences within reasonable time frames determined by the subject area teacher but not exceeding two weeks, unless specifically approved by the principal. In the event the student has not been in instruction for a minimum of 67.5 hours for a ½ credit course or 135 hours for a one-credit course, where the absence has been excused, the student may still be awarded credit if mastery of at least 60% of the course performance standards are demonstrated.
- The definition of credit was amended to allow for a Credit Acceleration Program (CAP) exemption. See Credit Acceleration Program section.

#### Credit Earning

Credit for high school graduation will be earned on a one-half credit system. Such credit will be earned at one-half credit for both semester and full-year (year-long) courses. A student enrolled in a full-year course shall receive one-half credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would not result in a passing grade. A student enrolled in a full-year course shall receive a full credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would result in a passing grade, provided that such additional requirements specified in district school board policies, such as class attendance, homework, participation, and other indicators of performance, shall be successfully completed by the student.

Remedial and compensatory courses taken in grades 9 through 12 may only be counted as elective credit. (F.S. 1003.43)

Career education courses that satisfy high school credit requirements must:

- Include workforce and digital literacy skills and the integration of required course content with practical applications and designated coursework that results in one or more industry certifications or clearly articulated credit or advance standing in a two-year or four-year certificate or degree program, which may include high-school junior and senior year work-related internships or apprenticeships.
- The instructional methodology used in these courses must be comprised of authentic projects, problems and activities for contextually learning the academics.

#### Credit Transfer (F.S. 1001.42 and 1003.433, SBR 6A-1.09941)

When students transfer into FSUS from another district, country or private school, an official transcript will be obtained and the principal (or designee) will approve credits for graduation. The principal (or designee) may evaluate transferred credits to the advantage of the student in cases where other schools award fractional credits not compatible with local course credit standards.

**SBR 6A-1.09941**

The purpose of this rule is to establish uniform procedures relating to the acceptance of transfer work and credit for students entering Florida's public schools.

1. The procedures relating to the acceptance of transfer work and courses for students in middle grades 6, 7, and 8 from out of state or out of country shall be as follows:
  - a) Grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, successful completion of courses shall be validated through performance during the first grading period as outlined in paragraph (1)(b) of this rule.
  - b) Validation of courses shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should be passing each required course at the end of the first grading period. Students who do not meet this requirement shall have courses validated using the Alternative Validation Procedure, as outlined in paragraph (1)(c) of this rule.
  - c) Alternative Validation Procedure. If validation based on performance as described above is not satisfactory, then any one of the following alternatives identified in the district student progression plan shall be used for validation purposes as determined by the teacher, principal and parent:
    1. Portfolio evaluation by the superintendent or designee,
    2. Demonstrated performance in courses taken at other public or private accredited schools,
    3. Demonstrated proficiencies on nationally normed standardized subject area assessments,
    4. Demonstrated proficiencies on a statewide, standardized assessment, or
    5. Written review of the criteria utilized for a given subject provided by the former school.
2. The procedures relating to the acceptance of transfer work and credits for students in high school from out of state or out of country shall be as follows:
  - a) Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period as outlined in paragraph (2)(b) of this rule. Assessment requirements for transfer students under Section 1003.4282, F.S., must be satisfied.
  - b) Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outlined in paragraph (2)(c) of this rule.
  - c) Alternative Validation Procedure. If validation based on performance as described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal and parent:
    1. Portfolio evaluation by the superintendent or designee,
    2. Written recommendation by a Florida certified teacher selected by the parent and approved by the principal,
    3. Satisfactory performance in courses taken through dual enrollment or at other public or private accredited schools,

4. Satisfactory performance on nationally normed standardized subject area assessments,
5. Satisfactory performance on a statewide, standardized assessment, or
6. 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 subparagraphs (1)(c)3., and 4. and (2)(c)4. and 5. of this rule if required.

*Rulemaking Authority 1003.25, 1003.4156, 1003.4282 FS. Law Implemented 1003.25, 1003.4156, 1003.4282 FS. History—New 8-28-00, Formerly 6-1.099, Amended 9-22-03, 4-30-12, 3-25-14, 8-20-17.*

#### **Distance Correspondence**

Distance/Correspondence courses may be accepted for FSUS credit if they have received prior approval based on course syllabi by the principal or designee. All costs related to such coursework and documentation of successful completion is the responsibility of the respective student.

#### **Accredited Schools**

Credit from other accredited schools will be automatically approved.

#### **Transfer Students**

The criteria for promotion for transfer students will be the same as current FSUS students.

#### **Non-accredited Schools**

Credits from non-accredited schools, as well as foreign schools, will be evaluated on the basis of compatibility to local courses in terms of course length and content; in some cases communications with the previous school will be necessary, and a translation of transcripts required. Students transferring from another country shall receive English credit (Language Arts) for primary language study. English as it appears on a foreign transcript will be reflected as foreign language credit. Students transferring into a public school from a non-accredited school must be placed at the appropriate sequential course level. Performance at a minimum grade point average of 2.0 in the placement validates the student's prior performance in that subject area. For example, an 11th grade transfer student may validate his English I and II credits taken at the sending school with a 2.0 in English III at the receiving school. Students who do not meet a 2.0, or choose not to continue to the next sequential level in a particular subject area (i.e., foreign languages), must have their credits validated using an approved alternative validation procedure.

#### **Home Education Program Transfer**

A student entering high school from a home education program must present documentation (i.e., the student's portfolio with dated samples of work) which indicates the courses in which the student received home instruction. Credit for courses from any non-accredited program/school will be evaluated as follows: High School credits may not be given solely on the basis of time spent in a home education program. The decision regarding credits will be made by the high school principal. Parents shall provide to the school a detailed course description for each course, indicating objectives, instructional materials, and methods of student performance evaluation. Courses will be evaluated on the basis of comparability to local courses in terms of course length and content. Credits will be validated as stipulated above. Home Education students transferring into high school must earn a minimum of six credits at FSUS during their last full academic year prior to graduation in order to receive a diploma from the district. Parents must provide evidence that each course eligible for one high school credit consisted of at least 135 hours of instruction.

### **Requirements for Graduation for Out-of-State and Out-of-Country Transfer Students**

(FS 1003.433(1)) Students who enter a Florida public school in 11th and 12th grade from out-of-state or from a foreign country shall not be required to spend additional time in high school in order to meet Florida high school course requirements if the student has met all requirements of the school district, state or country from which he/she is transferring. Florida course requirements shall not be retroactive for the transfer student provided that the student has been promoted to the 11th or 12th grade and has met all requirements of the school district, state, or county from which he/she is transferring. However, to receive a standard diploma, the transfer student must pass the appropriate statewide assessment based on his/her 9<sup>th</sup> grade cohort and maintain a 2.0000 GPA in order to receive a diploma from a Florida public school or an alternative standardized assessment approved by the State Board of Education.

Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period as outlined in paragraph (2)(b) of this rule. Assessment requirements for transfer students under Section 1003.4282, F.S., must be satisfied.

If a student transfers to a Florida public high school from out of country, out of state, a private school or a home school education program, and the student's transcript shows credit in Algebra I, the student must take and pass the statewide, standardized Algebra I EOC assessment or earn a comparative score on another exam as provided for under S. 1008.228(8), F.S., in order to earn a Florida standard high school diploma -- unless the student passed a statewide Algebra I assessment given by the transferring entity, or the student passed the high school mathematics assessment used by the transferring entity to meet ESSA requirements. If a student's transcript shows a credit in high school reading or ELA II or III, the student must take and pass 10th grade FAST ELA state assessment or earn a concordant score on the SAT or ACT, or when the state transitions to ELA assessments, earn a passing score on the 10th grade ELA assessment in order to earn a Florida standard high school diploma.

### **Determination of Mastery of Student Performance Standards**

Student performance standards will be measured on a regular, continuous basis. Such measurements may be made through the use of teacher observations, classroom assignments, and traditional and alternative forms of assessment. It is not the intent of the District School Board to measure student performance standards solely through the use of a single method or instrument (i.e., end-of-course test). A student will have demonstrated mastery of student performance standards for a district-approved course when through teacher observations, classroom assignments, and examinations, it has been determined that a student has attained a passing score for the course. This score (minimum of 60 percent) and the procedures to be used to determine semester and yearly averages will be in accordance with the procedures as outlined in the Student Progression Plan.

In the determination of mastery of student performance standards for high school credit, it is the intent of the District School Board to utilize student performance standards which are clear and precise statements of what the learner is expected to do by the end of a prescribed learning period; reflective of the essential knowledge, skills, concepts, or behaviors contained in the district-approved course descriptions; and clearly communicated to all learners at the beginning of a course or unit of instruction.

### English Language Learners (ELL)

The education of the English Language Learner (ELL) is tailored to the student needs through design, scheduling, instructional strategies, philosophy, and learning activities by the identification, assessment, and classification process. English language instruction for ELL students shall utilize English for Speakers of Other Languages (ESOL) instructional strategies in approach; provide courses leading to English language proficiency; ensure access to appropriate ESOL instruction and to categorical programs and services; ensure qualified instructional personnel and monitoring for program compliance, equal access, and program effectiveness. (F.S. 1003.56)

## Grade Forgiveness for Grades 6-12

Students are required to maintain a cumulative grade point average (GPA) of 2.0 on a 4.0 scale, or its equivalent, in the courses required for high school graduation.

### Middle School Grade Forgiveness Policy

- A forgiveness policy for required core or elective courses for middle grades students shall be limited to **replacing a grade of D or F with a grade of C or higher** earned subsequently in the same or comparable course.
- A credit recovery policy for a middle school student who takes any high school course for high school credit and earns a grade of C, D, or F must allow the replacement of the grade with a grade of C or higher earned subsequently in the same or comparable course.

However, the transcript will display both course attempts and grades earned. No additional credit will be awarded for a repeated course that was previously passed.

Any course grade not replaced according to a district school board forgiveness policy shall be included in the calculation of the 2.0 cumulative GPA required for graduation. Only the higher semester grade of a C or higher will be used in computing the student's grade point average.

### High School Grade Forgiveness Policy

- A forgiveness policy for required core or elective courses shall be limited to **replacing a grade of D or F with a grade of C or higher** earned subsequently in the same or comparable course.

## GRADING POLICIES AND PRACTICES 6-12

### Grading Criteria Provided at the Beginning of the Grading Period

Students will be advised of the grading criteria employed in the school and in each class. Students and parents are also to be advised of district-wide standards for promotion and graduation as applied to the student's grade placement.

- Students designated at the beginning of the school year must be enrolled in a full school day.
- The courses may include off-campus courses or work experience programs.
- Exceptions to these requirements may be granted in unusual circumstances by the principal. Permission is required in writing and a full explanation of the circumstances submitted.

### **Unweighted Grading Scale**

The following scale will be used to determine report grades for each quarter (F.S.1003.437):

<b><u>Grade</u></b>	<b><u>Percent Range</u></b>	<b><u>GPA Value (Quality points)</u></b>	<b><u>Definition</u></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

Grades 9-12 semester grades are calculated using the following scale (courses without EOCs):

Quarter 1 – 40%  
Quarter 2 – 40%  
First Semester Exam – 20%  
Quarter 3 – 40%  
Quarter 4 – 40%  
Second Semester Exam – 20%

Grades 9-12 full year grades are calculated using the following scale (courses with EOCs):

Semester 1 – 35%  
Semester 2 – 35%  
EOC Exam – 30%

### **Weighted Grading Scale – Honors, Advanced Placement and Dual Enrollment (ending with the Class of 2024)**

FSUS' weighted GPA is based a 5.0 scale for Advanced Placement and Dual Enrollment courses.

<b><u>Grade</u></b>	<b><u>Percent Range</u></b>	<b><u>GPA Value (Quality points)</u></b>	<b><u>Definition</u></b>
A	90 - 100	5	Outstanding Progress
B	80 - 89	4	Above Average Progress
C	70 - 79	3	Average Progress
D	60 - 69	2	Lowest Acceptable Progress
F	0 - 59	0	Failure
I			Incomplete

NEW WEIGHTED SCALES- Beginning with the Class of 2025

### **Weighted Grading Scale - Honors**

FSUS' weighted GPA is based a 4.5 scale for Honors courses.

<b><u>Grade</u></b>	<b><u>Percent Range</u></b>	<b><u>GPA Value (Quality points)</u></b>	<b><u>Definition</u></b>
A	90 - 100	4.5	Outstanding Progress
B	80 - 89	3.5	Above Average Progress
C	70 - 79	2.5	Average Progress
D	60 - 69	1.5	Lowest Acceptable Progress
F	0 - 59	0	Failure
I			Incomplete

### **Weighted Grading Scale – Advanced Placement and Dual Enrollment**

FSUS' weighted GPA is based a 5.0 scale for Advanced Placement and Dual Enrollment courses.

<b><u>Grade</u></b>	<b><u>Percent Range</u></b>	<b><u>GPA Value (Quality points)</u></b>	<b><u>Definition</u></b>
A	90 - 100	5	Outstanding Progress
B	80 - 89	4	Above Average Progress



C 70 - 79	3	Average Progress
D 60 - 69	2	Lowest Acceptable Progress
F 0 - 59	0	Failure
I		Incomplete

#### **Incomplete grades**

Incomplete grades shall be reported as an "I" on the report card.

In cases where the school has not received student test scores from the state for an End of Course (EOC) exam and where the results are part of the student's final grade, the school shall issue an "I" until results are provided.

Note: Please refer to the Code of Student Conduct in regards to procedures and policies for Make-Up Work. All Incompletes (I's), unless given as the result of a missing state-wide standardized End Of Course (EOC) exam will become F's at the end of the next grading period, or by July 1<sup>st</sup> after the conclusion of the school year.

#### **Pass-Fail Grades**

An earned grade of "P" (pass) will have no point value assigned.

#### **Report Card Grades and Attendance Reporting**

Report card grades are to provide the student and/or the student's parents with an objective evaluation of the student's scholastic achievement, conduct, and attendance.

#### **Marks in Conduct**

Marks in conduct on the report card are to reflect the student's progress independent of academic achievement. Standards for grading in these areas are as follows:

<u>Mark</u>	<u>Definition</u>
E	Excellent
S	Satisfactory
N	Needs Improvement
U	Unsatisfactory

#### **Report Card Distribution Schedule**

Report cards are to be issued for all students in grades 6-12 four times a year.

### **Grade Point AVERAGE (GPA)**

#### **Criteria for Participation in Interscholastic Activities**

Interscholastic extracurricular activities are those organized student activities between, among or within schools which are carried on outside the curriculum or regular course of study in school. These activities may involve displays of talent, which include, but are not limited to, sports, speech, debate, and fine arts interscholastic competitions or festivals and career and technical student organization activities. FSUS requires its students to meet

all requirements as stated in order to be eligible to participate in interscholastic and extracurricular activities. **FHSAA By-laws 19.6.1 and 19.7.1**

Pursuant to 1006.195 F.S.,

1. A student not currently suspended from interscholastic or interscholastic extracurricular activities, or suspended or expelled from school, pursuant to a district school board's suspension or expulsion powers provided in law, including ss. 1006.07, 1006.08, and 1006.09, is eligible to participate in interscholastic and interscholastic extracurricular activities.
2. A student may not participate in a sport if the student participated in that same sport at another school during that school year, unless the student meets the criteria in s. 1006.15(3)(h).
3. A student's eligibility to participate in any interscholastic or interscholastic extracurricular activity may not be affected by any alleged recruiting violation until final disposition of the allegation pursuant to s. 1006.20(2)(b).

#### ***Grades 6-8***

To be eligible to participate in interscholastic extracurricular student activities in Grades 6-8, a student must have been promoted the previous school year, and maintain a 2.0000 Grade Point Average on a 4.0000 scale for the previous semester. This grade point average will be checked at the end of the semester and will determine the student's eligibility for the next semester.

Any student in Grades 6-8 participating in a high school sport will be subject to eligibility requirements set forth by the Florida High School Athletic Association (FHSAA).

#### ***Grades 9-12***

To be eligible to participate in interscholastic extracurricular student activities under guidelines set by the Florida High School Athletic Association (FHSAA) in grades 9-12, a student must maintain an un-weighted cumulative grade point average of 2.0000 or above on a 4.0000 scale, or its equivalent, in the courses required by F.S.1003.43. Grade point average will be checked at the end of the semester and will determine the student's eligibility for the next semester. Additionally, a student must maintain satisfactory conduct and, if a student is arrested and charged or is found to have committed a felony or a delinquent act which would have been a felony if committed by an adult, regardless of whether adjudication is withheld, the student's participation in interscholastic extracurricular activities is contingent upon established and published school board policy.

#### **Class Rank GPA for Standard Diploma Students**

The Class Rank, a numeric weighted cumulative GPA, will be calculated at the beginning of the semester of graduation. Semester grades earned in all courses during the regular school day (including forgiveness grades), high school credit courses taken prior to ninth grade, or in approved summer programs, or in approved college or university programs, or in adult education; these grades will be a part of the transcript and will be calculated in the class rank grade point average.

#### **Graduation with Honors**

"Cum laude" designation will be determined using a 4.0000 cumulative un-weighted scale for all courses for which high school credit has been awarded. At the beginning of the semester of graduation, students with a cumulative GPA of 3.9000 to 4.0000 will receive Summa Cum Laude designation; 3.8000 to 3.8999 Magna Cum Laude designation; and 3.7000 to 3.7999 Cum Laude designation and 3.5000 – 3.6999 Honor Graduate designation.

## **STUDENT PROMOTION AND PROGRESSION (F.S.1008.25)**

Student promotion in grades 6-12 is based on results of locally determined assessments, and where appropriate, statewide assessment. (F.S. 1008.25) The time required to complete grades 6-12 will depend upon successful completion of required state and district credits, testing requirements and grade point average.

- No student may be retained solely due to English language proficiency.
- No promotion or retention decision may be made for any individual student classified as ELL based solely on a score on any single assessment instrument, whether such assessment instrument is part of the statewide assessment program or of a particular district's formal assessment process. A formal retention recommendation regarding an ELL student may be made through action of an ELL committee." (FS 1003.56)
- School personnel should utilize available resources to achieve parent understanding and cooperation regarding a student's grade placement; the final decision as to grade placement, however, is the responsibility of the principal.
- Any student who appears to be having difficulty meeting promotion requirements should be evaluated carefully by the Child Study Intervention Team, and according to the MTSS plan, to be certain that the student does not require an exceptional student assignment. No student may be retained based solely on his/her level of English language proficiency. A formal retention recommendation regarding an English Language Learner student may be made through the action of an ELL committee (F.S. 1008.25)
- Parents or guardians of each student will be notified in writing annually of the progress of the student toward achieving the District identified minimum levels of performance in reading, writing, mathematics, and science and the student's results on each statewide assessment test. Evaluation of each student's progress will be based upon the student's classroom work, observations, tests, District and State. Parents will also be notified of a student's progress at mid-term and at the conclusion of every 9-weeks.
- At the end of each semester, the parent or guardian of each student in 9, 10, 11, and 12 who has a cumulative grade point average of less than 0.5 above the cumulative grade point average required for graduation shall be notified that the student is at risk of not meeting the requirements for graduation. The notice shall contain an explanation of the policies the district has put in place to assist the student in meeting the grade point average requirement. [F.S. 1003.43(5) (e)(2)]

### **Promotion Grades 6-8**

Middle school students at FSUS are expected to meet state and local performance standards as follows:  
Earn a yearly final grade of "D" or better in language arts, mathematics, science, and social studies.

**Middle School Students must meet the following requirements to be promoted to the next grade:**

#### **Promotion to Grade 7**

A sixth grade student must have earned a final grade of "D" or better in two of the four core sixth grade core courses: English Language Arts, mathematics, science, or social studies.

### Promotion to Grade 8

A seventh grade student must have earned a final grade of “D” or better in two of four core seventh grade courses; English, mathematics, science, or social studies and the required sixth grade courses.

Students must earn a passing final grade in all previous core courses.

### Requirements for Middle Grades Promotion (Section 1003.4156, F. S.) to 9<sup>th</sup> Grade:

(1) In order for a student to be promoted to high school from a school that includes middle grades 6, 7, and 8, the student must successfully complete the following courses:

- (a) Three middle grades or higher courses in English Language Arts (ELA).
- (b) Three middle grades or higher courses in mathematics. Each school that includes middle grades must offer at least one high school level mathematics course for which students may earn high school credit.

*Algebra I:* Beginning with the 2011-2012 school year, middle grades students enrolled in Algebra I must take the Algebra I EOC assessment and pass the course to earn high school Algebra I credit. Beginning 2013-2014, the Alg. I EOC assessment will constitute 30 percent of the student’s final course grade, Middle grades students who take Algebra I are required to pass the Algebra I EOC assessment in order to earn a standard diploma.

*Geometry:* Middle grades students enrolled in high school Geometry must take the EOC assessment, which constitutes 30 percent of the student’s final course grade, and earn a passing grade in the course. Middle grades students must pass the Geometry EOC assessment in order to earn a standard high school diploma scholar designation.

- (c) Three middle grades or higher courses in social studies. Beginning with students entering grade 6 in the 2012-2013 school year, one of these courses must be at least a one-semester civics education course that includes 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. Beginning with the 2013-2014 school year, each student’s performance on the statewide, standardized EOC assessment in civics education required under s. 1008.22 constitutes 30 percent of the student’s final course grade.
- (d) Three middle grades or higher courses in science. Successful completion of a high school level Biology I course is not contingent upon the student’s performance on the statewide, standardized EOC assessment required under s. 1008.22. However, beginning with the 2012-2013 school year, to earn high school credit for a Biology I course, a middle grades student must take the statewide, standardized Biology I EOC assessment, which constitutes 30 percent of the student’s final course grade, and earn a passing grade in the course. Middle grades students must pass the Biology I EOC assessment to qualify for a standard high school diploma scholar designation.
- (e) One course in career and education planning to be completed in 6th, 7th, or 8th grade. The course may be taught by any member of the instructional staff. At a minimum, the course must be Internet-based, easy to use, and customizable to each student and include research-based assessments to assist students in determining educational and career options and goals. In addition, the course must result in a completed personalized academic and career plan for the student; must emphasize the importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields; and,

beginning in the 2014-2015 academic year, must include information from the Department of Economic Opportunity's economic security report as described in s. 445.07. The required personalized academic and career plan must inform students of high school graduation requirements, including a detailed explanation of the diploma designation options provided under s. 1003.4285; high school assessment and college entrance test requirements; Florida Bright Futures Scholarship Program requirements; state university and Florida College System institution admission requirements; available opportunities to earn college credit in high school, including Advanced Placement courses; the International Baccalaureate Program; the Advanced International Certificate of Education Program; dual enrollment, including career dual enrollment; and career education courses, including career-themed courses and courses that lead to industry certification pursuant to s. 1003.492 or s. 1008.44.

Students enrolled in a course with a statewide, standardized end-of-course (EOC) assessment must take the EOC assessment. The student's results on the statewide, standardized EOC assessment constitute 30 percent of the student's final course grade. No final, cumulative exam for the course may be given in addition to the statewide, standardized EOC assessment.

A middle grades student who transfers into the state's public school system from an out-of-country, an out-of-state, a private school or a home education program after the beginning of the second term of Grade 8 is not required to meet the civics education requirement for promotion from the middle grades if the student's transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of civics education.

Final course grades for Algebra I, Geometry, US History, Civics, and Biology will only be calculated after receiving the student's results. This will constitute 30% of the student's final course grade. Should the state delay releasing results to the school until after the start of the following school year, the student's final course grade will be calculated at the time received. After scores are released, a parent or guardian may request an updated transcript after the course grade is amended to include the results of the EOC.

#### **Good Cause Promotion (Grades 6-8 only)**

Any student who has not met the FSUS criteria for promotion may be exempted from retention due to "good cause". No student may be assigned to a grade level based solely on age or other factors that constitute social promotion pursuant to s. 1008.25.

"Good Cause" is defined as one or more of the following:

- a. Prior retention(s).
- b. A recommendation for the Individualized Education Plan (IEP)/504 committee regarding Exceptional Student Education (ESE) grade placement.
- c. A recommendation from the Progress Monitoring Plan (PMIP)/English Language Learners (ELL) committee regarding ELL student grade placement.
- d. Traumatic event or experience in a child's life.

If a student's disability is used as the justification for "Good Cause" promotion, the promotion must be based on the recommendation of an IEP/504 committee. The composition and operating procedures of the IEP/504 committee are governed by federal and state Board Rules.

Promotion of ELL students, who have not met district criteria for promotion, must be based on the recommendation of the PMIP/IEP committee. The PMIP/ELL committee is governed by State Board Rules and the FSUS ELL Plan.

In each case of promotion based on good cause the student's report card should indicate "grade assignment by administrative placement." Parents should be notified formally in writing that their child is being administratively placed in the next higher grade, the major reason(s) for the placement, and the name of the principal who initiated the placement. A copy of this notification should be placed in the student's cumulative guidance record.

#### **Remediation Requirements and Minimum Competency 6-8: (Section 1003.4156, F. S.)**

Levels of minimum competency in reading and writing, mathematics and science (to include performance on district and statewide assessments), are established for each grade level.

**Progress Monitoring Plans (PMP)** (s. 1008.25(4) (a)-(c), F.S.): The school in which the student is enrolled must develop, in consultation with the student's parent, and must implement a progress monitoring plan. A progress monitoring plan is intended to provide the school district and the school flexibility in meeting the academic needs of the student and to reduce paperwork. A student who is not meeting the school district or state requirements for proficiency in reading and math shall be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement:

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

Any student who appears to be having difficulty in meeting promotion requirements should be evaluated carefully by the teacher(s) and the Child Study Intervention Team.

Parents should be notified when it appears that the student may fail or is doing unsatisfactory work in any courses or grading assignments. Parents should also be notified in writing during the school year when it is apparent that the student may fail the entire grade. The opportunity for a conference with the teacher or principal is available to any parent. Notification to the parent as specified herein shall be deemed to be directory only, and the failure to so notify the parent shall not negate or invalidate the action taken.

Placement of Level 1 or 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. The Florida Department of Education shall provide guidance on appropriate strategies for diagnosing and meeting the varying instructional needs of students reading below grade level. Reading courses shall be designed and offered pursuant to the comprehensive reading plan required by F.S. [1011.62\(9\)](#).

#### **Promotion Grades 9-12**

9<sup>th</sup> grade cohort group will be determined based on the year you are promoted from 8<sup>th</sup> grade.

Each student is to be provided information on his/her credit standing each year.

Students are expected to graduate high school within 4 years of entering in their ninth grade year. Students who do not fulfill all requirements for graduation or make sufficient academic progress within 4 years will be subject to an administrative meeting to determine appropriate placement.

#### **Credit Acceleration Program (CAP) Section 1003.4295, F.S., Acceleration Options**

The Credit Acceleration Program (CAP) is created for the purpose of allowing a student to earn high school credit in Algebra I, Geometry, United States History, or Biology if the student passes the statewide, standardized assessment administered under s. [1008.22](#). Notwithstanding s. [1003.436](#), a school district shall award course credit to a student who

is not enrolled in the course, or who has not completed the course, if the student attains a passing score on the corresponding statewide, standardized assessment. The school district shall permit a student who is not enrolled in the course, or who has not completed the course, to take the assessment during the regular administration of the assessment.

#### Remediation Requirements 9-12 (1003.4282(5))

Each year a student does not pass the statewide, standardized grade 10 English Language Arts Florida Standards Assessment, the student must be enrolled in and complete an intensive remedial course the following year or be placed in a content area course that includes remediation of skills not acquired by the student.

Placement of Level 1 or 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. The Florida Department of Education shall provide guidance on appropriate strategies for diagnosing and meeting the varying instructional needs of students reading below grade level. Reading courses shall be designed and offered pursuant to the comprehensive reading plan required by s. 1011.62(9)

Each year a student scores Level 1 or Level 2 on the statewide, standardized Algebra I EOC assessment, the student must be enrolled in and complete an intensive remedial course the following year or be placed in a content area course that includes remediation of skills not acquired by the student.

## HIGH SCHOOL GRADUATION OPTIONS FOR A STANDARD DIPLOMA

### 24-Credit Program vs. 18 Credit Program:

Beginning with students entering grade nine in the 2007-2008 school year, graduation requires a successful completion of a minimum of 24 credits. Students must be advised of eligibility requirements for state scholarship programs and postsecondary admission. Under this law, s. 1003.428, F.S., graduation requirements for this program are summarized in the graduation flyers provided by FLDOE at <http://www.fldoe.org/academics/graduation-requirements/>

An 18 credit option is available to students pursuant to s. 1003.429. Selection of one of the options below (1) may be completed by the student at any time during grades 9-12, subject to the requirements listed below. (2) If the student and parent fail to select one of the accelerated high school graduation options, the student shall be considered to have selected the general requirements for high school graduation. (1003.429)

### Early high school graduation (section 1003.4281, F.S.)

A student may choose the option of an early graduation (less than eight semesters) if the student earns 24 credits and meets the graduation requirements set forth in s. 1003.4282, F.S.

### Assessment Requirements

Students will be required to participate in the statewide assessment program as required by F.S. 1008.22. Students enrolled in a course with a statewide, standardized end-of-course (EOC) assessment must take the EOC assessment. The student's results on the statewide, standardized EOC assessment constitute 30 percent of the student's final course grade. No final, cumulative exam for the course may be given in addition to the statewide, standardized EOC assessment.

Final course grades for Algebra I, Geometry, US History, Civics, and Biology will only be calculated after receiving the student's results. Should the state delay releasing results to the school until after the start of the following school year, the student's final course grade will be calculated at the time received. In cases where a student sat for the required exam and the delayed scores are needed to determine graduation eligibility for the spring in which they took the exam, the course's grade shall constitute an average of the semester grades. After scores are released, a parent or guardian may request an updated transcript after the course grade is amended to include the results of the EOC.

If an out-of-country, out-of-state, private school or home education program transfer student has a final grade and credit for Geometry, Biology I, or US History related course, it must be honored without the student taking the requisite EOC assessment.

If an out-of-country, out-of-state, private school or home education program transfer student's transcript indicates credit in English II or III, the student must take and pass the Grade 10 ELA assessment or earn a concordant score to earn a standard diploma.

If an out-of-country, out-of-state, private school or home education program transfer student's transcript indicates Algebra I course credit, the student must take and pass the Algebra I EOC assessment to earn a standard diploma unless the student has met a state approved concordant score.

#### **Academically Challenging Curriculum to Enhance Learning (ACCEL) options. (1002.3105)**

Academically Challenging Curriculum to Enhance Learning (ACCEL) options are educational options that provide academically challenging curriculum or accelerated instruction to eligible public school students in kindergarten through grade 12. ACCEL options are provided through Advanced Placement (AP), Career and Technical Education (CTE), Dual Enrollment (DE), and/or virtual coursework.

##### ***Requirements for the Three Year, 18 Credit ACCEL Program***

While it is expected that the majority of high school students can make satisfactory progress in four years (9-12), some individuals will require more or less time to develop their educational potential. Therefore, the following progression alternatives are available to meet student needs.

- Physical education is not required
- 3 elective credits
- Online course is not required
- All other graduation requirements for a standard diploma must be met (per s. 1003.4282(3) (a)-(e), F.S.).

If a student participates in an ACCEL option pursuant to the parental request under subparagraph (b)1., a performance contract must be executed by the student, the parent, and the principal. At a minimum, the performance contract must require compliance with:

1. Minimum student attendance requirements.
2. Minimum student conduct requirements.

#### **Dual Enrollment (F.S. 1007.22; 1007.23; 1007.24; 1007.25; 1007.271 and 1007.272)**

For the purpose of this section, a student is eligible for dual enrollment based on the requirements set for in the articulation agreement between FSUS and the community college or university for which the agreement has been signed. Students who are eligible for dual enrollment pursuant to this section may enroll in dual enrollment courses conducted during school hours, after school hours, and during the summer term. However, if the desired course conflicts with the ability of the student to attend a course required for graduation, remediation, or otherwise required



for student progression, the student will be required to determine another time for the student to take the dual enrollment course. If the student is projected to graduate from high school before the scheduled completion date of a postsecondary course, the student may not register for that course through dual enrollment.

Credits earned at the college level may be applied toward high school graduation requirements. Dual Enrollment is defined as the enrollment of an eligible secondary student in a post-secondary course creditable toward a vocational certificate or an associate or baccalaureate degree. Technical Credit Dual Enrollment, when available through an articulation agreement, shall be provided as a curricular option for secondary students to pursue in order to earn a series of elective credits toward the high school diploma.

Students enrolled are exempt from the payment of registration, matriculation and lab fees. Students enrolling should have sufficient emotional maturity and study habits to benefit from the program.

The following Dual Enrollment Courses are currently offered on FSUS campus:

ENC 1101/ENC 1102

MAC 1033/MAC 1105

POS 1041/ECO2013

Students must be recommended by their high school counselor and principal (or designee). School representatives reserve the option to deny a request based on academic or behavior records which indicate that the student would not be best served by this purpose. Readiness will be based on, but not limited to, statutory requirements, State Board rule and the requirements in the Articulation Agreement between FSUS and respective community college or university.

- 3.0 GPA cumulative GPA (TCC) or 3.9 unweighted GPA (FSU)
- Passing scores on either the PSAT, SAT, ACT, or PERT
- Have a minimum of 12 graded credits (by start of application term) to include:
  - 2 English Language Arts credits
  - 3 Math credits, one of which must be Algebra II or higher
  - 1 Science credit with lab
  - 1 Social Science credit
- Positive high school attendance patterns
- Lack of discipline problems
- Recommendation of the principal or designee

In the event a student fails or withdraws from a dual enrollment course, the student will not be permitted to participate in dual enrollment the following semester until a review has been conducted by the guidance department and the principal.

Students who opt to participate in the 3 year- 18-credit diploma option must complete all dual enrolled courses prior to the completion of the 18 required credits.

Students may not take a Dual Enrollment course for a second time for grade replacement. Students are to satisfy course requirements within ten days of the last day of the previous grading period. The principal may extend the time requirement for extreme hardships.

#### **Career Dual Enrollment**

Career dual enrollment is limited to students enrolled in courses/programs leading to industry certification.

Specifically S. 1007.271(7), F.S., states the following: "Career dual enrollment shall be provided as a curricular option for secondary students to pursue in order to earn industry certifications adopted pursuant to S. 1008.44, which count as credits toward the high school diploma. Career dual enrollment shall be available for secondary students seeking a degree and industry certification through a career education program or course."

Students participating in the Lively dual enrollment program are only permitted to participate in the afternoon course offerings (12:15-4:15 p.m. Monday-Thursday).

#### **Procedures to Request Permission for Part-Time Dual Enrollment off Campus**

In order for an FSUS student to request to take college level courses on a college campus on a part-time basis, the following procedures must be followed.

- The student must fill out the permission to dual enroll form, which is available from the school counselor, academic dean, or the high school principal. The permission form must be approved by the school counselor, academic dean, or principal before the student has permission to enroll at a college.
- A student cannot take a class off campus which is already offered on campus at FSUS (except for those students enrolled in the TCC Early Admission Program).
- A student must take a minimum of six (6) total classes. These include the sum of classes on campus at FSUS and off campus at a college or university.
- A student's FSUS course load and schedule must take priority. Off campus, dual enrolled classes must be scheduled around the student's courses in which they are enrolled at FSUS.
- A dual enrolled part-time student cannot take more than eleven (11) credit hours in one semester of college credit courses located off the FSUS campus.
- Students who have disciplinary, attendance, or tardy issues at FSUS can be denied the opportunity to take dual enrolled classes off campus as deemed by administration.
- Students participating in the Lively Dual Enrollment Program are only permitted to participate in the afternoon course offerings (12:15-4:15 p.m. Monday-Thursday).

#### **Virtual School Procedures for FSUS Secondary Students**

As stipulated by the Florida K-20 Education Code (F.S.1002.20) parents have the right to choose educational options such as Florida Virtual School for their children.

Section 1002.37(3)(c), F. S., states that school districts may not limit student access to FLVS/MyDistrict Virtual courses. However, the school counselor or academic dean will determine if the course is academically appropriate for the student based upon the student's academic history, grade level, and age.

Students wishing to take courses at FLVS are more than welcome to do so. However, the following policies will be used to approve or deny these courses.

Counselors or academic deans will approve FLVS/MyDistrict Virtual courses under the following circumstances:

- Grade Forgiveness for middle school students in situations where a student made an F or D in middle school courses
- Credit Recovery (for middle school students taking high school courses) in situations where a student made an "F," "D", or "C"
- Credit Recovery (for high school students taking high school courses) in situations where a student made a "D" or "F" for a semester or full year

- If the desired online course(s) is an academically appropriate placement based on the criteria set forth by F.S. 1002.20

Counselors or academic deans may determine if a course(s) is academically appropriate:

- Student's academic history
- Material/content of course is not grade level and/or age appropriate for the student at this time.
- Requested courses might not adhere to the recommended course progression.

The following steps are necessary to enroll in a virtual course.

1. The parent and student create an account on the FLVS website ([www.flvs.net](http://www.flvs.net)).
2. Parent approves the course by selecting the verify button located to the left of the course offering.
3. Guidance counselor or academic dean approves course(s).
4. FLVS/MyDistrict Virtual will assign a teacher and this can take approximately 2-4 weeks depending upon course/teacher availability.

Credits from other accredited education providers may also be authorized but students and parents are cautioned these may **not** suffice for FHSAA or NCAA, eligibility requirements. All credits earned may be transferred to FSUS to be credited toward graduation requirements.

Academic acceleration attempts via Florida Virtual School (FLVS)/ MyDistrict Virtual, and other educational institutions or programs, are subject to approval by the principal and/or designee and the grade earned will be placed on the student's transcript or permanent academic record.

For non-promotional courses taken independently by the student, it is the student's responsibility, not Florida State University Schools', to meet all requirements set forth by FLVS/MyDistrict Virtual. (Example – Some of the courses offered by Florida Virtual School require the student to be certified by an outside agency in a particular performance skill.)

Upon completion of a course, it is the student's responsibility to provide the final grade report to school counselor or academic deans to ensure inclusion in the student's academic record. Only final grades for courses that have been previously approved by the school counselor or academic deans will be recorded.

Because FSUS schedules high school courses with State End of Course Exams as yearlong, full credit classes, a student attempting to earn initial credit in these courses through FLVS/MyDistrict Virtual must complete the entire course (semester 1 and semester 2) to satisfy the FSUS requirement and have the grade posted to his/her academic record.

At least one course within the 24 credits required in this subsection must be completed through online learning. However, an online or blended high school course taken during grades 6 through 8 fulfills this requirement. 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 inter-institutional articulation agreement pursuant to s. 1007.235. A student who is enrolled in a full-time or part-time virtual instruction program under s. 1002.45 meets this requirement.

#### **Adult Education Courses**

High school students who are concurrently enrolled in the adult education secondary program may earn credits with administrator or designee approval which may be applied to requirements for graduation from Florida State University School. Courses may be taken for purposes of credit completion, acceleration, or remediation.

### Advanced Placement

Advanced Placement (AP) is the enrollment of an eligible secondary student in an Advanced Placement course as described by the College Board. Post-secondary 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. Students shall be exempt from the payment of any fees (F.S. 1007.27). Students enrolled in AP courses are expected to take the AP exam. If a student chooses to take an AP exam without taking the course, he/she is responsible for the fee.

### Early Admission Criteria to Colleges and Universities (1007.27) (s)

Early Admission is a form of dual enrollment through which eligible secondary students enroll fulltime in a post-secondary institution in courses that are creditable toward the high school diploma and the associate or baccalaureate degree. Students on Early Admission are registered with no schedule. Early Admission to Colleges and Universities allows the student to enroll full time in a college or university following the completion of grade 11 provided the student has an un-weighted grade point average of 3.0000 or above, is socially mature, has the joint approval of the high school principal and the college registrar, has the approval of his/her parents, and has the approval of the Director and the School Board. Full-time status is determined by the college or university and district course and graduation requirements.

### GED Exit Option

The Performance-Based Exit Option Model formerly GED Exit Option will no longer be available to students of Florida State University School. It is important to note that a GED diploma is still an option for all students per section 1003.435, Florida Statutes.

### Summer Session Enrollment

Students may enroll in Florida Virtual School, Adult Education correspondence courses and private school courses during the summer as available.

## OTHER GRADUATION INFORMATION

### Career education courses that satisfy high school credit requirements must:

- Include workforce and digital literacy skills and the integration of required course content with practical applications and designated coursework that results in one or more industry certifications or clearly articulated credit or advance standing in a two-year or four-year certificate or degree program, which may include high-school junior and senior year work-related internships or apprenticeships.
- The instructional methodology used in these courses must be comprised of authentic projects, problems and activities for contextually learning the academics.

### Certificate of Completion

- A school district may award a certificate of completion to a student when the student earns the required 24 credits or the required 18 credits under the ACCEL option (s. 1002.3105[5], F.S) **but fails to**
  - pass the assessments required under 1008.22(3), F.S., or

- achieve a 2.0 GPA.
- A student who is otherwise entitled to a certificate of completion may elect to remain in high school either as a full-time or part-time student for up to one additional year and receive special instruction designed to remedy his or her identified deficiencies.

## **GRADUATION CEREMONY**

To participate in the high school graduation ceremony, a student must have met all of the requirements by the date established to determine graduation eligibility, and be in good standing.

### **Requirements for Participation**

The FSUS administration reserves the right to deny the participation of any student in the graduation ceremony. Any student not classified as a senior by the beginning of the semester of graduation will not be allowed to participate in the graduation ceremony. Seniors who have not met all graduation requirements, prior to a date established by administration, will not be allowed to participate in the graduation ceremony. Seniors will not be able to participate in graduation ceremonies until all deficiencies and any related fees are paid.

In the event of a sustained medical event and at the principal's discretion, the principal may recommend to the director that a particular student be allowed to participate in the ceremony that has not satisfactorily completed all requirements. This student shall not receive an official diploma until all requirements have been met. The director's decision on the recommendation is final.

It is important for each student to recognize that participation in the graduation ceremony is an important privilege, but one that can be withdrawn by inappropriate conduct or other situations affecting "good standing". A student attending FSUS as a part of a recognized foreign exchange program may receive special dispensation to participate in the graduation ceremony at the recommendation of the principal and sustained by the director but the student will not be eligible for a regular high school diploma.

### **Graduation Plan**

A written graduation plan will be completed and discussed with each potential graduate during the first quarter of the school year. A potential graduate is defined as a student able to complete ALL graduation requirements PRIOR to the beginning of the next school year. The student is notified during the first quarter of school as to his/her credit standing in order that he/she can plan for graduation activities. For transfer students, the graduation credit check should be completed as soon as records are received and evaluated by the school counselor or academic dean.

## STATE UNIVERSITY AND COLLEGE ADMISSION AND BRIGHT FUTURES REQUIREMENTS

State University System (SUS) Admission Requirements	The Florida College System Admission Requirements	Bright Futures Scholarship Requirements for the High School Graduate (The Florida Legislature is authorized to change eligibility and funding)
<p>Admission into Florida's public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements:</p> <ul style="list-style-type: none"> <li>• High school graduation with a standard diploma</li> <li>• Admission test scores</li> <li>• 16 credits of college preparatory academic courses</li> <li>• 4 English (3 with substantial writing)</li> <li>• 4 Mathematics (Algebra I level and above)</li> <li>• 3 Natural Science (2 with substantial lab)</li> <li>• 3 Social Science</li> <li>• 2 World Language (sequential, in the same language)</li> <li>• 2 approved electives</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Be selected through a "student profile assessment" that considers other special factors (e.g., special talents)</li> </ul> <p><b>OR</b></p> <p>Obtain an associate of arts degree from a Florida college.</p>	<p><b>To qualify to enter an associate degree program at one of Florida's colleges, a student must:</b></p> <ul style="list-style-type: none"> <li>• Graduate with a standard high school diploma</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Earn a high school equivalency diploma</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Have previously demonstrated competency in college credit postsecondary coursework</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Earn a Postsecondary Education Readiness <b>Test</b> (PERT) eligible Certificate of Completion</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>• Demonstrate achievement of college-level communication and computation skills (per standardized test scores to enroll in credit-bearing education courses)</li> </ul> <p>For those students interested in non-degree certificate program or baccalaureate degree programs, please see an admissions counselor as requirements may vary.</p>	<p><b>Florida Academic Scholars/Florida Medallion Scholars must have:</b></p> <p>16 credits in college preparatory courses in the following areas:</p> <ul style="list-style-type: none"> <li>• 4 English (3 with substantial writing)</li> <li>• 4 mathematics (Algebra I level and above)</li> <li>• 3 natural science (2 with lab component)</li> <li>• 3 social science</li> <li>• 2 foreign language (in the same language)</li> </ul> <p>*Up to two additional credits from courses in the academic areas listed above and/or AP, IB, or AICE fine arts courses to raise the GPA</p> <p>*A 3.5 weighted GPA in the above courses; 100 hours community service or 100 work hours; and a best composite score of 1330 on the SAT Reasoning Test (based on the combined Critical Reading and Math sections only) or 29 on the ACT (excluding the writing section) to be a Florida Academic Scholar (FAS)</p> <p>*A 3.0 weighted GPA in the above courses; 75 hours community service or 100 work hours; and a minimum score of 1210 on the SAT or 25 on the ACT to be a Florida Medallion Scholar (FMS)</p>

<p><b>The 18 high school credits required for SUS admission are:</b></p> <ul style="list-style-type: none"> <li>• 4 English (3 with substantial writing)</li> <li>• 4 mathematics (Algebra I and above)</li> <li>• 3 natural science (2 with lab component)</li> <li>• 3 social science</li> <li>• 2 foreign language (in the same language)</li> <li>• 2 approved electives (in certain combinations)</li> <li>• Students must meet with their school counselor to ensure that courses satisfy SUS admission requirements</li> </ul>	<p><b>The 18 high school credits recommended for admission to the Florida college system are:</b></p> <ul style="list-style-type: none"> <li>• 4 English (3 with substantial writing)</li> <li>• 4 mathematics (Algebra I and above)</li> <li>• 3 natural science (2 with lab component)</li> <li>• 3 social science</li> <li>• 2 foreign language (in the same language)</li> <li>• 2 approved electives (in certain combinations)</li> </ul>	<p><b>Florida Gold Seal Vocational (GSV) Scholars must have:</b></p> <p>*16 credits in the following areas:</p> <p>4 English</p> <p>4 mathematics (including Algebra I)</p> <p>3 natural science</p> <p>3 social science (United States history, world history, • United States government, and economics)</p> <p>1 fine arts</p> <p>1 physical education to include the integration of health</p> <p>30 hours of community service</p> <p>*A 3.0 weighted GPA in above courses (for a four-year graduation program)</p> <p>*3 vocational job-preparatory or technology education credits in one vocational program with an un-weighted 3.5 GPA in those courses</p> <p>*A minimum section score listed below on <i>each</i> section of <i>either</i> the PERT, SAT, or ACT (<i>sections of different test types may not be combined.</i>)</p> <p>PERT: Reading 106/ Writing 103/ Math 114</p> <p>SAT: Reading 24/Math 24/ Writing and Language 25</p> <p>ACT: English 17/Reading 19/Math 19</p>
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## EXCEPTIONAL STUDENT EDUCATION (ESE)

### Promotion for Exceptional Students Pursuing Florida Standards

Consideration for promotion of ESE students will be based on promotion requirements as specified in the Student Progression Plan for general education students with accommodations as identified in the Individual Educational Plan (IEP).

### Exceptional Students Education (ESE) and Section 504 Provisions

Consistent with the accountability requirements of Elementary and Secondary Education Act (ESEA) and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, the vast majority of students with disabilities in Florida are expected to: demonstrate mastery of the Florida Standards and Next Generation Sunshine State Standards, participate in statewide assessments, and graduate high school with a standard diploma. In order to achieve these expectations, students with disabilities must be provided access to the general curriculum to the maximum extent possible with appropriately designed instruction and accommodations. Any accommodations are intended for those students who would be denied meaningful participation in instruction and assessment because of their disability. Accommodations allow a student with a disability the same access to instruction and assessment as students without disabilities. Accommodations for instruction and assessment are determined at IEP meetings and indicated on the student's IEP. Appropriate accommodations for state and district assessments are determined for each student at the IEP meeting. The following guidelines will be considered when making individual accommodation decisions:

- Accommodations are adjustments made to the way skills and concepts are taught and assessed but do not affect the expected outcomes in relation to the Florida Standards and Next Generation Sunshine State Standards.
- Accommodations should facilitate an accurate demonstration of what the student knows or can do.
- Accommodations should remove or neutralize the limiting effects of the student's disability by altering the presentation, response, schedule, setting, use of assistive devices, or test administration in appropriate ways.
- Accommodations should not change the intent of the test; i.e., the educational goal or skill measured by the test.
- Accommodations should not be used to compensate for lack of achievement.
- Accommodations should not provide the student with an unfair advantage or interfere with the validity of the test. They must not change the underlying skills that are being measured by the test.
- Test accommodations must be the same or nearly the same as accommodations used by the student in completing the classroom instructional and assessment activities.
- Accommodations must be necessary to allow the student to demonstrate knowledge, ability, skill, or mastery required by the assessment.

### Testing Accommodations

Rule [6A-1.0943, FAC] permits test accommodations for any student with a disability who has a current IEP or 504 Plan. Expanded accommodations on state/district assessments are authorized for students with disabilities through executive order. Allowable accommodations are detailed in the test administration manuals under the following categories:

- Flexible Presentation
- Flexible Responding
- Flexible Scheduling
- Flexible Setting
- Use of Assistive Technology



## Parent Notification of Testing Accommodations

A parent must provide signed consent for a student to receive instructional accommodations and/or modifications that would not be permitted on the statewide assessments and must acknowledge in writing that he or she understands the implications of such accommodations.

## Curriculum and Instruction (Exceptional Student Education)

- Free Appropriate Public Education Through Age 22 (FAPE 22)  
Exceptional Education Students who have not earned a standard diploma remain eligible for educational services through the end of the school year in which they become twenty-two years old (IDEA.97-300.121 (a)) This includes students receiving a certificate of completion, special diploma, or a special certificate of completion. The educational and transition needs of these students will be identified in the IEP. These students are to be enrolled in grade 12 for FEFP purposes. Students in the FAPE 22 program may attend full-time or part-time.
- Grade Classification for ESE Students (5.35)  
High school ESE students will be assigned to grades 10, 11 and 12 according to the requirements prescribed for general education students as specified in the Student Progression Plan.

## Diploma and Certificate Options (ESE)

All ESE students must meet the district course and credit requirements. Basic, vocational and ESE content equivalent courses may be used to meet these requirements. Other ESE courses may be used as electives. Accommodations and/or modifications may be provided for exceptional students as specified in the IEP. Standard diploma requirements for academic or general education high school courses may not be modified (one cannot change curriculum frameworks or student standards) for students with disabilities if the courses are to be used to meet the graduation requirements for a standard diploma (6A6.0312 (1)). Career and technical education courses may be modified for students with disabilities (6A-6.0312(2)). Modified career and technical education courses may be used to meet the requirements of a standard diploma. ESE students must meet the assessment and GPA requirements as specified for a standard diploma. Other options may include state assessment waivers for eligible students.

## State-wide Testing Waiver Requirements (ESE)

The Enhanced New Needed Opportunity for Better Life and Education for Students with Disabilities (ENNOBLES) Act, addresses access to postsecondary education and meaningful careers for students with disabilities (F.S. 1007.02). For the purposes of this act, the term “student with disability” means any student who is documented as having mental retardation; a hearing impairment, including deafness: a speech or language impairment: a visual impairment including blindness: a serious emotional disturbance, including an emotional handicap: an orthopedic impairment: autism: a traumatic brain injury: or a specific learning disability, including, but not limited to dyslexia, dyscalculia, or developmental aphasia. (F.S. 1007.02 (2) The ENNOBLES Act also provides for the waiver of the state testing requirement for graduation with a standard diploma for certain students with disabilities as defined in FS 1007.02(2) who have met all other requirements for graduation with a standard diploma, except a passing score on the state testing (FS 1003.43 (11) (b)). Exceptional students eligible for consideration of the waiver are those:

- Identified as a student with a disability as defined in section 1007.02 (2)
- Who are currently seniors or students with disabilities who remain enrolled seeking a standard diploma who have an IEP and for whom the state testing is the graduation test
- Who have met the state’s graduation requirement of 24 academic credits and a 2.0 un-weighted cumulative grade point average (GPA) or higher for graduation with a standard diploma

- Who have demonstrated the knowledge, skills, and abilities required by the Grade 10 Florida Standards.
- Who have taken the Grade 10 state assessment with appropriate allowable accommodations at least twice (for example, once in grade 10 and once in grade 11 and have participated in the March administration of the FSA during the senior year, or if not continuously enrolled in public school in Florida, have taken the state assessment at least once during each year of enrollment in grades 10, 11, or 12
- Who have participated in intensive remediation for state assessment in Reading and/or Mathematics, if passing scores were not earned.
- For whom the IEP team determines that the state assessment cannot accurately measure the student's abilities, even if all appropriate, allowable accommodations are used

If there is sufficient evidence that the student has mastered the applicable Florida Standards, the IEP team may convene and determine whether or not the state assessment (or end-of-course assessment) is an accurate measure of the student's ability. Based on the outcome, the state assessment (or end-of-course assessment) requirement may be waived for either the reading portion, the mathematics portion, or both portions of the test, and the student may graduate with a standard diploma.

An FSA waiver may be used only for the traditional 24-credit graduation program. The state testing waiver is not available to students in any of the three-year, 18-credit options.

### **Certificate of Completion Criteria (ESE)**

Exceptional students may receive a certificate of completion if they meet the requirements listed under High School Certificate of Completion in the Student Progression Plan.

### **Report Cards and Grading (ESE)**

Students in all ESE programs shall receive standard report cards. The district-designed report card shall be used to report progress to parents of students. For students receiving standard report cards, grades will be determined according to procedures for basic education students as outlined in the Student Progression Plan.

### **Progress Reports/Parent Notification (ESE)**

Parents will receive a report on the progress of the ESE student toward achieving IEP goals at least as often as parents of general education students receive progress reports. This is in addition to academic progress reports. (IDEA 97-300.347 (a) (7) (ii) (6A-6-03028(7) (g)). Parent(s) must be notified in writing at any time during a grading period when it is apparent that the student may fail or is doing unsatisfactory work in any course or grade assignment. No student shall receive an unsatisfactory conduct grade if parents have not been notified.

### **Other Programs (ESE)**

Speech therapy programs are pull-out programs designed to reinforce or enhance a student's ability to profit from instruction. Attendance in these programs will not affect the 135-hour minimum course attendance requirements for basic, CTE or ESE courses.

## **STATUTORY AUTHORITY**

**If a policy or procedure expressly or directly conflicts with Florida Statute or School Board Rule, Florida Statute and/or State Board of Education Rule shall control.**

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## FLORIDA STATE UNIVERSITY SCHOOLS

2023-2024 Certification and ESOL Endorsement

### School Board Meeting

September 2023

#### Teacher Certification & ESOL Certification Compliance

### League of United Latin American Citizens (LULAC) et al. vs. The State Board of Education (SBE) et al.

#### Consent Decree

#### Background

The Consent Decree (also known as the META or ESOL Consent Decree) of 1990 is the State of Florida's framework for compliance with federal and state laws and jurisprudence regarding the education of Limited English Proficient (LEP) students. It addresses the civil rights of these students, with the primary right being that of equal access to comprehensible instruction. The Consent Decree is the result of a class action complaint filed by Multicultural Education, Training, and Advocacy, Inc. (META) on behalf of a coalition of eight minority rights advocacy groups in Florida (including the League of United Latin American Citizens – LULAC) and a number of individual students.

#### Teacher Training Requirements and Deadlines

##### Category I: Training Requirements for Language Arts/English/Reading Teachers

Any K-12 teacher who is responsible for teaching language arts, English, or reading to an ELL student must earn a total of 300 ESOL in-service points (or the university equivalent—15 semester hours), or 120 in-service points and take the ESOL certification exam. This teacher must earn the first 60 ESOL points within 24 months of the date the first ELL student was assigned to his/her language arts/English/reading class.

After the first two-year period, the Category I teacher must earn 60 additional ESOL points each consecutive year, regardless of ELL assignment, until the ESOL Endorsement or ESOL K-12 certification is earned and added to the teacher's certificate (or until the teacher no longer teaches English, language arts or reading to anyone).

##### Category II: Training Requirements for Math/Science, Social Studies/Computer Literacy Teachers

Any K-12 teacher who teaches math, science, social studies, and/or a specific computer literacy course to an ELL student must earn a total of 60 ESOL in-service points (or the university equivalent—3 semester hours). These teachers must complete the requirement within 12 months of the date the first ELL student was assigned. (Beginning teachers have 24 months to earn the 60 points.)

##### Category III: Training Requirements for Teachers in Areas not Listed in Categories I and II (Including Pre-K teachers)

Any teacher teaching an ELL student in an area not listed in Categories I and II must earn a total of 18 ESOL in-service points. Category III includes teachers teaching elective classes; media specialists; pre-kindergarten teachers, and any staff providing specialized instruction, such as speech, language, etc. as indicated on the ELL's schedule. These teachers must complete the requirement within 12 months of the date the first ELL student was assigned. (Beginning teachers have 24 months to earn the 18 points).



## FLORIDA STATE UNIVERSITY SCHOOLS

2023-2024 Certification and ESOL Endorsement

Table 1 - Non-ELL Compliant Teachers 2023-2024

Non-ELL Compliant Teachers with current ELL Student(s)	Yes FTE/Reason	No FTE/Reason/Status
Ashlynn Adank		Currently enrolled in course
Meriann Warner		Currently enrolled in course

Currently, we have a total of 2 teachers who are not in ESOL compliance with ELL students. These teachers have been notified about their non-compliance and will participate in ESOL in-service in line with state requirements. In addition, the parents of these teachers' ELL students will be notified before October 1, 2023.

Table 2 - Number of ELL students per grade level

ELL Students per grade level as of 9/28/2023	
Kindergarten	5
1 <sup>st</sup> grade	6
2 <sup>nd</sup> grade	0
3 <sup>rd</sup> grade	5
4 <sup>th</sup> grade	1
5 <sup>th</sup> grade	0
6 <sup>th</sup> grade	1
7 <sup>th</sup> grade	0
8 <sup>th</sup> grade	1
9 <sup>th</sup> grade	0
10 <sup>th</sup> grade	0
11 <sup>th</sup> grade	0
12 <sup>th</sup> grade	0
Total	19

### Teacher Certification:

- **District Certification:**
  - Dr. Haley Mehta, MS Science & Physics Honor
  - Phillip Engel, AP English
  - Susan Jonsson, Secondary Science
- Teachers **completing DOE Certification** application:
  - Michelle Rivera (1<sup>st</sup> year teacher): MS Science
  - Pearl Vos: 2<sup>nd</sup> grade
- **Teacher Assistant** working as instructor:
  - Brennon Cloy, Secondary Spanish
- **Certified Teacher, out-of-field** in:
  - Amber Boutwell, MS ELA
  - Clay Allen, PE
  - Justin Gonner, 4<sup>th</sup> & 5<sup>th</sup> Character Ed
  - Yoarne Sumner, Secondary Spanish
- **Certified demonstrating subject matter expertise:**
  - Josh Blount: Care/Prevention of Athletic Injury
- **Non-certified possessing expert skill:**
  - Kristina Antonoloplos: Health Science/Nurse
  - Karen Ward: Culinary





# FLORIDA STATE UNIVERSITY SCHOOLS

*2023-2024 Certification and ESOL Endorsement*