



Student Progression Plan

2024-2025

**APPROVED BY THE
FRANKLIN COUNTY
SCHOOL BOARD
ON 07/25/2024**

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INTRODUCTION

It is expected, with appropriate motivation, that the majority of the students in Franklin County Schools can make satisfactory progress through the grades. It is also expected that most will be able, each year, to achieve a level of academic proficiency and social and emotional development which will enable them to benefit from instruction in the next grade level. However, for a variety of reasons, individuals may require more than the usual amount of time to develop their educational potential. Therefore, this Student Progression Plan for the Franklin County School Board, which implements Board Policy and establishes procedures to be followed, has been developed to provide the guidelines under which each student is to be given the maximum opportunity to succeed in school. This plan is designed to inform school personnel, parents, pupils, and other interested citizens of the Florida legislative and local school board student progression plan requirements.

It is intended that grade placement be made to serve the best interest of each student. Promotion, retention, or special assignment procedures contained in this plan propose to assure that each student will be placed in an instructional program designed so that the student can achieve academically and develop emotionally, socially and physically.

This document contains the introduction, foreword, and six (6) sections describing the student progression plan for Franklin County Schools. Section I describes the general procedures which are applicable to decisions made in regard to students of all grade levels. Section II describes the special considerations and specific standards required for promotion from each grade level for elementary grades. Section III describes the special considerations and specific standards required for promotion for the middle school grades. Section IV describes the special considerations and specific standards required for promotion which are applicable to the high school level. Section V describes those areas dealing with requirements for adult students. Section VI describes the special considerations and specific standards for exceptional students.

FOREWORD

The Florida State Legislature enacted the Educational Accountability Act of 1976, which requires that each school district in the state of Florida establish a comprehensive program for student progression.

State Statute 1008.25 on Student Progression mandates that:

1. Each district school board shall establish a comprehensive program for student progression which shall be based upon an evaluation of each pupil's performance, including how well he masters the Florida State Standards and Next Generation Sunshine State Standards approved by the State Board in reading, writing, science and mathematics.

2. The district program for student progression shall be based upon local goals and objectives which are compatible with the State's plan for education, and which supplement the Florida State Standards and Next Generation Sunshine State Standards approved by the State Board of Education. Other pertinent factors considered by the teacher before recommending that a pupil progress from one grade to another shall be prescribed by the district school board in its rules. The Student Progression Plan has been developed to respond to the State's accountability legislation and to fulfill the requirements of School Board Policy.

SECTION 1: SPECIAL CONSIDERATION FOR ELEMENTARY STUDENTS

STUDENT PROGRESSION – ELEMENTARY (K-5)

Student progression decisions are the responsibility of the school principal. The options available to the school principal are directly related to the student's achievement and the student's ability (academically, socially, and emotionally) to handle the rigor of the next grade. Teacher recommendation, which reflects teacher judgment concerning standardized test results, classroom performance, and documentation of student work are considered. Options for student progression at the elementary level (K-5) include:

1. Promotion to the next grade

The student has met all of the requirements for promotion and demonstrates proficiency in reading and mathematics. A description of proficiency is found beginning on page 26. Note: There are mandatory state requirements for promotion to 4th grade.

2. Retention at the same grade level

The student has not met all of the requirements for promotion and has not demonstrated proficiency in reading and/or mathematics. Note: There are mandatory state requirements for retention in 3rd grade.

3. Promotion with Good Cause

Although a student may not have achieved all performance levels for regular promotion, conditions may exist that make retention more adverse to student progress than a promotion. Under such circumstances a student may be promoted with “Good Cause”. (Good cause circumstances are outlined on page 15).

4. Double Promotion/ Acceleration

This option is used rarely in specialized circumstances that involve exceptionally high academic achievement, and the student’s ability to emotionally and socially benefit from such a promotion is strongly considered. Parents are always involved in this decision and shall give consent before such placement is made.

ADMISSION

In order to be admitted to schools in Florida, a student must provide the following data:

1. Evidence of date of birth in accordance with FS 1003.21;
2. Evidence of immunization against communicable diseases as required by FS 1003.22; **students may not attend school until a current immunization record is submitted to the school.**
3. Evidence of a medical examination completed within the last twelve months in accordance with FS1003.22.
4. Evidence of residence of the child’s custodial parent or legal guardian at an address within Franklin County or approval through the open enrollment procedures.

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

Kindergarten Admission

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

First Grade Admission

Any child who is six (6) years old on or before September 1 may be admitted to first grade if the child has been enrolled in kindergarten in a public school or has satisfactorily completed the requirements for kindergarten, based on skills assessment completed by a school-based team upon enrollment. Parents/Guardians will be consulted on the decision. Students who have attended kindergarten in a non-

accredited school shall meet the same requirements for entry as students in a home education program, as well as meet the age requirement.

Students who have satisfactorily completed kindergarten in states where the entry age to kindergarten is lower than that of the state of Florida will be admitted to first grade unless the principal determines the child is not able to function at that level due to academic, emotional, or social factors. **(FS 1003.21)**

English Language Learners (ELL) Students (State Board of Education Rules 6A-6.0900-6.09091 and 6A6.0905)

A transferring ELL student will be identified and assessed to determine eligibility for services in accordance with State Board of Education Rule 6A-6.0902 (1) and (2). All international transcripts will be evaluated at the district level by the ESOL Coordinator and/or the Supervisor of the Elementary or Secondary Programs within five (5) days of enrollment. The ESOL coordinator/contact person and the certified school counselor/administrator will review the educational background of the transferring student to determine appropriate grade level, subject, and ESOL program placement [State Board Education Rule 6A-6-6.0902 (3) (b)]. Parental input regarding educational background should be taken into consideration especially when transcripts, records or report cards are not readily available. Placement based on age either because of lack of information about prior schooling (no transcript or report card) or the prior schooling does not meet grade level requirements will result in an ELL Committee meeting. An administrator or administrator's designee must be part of the English Language Learners committee making the placement decision. Parents have the right to have their child immediately removed from a language instruction educational program and to decline to enroll the student in such a program or choose other instructional options, if available. A "language instruction program" means an instructional course (ex: Supplemental Title III Extended Day/Year programs or Developmental Language Arts Through ESOL courses) in which an ELL is placed for the purposes of developing and attaining English proficiency and which may make instructional use of both English and a child's heritage language (State Board Rule 6A-6.0902). ELL students are scheduled into courses that fulfill graduation requirements based on the School District Student Progression Plan, and on completed academic coursework, regardless of the language in which the coursework was done. School Board policy provides flexibility to school staff in making academic placement decisions on behalf of students and parents. Parents/guardians may appeal academic placement decisions to the principal.

ELEMENTARY GRADING SCALES (K-5)

Grading weights and categories shall be utilized to determine a numerical grade. Grades should be determined based on the mastery of state standards as evidenced in lesson plans and daily classroom postings. All grades will be entered in Focus using a point system, as opposed to using percentages.

Assessments- 60%

Classwork-40%

NUMERICAL CORE COURSES GRADING SCALE

GRADE	PERCENT %	DEFINITION
A	90-100	Outstanding progress
B	80-89	Above average progress
C	70-79	Average progress
D	60-69	Lowest acceptable progress
F	0-59	Failure
I		Incomplete

K-5 SPECIAL AREAS COURSES GRADING SCALE

GRADE	DEFINITION
E	Excellent
S	Satisfactory
N	Needs Improvement
U	Unsatisfactory

PROMOTION REQUIREMENTS

FS 1008.25 Public school student progression; remedial instruction; reporting requirements.

INTENT- It is the intent of the Legislature that each student's progression from one grade to another be determined, in part, upon satisfactory performance in reading, writing, science, and mathematics; that district school board policies facilitate student achievement; that each student and his or her parent be informed of that student's academic progress.

Several elements are to be considered in the promotion of students. **Among these are mastery of academic content, social/emotional maturity, study habits and work skills, as well as state and/or district progress monitoring tools.** Any student who fails to meet the criteria for proficiency in reading, writing, language arts, math, or science is eligible for remediation and may be retained. All students are expected to participate in district and state testing. The district reading curriculum is based on Florida State Standards and utilizes a researched-based basal text. The description of proficiency and requirements for regular promotion for each grade level are defined in the lists that follow.

Pre-Kindergarten through First Grade:

1. Student scores at a level of proficiency or higher on the state and/or district assessment of reading and mathematics.

OR

2. Student demonstrates mastery of state standards in English/Language Arts, and Math, as evidenced by grades of 60% or above in on-grade-level instruction as shown on

the report card. The curriculum is prescribed by the grade level specific Curriculum Guide.

First Grade to Second Grade:

1. Student scores at a level of proficiency or higher on the state and/or district assessment of reading and mathematics.

OR

2. Student demonstrates mastery of state standards in English/Language Arts, and Math, as evidenced by grades of 60% or above in on-grade-level instruction as shown on the report card. The curriculum is prescribed by the grade level specific Curriculum Guide.

Second Grade to Third Grade

1. Student scores at a level of proficiency or higher on the state and/or district assessment of reading and mathematics.

OR

2. Student demonstrates mastery of state standards in English/Language Arts, and Math, as evidenced by grades of 60% or above in on-grade-level instruction as shown on the report card. The curriculum is prescribed by the grade level specific Curriculum Guide.

Third Grade to Fourth Grade: (Please refer to page 18 for good cause promotional requirements)

1. Student scores at a level of proficiency or higher on the state and/or district assessment of reading and mathematics.

OR

2. Student scores Level 2 or higher on the Statewide Assessment of reading taken in the spring of 3rd grade.

AND

3. Student demonstrates mastery of state standards in English language arts and math, as evidenced by grades of 60% or above in on-grade-level instruction as shown on the report card. The curriculum is prescribed by the grade level specific Curriculum Guide.

NOTE: If the student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring at Level 2 or higher on the statewide assessment test required under **F.S.1008.22** for grade 3, the student must be retained. **FS 1008.25 (5) (b).**

Fourth Grade to Fifth Grade:

1. Student scores at a Level 2 or higher on the state and/or district assessment of reading and mathematics taken in the Spring.

AND

2. Student demonstrates mastery of state standards in English/Language Arts, and Math, as evidenced by grades of 60% or above in on-grade-level instruction as shown on the report card. The curriculum is prescribed by the grade level specific Curriculum Guide.

Fifth Grade to Sixth Grade:

1. Student scores at a Level 2 or higher on the state and/or district assessment of reading and mathematics taken in the Spring.

AND

2. Students demonstrate mastery of state standards in English/Language Arts, Math, and Science as evidenced by grades of 60% or above in on-grade-level instruction as shown on the report card. The curriculum is prescribed by the grade level specific Curriculum Guide.

REMEDIATION AND DIAGNOSTIC TESTING

FS 1008.25 each district school board shall establish a comprehensive program for student progression which must include:

a) Standards for evaluating each student's performance, including how well he or she masters the performance standards approved by the State Board of Education.

b) Specific levels of performance in language arts, science, and mathematics for each grade level, including the levels of performance on statewide assessments as defined by the commissioner, below which a student must receive remediation, or be retained within an intensive program that is different from the previous year's program and that takes into account the student's learning style.

c) Appropriate alternative placement for a student who has been retained 2 or more years.

ASSESSMENT AND REMEDIATION

Each student must participate in the statewide standardized program required by s.1008.22. Each student who does not meet specific levels of performance on the required assessments as determined by the district school board or who scores below level 3 on the statewide standardized ELA and mathematics assessments in grade 3 through 8 or the algebra EOC assessment must be provided with additional diagnostic assessment to determine the nature of the student's difficulty, the areas of academic need and strategies for appropriate intervention and instruction as described in paragraph (b) above.

A student becomes eligible for remediation any time he/she fails to make adequate progress toward mastery of the State Standards and/or needs additional help in order to meet the progression requirements for his/her assigned grade. A student who needs ongoing support to achieve grade level standards is referred to the Problem-Solving System of Support MTSS team to determine the level of assistance needed.

MULTI-TIERED SUPPORT SYSTEM (MTSS)

REMEDIATION

Students who do not meet the district levels of performance and qualify through three of the five EWS (Early Warning System) indicators shall be provided intensive remediation. Various assessments will be used to identify the nature of the student's difficulty and areas of academic need. The district/school Multi-Tiered System of Supports (MTSS) the Comprehensive Evidence-based Reading Plan will guide instructional decisions. The professional judgment of school personnel will also be a part of determining if students need remediation in instances where there is insufficient or inconsistent data to support or deny the need for remediation.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

Schools are required to utilize the district MTSS Plan for all students, including those students who fail to meet performance standards. Early warning indicators must include: attendance below 90%, one or more suspensions, failure in English Language Arts or Math and/or score Level 1 on statewide standards assessments in English Language Arts or Math.

The MTSS manual is designed to guide schools and teachers as they implement MTSS for all students. The MTSS model requires that teachers monitor student data obtained through formative progress monitoring and classroom assessment/observation throughout the year and implement interventions to meet student needs as identified by this data. Students who do not respond to Tier 1 classroom intervention must be reviewed by the MTSS Team in the school. This team, in conjunction with the teacher, will design a progress monitoring plan for the student and determine the extent to which intervention must be intensified.

The MTSS Plan is supported by the required administration of State Progress Monitoring Assessments three times each year. Students who fail to make progress with Tier 1 classroom intervention must be provided with additional diagnostic assessment. Students who score below Level 3 on FAST ELA Reading and/or Math, in addition to students not meeting the specific levels of proficiency as defined by the school district, are included in ongoing progress monitoring and are provided with classroom intervention specific to their identified need(s). Strategies for these students must be documented by the classroom teacher and monitored to assure that the students are improving as a result of the intervention(s). 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 individual education plan (IEP);
2. A school-wide system of progress monitoring for all students (as described above); or
3. An individualized progress monitoring plan (as determined by the school MTSS Team).

The plan chosen must be designed to assist the student in meeting state and district expectations for proficiency. If the student has been identified as having a deficiency in reading, the K-12 Comprehensive Reading Plan includes instructional and support services to help the student meet the desired levels of performance. Each student who does not meet minimum performance expectations for the statewide assessment tests in English Language Arts (ELA) , science, and mathematics must continue remedial instruction or supplemental instruction until expectations are met or the student graduates from high school or is not subject to compulsory school attendance.

The MTSS Plan is supported by the required administration of Universal Progress Monitoring Assessment at least three times each year. APM (Adaptive Progress Monitoring), STAR Reading/Math will be administered for formative progress monitoring as determined by the MTSS Team. Students who fail to make progress with Tier I classroom intervention must be provided with additional diagnostic assessment.

REPORTING STUDENT PROGRESS

The parents shall be provided with the student's results on each statewide and district assessment. The student's progress toward achieving state and district expectations for proficiency in English Language Arts (ELA), , social studies, science, and mathematics shall be reported to the student and his/her parent or legal guardian each marking period via two progress reports and the report card. The evaluation of each student's overall progress shall be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information. **FS 1008.25 (8) (a)**

The report card shall clearly depict:

1. The student's academic performance in each class or course. This grade indicates the student's mastery of the state standards for English Language Arts (ELA), Math, Science and Social Studies. Grades will be based upon written papers, class participation, teacher observation, portfolio documentation, performance tasks, written and oral tests, and/or other academic performance criteria;
2. The student's conduct and behavior.
3. The student's attendance, including absences and tardies; and
4. The student's final report card for a school year will contain a statement indicating end-of-the-year status regarding promotion or non-promotion.

GOOD CAUSE PROMOTION TO GRADES OTHER THAN FOURTH

NOTE: There are mandated state requirements for promotion from 3rd grade to 4th grade. See Third Grade Progression Guidelines.

Good cause for promotion to grades other than fourth may exist for students who fail to meet the specified requirements if documented evidence indicates that the student is meeting some performance levels for student progression, and it is in the student's best interest to be promoted. Documented evidence includes student performance on district

or state assessments, classroom tests, classroom assignments, ongoing progress monitoring, IEPs, report cards, alternative assessments, and/or student portfolios. Any one of the following criteria can be used to determine if a good cause promotion is warranted for progression to any elementary grade except fourth if the student:

1. Is a limited English proficient student who has had less than two years of instruction in an English Language Learner (ELL) program.
2. Is a student with disabilities, whose Individual Education Plan (IEP) indicates that participation in a statewide assessment is not appropriate, **consistent with the requirements of State Board of Education Rule**.
3. Is a student who demonstrates an acceptable level of performance based on progress monitoring assessment or standardized reading, math or science assessment. Acceptable level of performance is the 50% percentile and above on the Statewide Assessment.
4. Is a student who demonstrates, through a student portfolio, that he/she is meeting grade level proficiency on reading, math, or science as evidenced by demonstration of mastery of the BEST Reading, Math or Science Standards .
5. Is a student with disabilities who participated in the Statewide Assessment and who has an Individual Education Plan (IEP) or a Section 504 plan that reflects that he/she has had intensive remediation in reading or math for more than two years but still demonstrates a deficiency in reading and was previously retained.
6. It is the recommendation of the MTSS Team those conditions exist which would cause this student to be more successful at the next grade and/or that retention would be more adverse than promotion.

Promotion for good cause shall be documented. The student shall have received intervention as determined by the school MTSS Team, and the student's progress shall have been monitored. The student's teacher shall submit the "Promotion for Good Cause" documentation to the principal and shall indicate that the promotion of the student is appropriate and is based upon the student's academic record. The principal shall review and discuss the recommendation with the teacher and determine promotion or retention. If the principal determines that the student should be promoted or retained, the principal shall make the recommendation in writing to the district school's superintendent. The district's school superintendent shall accept or reject the school principal's recommendation in writing. The documentation form shall be signed by the school principal and district superintendent and placed in the student cumulative folder, and a copy shall be given to the Assistant Principal.

READING AND MATH DEFICIENCY-INTENSIVE INSTRUCTION

- € In accordance with Section 1008.25 (4)(c), F.S., Students identified with a substantial reading deficiency as determined in Section 1008.25 (5)(a), F.S., must be covered by a federally required student plan, such as an individual education plan (IEP) or an individualized progress monitoring plan, or both, as necessary. A kindergarten through 3rd grade student is identified as having a substantial deficiency in reading or kindergarten through fourth grade student is identified as having a substantial deficiency in math if any of the following criteria are met. The student scores at the lowest achievement level/benchmark as identified by the

publisher during a universal screening period, on an assessment listed in the district's approved District K-12 Comprehensive Evidence-based Reading Plan; and beginning in the 2023-24 school year, students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system pursuant to Section 1008.25 (8), F.S.;

- The student scores at the lowest achievement level/benchmark as identified by the publisher during progress monitoring administration at any time during the school year, on an assessment listed in the district's approved District K-12 Comprehensive Evidence-based Reading Plan and beginning in the 2023-24 school year, students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system pursuant to Section 1008.25 (8), F.S.; or
- The student has demonstrated, through consecutive 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; reading fluency; and reading comprehension.
- The student has demonstrated through consecutive formative assessments or teacher observation data minimum skill levels for math competency.

Intensive instruction will be continued until the reading and/or math deficiency is remediated. This intensive instruction will include a combination of the following characteristics:

- Diagnosis/prescription targeted to specific skill development
- Variety of opportunities for repetitions (repeated exposure); more time on task
- Smaller group size
- Smaller chunks of text or content and guided independent practice materials specific to intensive instruction
- Skill development and practice integrated into all activities
- Frequent progress monitoring
- Criterion-based evaluation of success
- Other interventions as specified by the MTSS Plan

READING AND MATH DEFICIENCY AND PARENTAL NOTIFICATION

Section 1008.25 (2) (a) Include criteria that emphasize student reading proficiency in kindergarten through grade 3 and provide targeted instructional support for students with identified deficiencies in English Language Arts, mathematics, science, and social studies. High schools shall use all available assessment results, including the results of statewide, standardized English Language Arts assessments and end-of-course assessments for Algebra I and Geometry, to advise students of any identified deficiencies and to provide appropriate postsecondary preparatory instruction before high school graduation. The results of evaluations used to monitor a student's progress in grades K-12 must be provided to the student's teacher in a timely manner and as otherwise required by law. Thereafter, evaluation results must be provided to the student's parent in a timely manner. When available, instructional personnel must be provided with information on student

achievement of standards and benchmarks in order to improve instruction.

Section 1008.25 (5) (a) – *Florida Statutes provides that any student who exhibits a substantial deficiency in reading, (K-3) and math (K-4) based upon locally determined or statewide assessments conducted through teacher observations, must be given intensive reading and/or math instruction immediately following the identification of the reading and/or math deficiency. A school may not wait for a student to receive a failing grade at the end of a grading period to identify the student was having a substantial reading and/or math deficiency and initiate intensive reading and/or math interventions. The parent of any student who exhibits a substantial deficiency in **reading and/or math**, as described above must be notified in writing of the following:*

- a) That his or her child has been identified as having a substantial deficiency in reading and/or math 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.
- b) A description of the current services that are provided to the child;
- c) A description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading and/or math deficiency;
- d) That if the child’s reading deficiency is not remediated by the end of grade 3 or math by the end of grade 4, the child must be retained unless he or she is exempt from mandatory retention for good cause.
- e) Strategies, including multi-sensory strategies, through a read-at-home plan the parents can use in helping their child succeed in reading proficiency;
- f) That the Statewide Assessment Test is not the sole determination for the 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 proficient in reading and/or math at or above grade level and ready for grade promotion;
- g) The district’s specific criteria and policies for student portfolios and the evidence required for a student to demonstrate mastery of Florida’s BEST standards for English Language Arts (ELA). 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.
- h) The district’s specific criteria and policies for mid-year promotion. Mid-year promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated grade level proficiency in reading and/or math at the promoted grade level.
- i) 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 initial.

After initial notification, the school shall inform 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.

If the student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring at Level 2 or higher on the statewide assessment test in ELA for grade 3, the student must be retained. **F.S.1008.25 (5)(b). Additionally, each school district shall provide written notification to the parent of a student who is retained in grade 3 that their child has not met the proficiency level required for promotion and the reasons the child is not eligible for Good Cause Promotion. F.S. 1008.25 (7).** Documentation of notification of reading deficiency to individual parents shall be kept in the students' electronic cumulative folders.

THIRD GRADE PROGRESSION GUIDELINES

Good Cause Promotions to Fourth Grade

FS 1008.25 (6)(a). No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. Although a student may not have achieved all performance levels for regular promotion, conditions may exist such that retention would be more adverse for the student than promotion. Under these circumstances a student may be promoted with "good cause" from third to fourth grade.

The school district may only exempt students in grade 3 who demonstrate a continued deficiency in reading, as evidenced by performance on the Statewide Assessment of ELA, from mandatory retention if they meet the good cause exemptions that are specified in FS 1008.25 (6)(b). Good cause exemptions in this case are limited to the following:

1. Limited English proficient students who have had less than 2 years of instruction in an English Language Learner (ELL) program.
2. Students with disabilities whose Individual Education Plan (IEP) indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of the State Board of Education rule.
3. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education.
4. Students who demonstrate, through successful completion of the state provided student portfolio samples, that the student is reading on grade level as evidenced by demonstration of mastery of the Florida State Standards in English Language Arts equal to at least a Level 3.
5. Students with disabilities who participate in the Florida Standards Assessments and who have an Individual Education Plan (IEP) or a Section 504 plan that reflects that the student has received intensive remediation in reading, but still demonstrate a deficiency in reading and were previously retained in kindergarten, grade 1, grade 2, or grade 3.
6. Students who have received intensive remediation in reading for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. Such students may not be retained in grade 3 more than once. Intensive reading instruction for students so promoted shall include an altered instructional day that includes specialized

diagnostic information and specific reading strategies for each student.

FS 1008.25 (6)(c) Requests for good cause exemptions for students from the mandatory retention in third grade requirement shall include the following:

1. Documentation submitted from the student's teacher to the principal that indicates that the promotion of the student is appropriate and is based on the student's academic record. Documentation shall only consist of existing progress monitoring information, Individual Education Plan (IEP) if applicable, report card, test scores, or student portfolio; and
2. Discussion with the teacher by the school principal to review the recommendation and make the determination if the student should be promoted or retained. If the school principal determines that the student should be promoted, the principal shall submit the recommendation in writing to the district school Superintendent. The district school Superintendent shall accept or reject the school principal's recommendation in writing. The documentation form shall be placed in the student cumulative folder, and copy shall be given to the Assistant Principal.

Summer Reading Camp

FS 1008.25 (7)(a)(2). Third grade students who score below proficient on the Statewide Assessment of ELA are offered the opportunity to attend the Summer Reading Camp. Depending on available room, the camp may be offered to other 3rd Grade students on an as needed basis. This camp is held at the Franklin County K-12 school and transportation is provided.

Summer Reading Camp is an intensive reading remediation course designed to meet the needs of students who do not score above Level 1 on the Statewide ELA Assessment. Students will be assigned to a Highly Effective Teacher with the Reading Endorsement/Certification. Students are provided the opportunity to demonstrate proficiency on the state-provided portfolio. At the conclusion of the Summer Camp program, students will be given a Florida Department of Education approved assessment to determine academic growth.

If a third-grade student who scores Level 1 on the Statewide ELA Assessment does not attend the Summer Reading Camp, the school shall give evidence of parental notification of the student's need to attend Summer Reading Camp and document the reason for nonattendance. The student shall be retained unless the student meets one of the good cause exemptions and is determined eligible for promotion for good cause.

Mid-Year Promotions for Retained Third Graders

Mid-year promotion is defined as promotion of a retained student during the year of retention once the student has demonstrated the ability to read at the promoted grade level. Mid-year promotion is only applicable to a 3rd grade student who meets all of the following criteria:

1. Was retained as a result of a reading deficiency, but is working on the promoted grade level or above in reading;

2. Has participated in intensive remediation for reading.
3. Did not qualify for good cause promotion;
4. Demonstrates through portfolio or standardized assessment that he/she has attained a proficient (successful and independent, reading at or above the promoted grade level) level of reading as defined in the Student Progression Plan;
5. Demonstrates the proficiency required to score at Level 3 on the Statewide ELA Assessment as determined by the State Board of Education as documented in a student portfolio, and/or an average or above average score on a norm-referenced assessment;
6. Demonstrates achievement that provides a reasonable expectation that the student's progress is sufficient to master appropriate 4th Grade level ELA skills.

A student who meets the above criteria for mid-year promotion is recommended for such by his/her teacher to the principal. The final decision for any promotion rests with the principal. Upon mid-year promotion, the appropriate notation is made in the district management information system and the student is placed so that he/she can work at the new grade level. The student will take the appropriate statewide assessment for the new grade level assigned during statewide testing.

FS 1002.20 (15) Notice To Parents of Third Grade Students Who Are Retained

Written notice will be given to the parent or legal guardian of any third-grade student who is retained. This notice must comply with FS 1003.02 (h) and will:

1. State that the child has not met the proficiency level required for promotion;
2. Include the reasons that the child is not eligible for a good cause exemption;
3. Include a description of proposed interventions and support that will be provided to the child to remediate the identified areas of reading deficiency;
4. Be preceded by the notification of the student's reading deficiency as identified earlier in the school year;
5. Inform the parent of the availability of a Summer Reading Camp, if the retention occurs at the end of the regular school year.

Successful Progression for Retained Readers

F.S.1008.25(7) Students who are retained in third grade will be provided intensive interventions in reading to improve the student's specific reading deficiency as identified by a valid and reliable diagnostic assessment. Such interventions will include:

1. Evidence-based explicit, systematic and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension and other effective instructional practices
2. Opportunity to participate in the district's summer reading camp
3. Appropriate teaching methodologies necessary to assist those students in becoming successful readers
4. Appropriate intensive materials
5. A review by the school MTSS Team to address additional supports and services needed to remediate the identified area(s) of reading deficiency. This should

- occur during the first part of the school year;
6. Provision of a minimum of 90 minutes of daily, uninterrupted, scientifically-based reading instruction and other strategies; which may include, but are not limited to:
 - a. Small group instruction
 - b. Reduced teacher-student ratios
 - c. More frequent progress monitoring
 - d. Tutoring or mentoring
 - e. Summer Reading Camp
 - f. Integration of content-rich texts in Science and Social Studies
 7. The opportunity to have a portfolio for good cause promotion. This portfolio shall contain evidence of mastery of benchmarks (as outlined under Good Cause Promotion to Fourth Grade), as well as other information to inform parents and teachers of the student's proficiency, such as results of diagnostics and progress monitoring.
 8. In addition, retained third grade students will be provided a highly effective reading endorsed teacher.

REQUIRED INSTRUCTION- F.S. 1003.42 (2)(s)

The state defines required instruction to include a character development program similar to Character First or Character Counts, which is secular in nature. The character development program shall be required in kindergarten through grade 12. Each district school board shall develop or adopt a curriculum for the character development program that shall be submitted to the department for approval. The character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

HOSPITAL/HOMEBOUND GUIDELINES

The procedure to apply for Hospital/Homebound services begins with a parent/guardian obtaining a Hospital/Homebound referral from the appropriate school personnel (counselor or administrator), having it signed by a licensed physician, and returning it to the school staffing specialist. The doctor should include his or her license number on the referral.

1. Hospital/Homebound students may not be working in paid or unpaid positions while requiring Hospital/Homebound services.
2. In most cases, a student's Hospital/Homebound coursework will be limited to the core academic classes (language arts, math, social studies and science classes). The Hospital/Homebound classes will be determined at the staffing, a meeting which includes a counselor, teachers, parents, and the student (if possible).
3. Students will be placed in a Hospital/Homebound program on a full-time basis. Services are only for students who will be out more than 15 consecutive days. Otherwise, makeup work will be coordinated at the school. A normal pregnancy does not constitute Hospital/Homebound services. A student has up to six weeks of leave after giving birth, but this will not be considered Hospital/Homebound. The school will coordinate getting makeup work for the student.

SECTION II – SPECIAL CONSIDERATIONS FOR MIDDLE SCHOOL STUDENTS

ADMISSION AND PLACEMENT

In order to be admitted to a Franklin County middle school, a student must provide the following data if it is not already in the Franklin County database:

1. Evidence of date of birth in accordance with **FS 1003.21**.
2. Evidence of immunization against communicable diseases as required by **FS 1003.22**. Students will not be allowed to attend school until a complete immunization record is provided to the school.
3. Evidence of a medical examination completed within the last twelve months in accordance with **FS 1003.22**.
4. Evidence of residence of the student's custodial parent or legal guardian at an address within the attendance area of the school to which admission is requested or approval to attend Franklin County School through the open enrollment procedures.
5. Evidence of promotion to the appropriate grade level based on previous school records and/or placement tests.

FLORIDA CURRICULUM FRAMEWORKS AND STATE STANDARDS

*In accordance with **6A-1.09401 SBR**, the State Standards shall be the basis for the curriculum and instruction in grades 6-8 in the subjects of language arts, math, science and social studies. Appropriate instruction will be provided to assist students in the achievement of these standards.*

GRADES

Grading weights and categories shall be utilized to determine a numerical grade. Grades should be determined based on the mastery of state standards as evidenced in lesson plans and daily classroom postings. All grades will be entered in Focus using a point system, as opposed to using percentages.

Assessments- 60%

Classwork - 40%

The grading scale is as follows:

GRADE	PERCENT %	DEFINITION
A	90-100	Outstanding progress
B	80-89	Above average progress
C	70-79	Average progress
D	60-69	Lowest acceptable progress
F	0-59	Failure
I		Incomplete

Note: grade point value only calculates into high school grade point average (GPA) for high school credit courses.

GENERAL REQUIREMENTS FOR GRADES 6-8: FS 1003.4156

The following courses or subjects shall be required in grades 6-8:

1. Three courses in mathematics.
2. Three courses in language arts, which shall include experiences in reading, writing, and speaking.
3. Three courses in science, which shall include instruction in comprehensive science 1, 2, 3, or biology.
4. Three courses in social studies, which shall include the study of United States History and Government, Civics, Florida History, and World History. All students taking Civics will take the Civics end of course (EOC) exam which will constitute 30% of the yearlong Civics grade. A middle school student that transfers in Franklin County School from an out-of-state, out of country, private school, or home school program after the beginning of the second term of 8th grade is not required to meet the civics requirement for promotion if:
 - a. The student's transcript documents passage of 3 courses in social studies or
 - b. The student's transcript documents two year-long courses in social studies that cover civics.

If this is not the case the student must be immediately enrolled in Civics and take the Civics EOC and the results will constitute 30% of the course grade.

5. A Career and Education Planning course which is internet-based, individualized, and must result in an academic plan that will be utilized and revised as the student progresses.
6. One semester per year of physical education unless a waiver applies, or student is assigned a remedial class.

7. A series of unified arts experiences shall be provided for student development which may include, but not be limited to, the following: art, music, foreign languages, family and consumer science, and technology education. Such experiences shall be regularly scheduled as possible in grades 6 through 8.

8. Comprehensive health education, which includes substance abuse prevention, acquired immune deficiency syndrome and communicable disease prevention, human growth and development, human sexuality and pregnancy prevention, and personal health and hygiene. Where appropriate, abstinence from sexual activity outside of marriage is the expected standard for all school age children; and abstinence from sexual activity is a certain way to avoid pregnancy, sexual transmission of acquired immune deficiency syndrome, and other communicable diseases which are transmitted sexually.

HIGH SCHOOL CREDIT

Credit earned by a student in a course designated in the Course Code Directory as grade 9-12 may be used to satisfy high school graduation requirements. All high school credit courses taken will be counted in the cumulative grade point average used for high school graduation. NOTE: High school courses with a mandated end of course exam will not have a final grade until EOC exams are factored in as 30% of the year-long grade.

VIRTUAL INSTRUCTION

Florida law allows students to enroll in courses available through the Florida Virtual School and the school district shall award credit for successful completion of such courses. Students may access FLVS courses before or after the school day, on or off campus, as pre-approved by the Guidance Counselor with parent/guardian. The school district is not required to provide access to or supervision for Florida Virtual School courses on the school campus.

MIDDLE SCHOOL REQUIREMENTS FOR PROMOTION

The following requirements have been identified for promotion at each grade level:

Sixth Grade to Seventh Grade

1. Has received a passing grade in three or more 6th grade core courses (language arts, mathematics, social studies, and science)
2. Students will take the state assessments unless he/she qualifies for an individually administered test as outlined in Section V Special Considerations for Exceptional Students.

Seventh Grade to Eighth Grade

1. Has received a passing grade in three or more 7th grade core courses (language arts, mathematics, science, and social studies) and recovered the core courses not passed

in 6th grade, if applicable.

2. Students will take the state assessments unless he/she qualifies for an individually administered test as outlined in Section V Special Considerations for Exceptional Students.

Eighth Grade to Ninth Grade

1. Has successfully completed all four 6th-8th grade core courses (language arts, mathematics, science, social studies).
2. Students will take the state assessments unless he/she qualifies for an individually administered test as outlined in Section VI. Special Considerations for Exceptional Students.

COURSE RECOVERY

1. Students may repeat failed core courses needed for promotion through Course repetition, Course Recovery (priority given to seniors) or Virtual School. Students are strongly encouraged to attend summer programs to recover courses for promotion to the next grade.
2. One (1) core course failed and not recovered during the summer program (if available) may be recovered during the academic year in the classroom.
3. Students that do not meet the promotion requirements will be retained.

Promotion to High School

Promotion of students from middle school to high school will be based on:

1. A minimum final grade of “D” or higher in grades 6th, 7th, and 8th grade ELA, mathematics, science, and social studies.
2. One of the three social studies courses must be Civics. There is a statewide, standardized end-of-course exam for Civics that must be taken and factored as 30% of a student’s course grade.

PROFICIENCY LEVELS

In addition to the previously identified requirements for promotion, each student’s progress from one grade to another will be determined, in part, on the student’s ability to demonstrate proficiency in English Language Arts and Mathematics.

In accordance with state statute, the following levels of proficiency have been identified in ELA and Mathematics. Any student who is identified as not meeting these levels of proficiency may receive intensive remediation in the deficient area(s).

ELA Proficiency as determined by:

1. The state assessment in ELA with a score at, or above, Level 3.

Mathematics Proficiency as determined by:

1. The state assessment in math with a score at, or above, Level 3.

MULTI-TIERED SUPPORT SYSTEM (MTSS)**REMEDIATION**

Students who do not meet the district levels of performance and qualify through three of the five EWS (Early Warning System) indicators shall be provided intensive remediation. Various assessments will be used to identify the nature of the student's difficulty and areas of academic need. The district/school Multi-Tiered System of Supports (MTSS) the Comprehensive Evidence-based Reading Plan will guide instructional decisions. The professional judgment of school personnel will also be a part of determining if students need remediation in instances where there is insufficient or inconsistent data to support or deny the need for remediation.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

Schools are required to utilize the district MTSS Plan for all students, including those students who fail to meet performance standards. Early warning indicators must include: attendance below 90%, one or more suspensions, failure in English Language Arts or Math and/or score Level 1 on statewide standards assessments in English Language Arts or Math.

The MTSS manual is designed to guide schools and teachers as they implement MTSS for all students. The MTSS model requires that teachers monitor student data obtained through formative progress monitoring and classroom assessment/observation throughout the year and implement interventions to meet student needs as identified by this data. Students who do not respond to Tier 1 classroom intervention must be reviewed by the MTSS Team in the school. This team, in conjunction with the teacher, will design a progress monitoring plan for the student and determine the extent to which intervention must be intensified.

The MTSS Plan is supported by the required administration of District Progress Monitoring Assessments three times each year. APM (Adaptive Progress Monitoring), STAR Reading/Math, Exact Path Reading/Math, and FAST Reading/Math testing and diagnostic tools are also administered for formal progress monitoring three times each year. Students who fail to make progress with Tier 1 classroom intervention must be provided with additional diagnostic assessment. Students who score below Level 3 on the state assessment for Reading and/or Math, in addition to students not meeting the specific levels of proficiency as defined by the school district, are included in ongoing progress monitoring and are provided with classroom intervention specific to their identified need(s). Strategies for these students must be documented by the classroom teacher and monitored to assure that the students are improving as a result of the intervention(s). 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 individual education plan (IEP);
2. A school-wide system of progress monitoring for all students (as described above); or
3. An individualized progress monitoring plan (as determined by the school MTSS Team).

The plan chosen must be designed to assist the student in meeting state and district expectations for proficiency. If the student has been identified as having a deficiency in reading, the K-12 Comprehensive Reading Plan includes instructional and support services to help the student meet the desired levels of performance. Each student who does not meet minimum performance expectations for the statewide assessment tests in reading and mathematics may continue remedial instruction or supplemental instruction until expectations are met or the student graduates from high school or is not subject to compulsory school attendance.

REPORTING STUDENT PROGRESS

The progress of each student toward achieving state and district requirements will be reported to each student and his/her parents or legal guardian each marking period (report cards). Progress reports will be sent twice per marking period to inform parents of a student's progress prior to the end of the marking period. Per Florida Statute 1003.33, the report card will clearly depict:

1. The student's academic performance in each class or course is based upon written papers, class participation, teacher observation, portfolio documentation, written and oral tests and/or other academic performance criteria.
2. The student's attendance, including absences and tardiness.
3. The student's conduct/behavior.

Each student and his/her parent or guardian will be able to receive a written report of the student's results on each statewide assessment test when the state releases those scores.

HOSPITAL/HOMEBOUND GUIDELINES

The procedure to apply for Hospital/Homebound services begins with a parent/guardian obtaining a Hospital/Homebound referral from the appropriate school personnel (counselor or administrator), having it signed by a licensed physician, and returning it to the school staffing specialist. The doctor should include his or her license number on the referral.

1. Hospital/Homebound students may not be working in paid or unpaid positions while requiring Hospital/Homebound services.
2. In most cases, a student's Hospital/Homebound coursework will be limited to the

core academic classes (language arts, math, social studies and science classes). The Hospital/Homebound classes will be determined at the staffing, a meeting which includes a counselor, teachers, parents, and the student (if possible).

- 3.** Students will be placed in a Hospital/Homebound program on a full-time basis. Services are only for students who will be out more than 15 consecutive days. Otherwise, makeup work will be coordinated at the school. A normal pregnancy does not constitute Hospital/Homebound services. A student has up to six weeks of leave after giving birth, but this will not be considered Hospital/Homebound. The school will coordinate makeup work for the student.

SECTION III-SPECIAL CONSIDERATIONS FOR HIGH SCHOOL STUDENTS

FLORIDA CURRICULUM FRAMEWORKS AND FLORIDA STATE STANDARDS

In accordance with **6A-1.09401 SBR**, the adopted state standards shall be the basis for the curriculum and instruction. These benchmarked standards which provide a broad curriculum base and describe what students should know and be able to do in grades 9 - 12 in the subjects of language arts, math, science, social studies, art, health/physical education, and foreign language will be included in the high school curriculum. Appropriate instruction will be provided to assist students in the achievement of these standards.

COURSE CURRICULUM FRAMEWORKS

Florida Course Descriptions for Grades 6 -12 provide the essential content and course requirements for courses listed in the Course Code Directory and Personnel Assignments for Florida Schools will form the basis of instruction for each course. In order to successfully complete a course, a student must master these curriculum frameworks, obtain a passing grade for the course and pass state end of course assessments as specified in Florida Statutes. Methods for assessing mastery of these standards can be by observation, classroom work, homework assignments, and examinations. Certification of mastery of these standards will be a passing grade in the course.

GRADES

Grading weights and categories shall be utilized to determine a numerical grade. Grades should be determined based on the mastery of state standards as evidenced in lesson plans and daily classroom postings. All grades will be entered using a point system in Focus, as opposed to using percentage.

Standards-based Assessments- 60%

Classwork- 40%

The grading scale is as follows:

GRADE	PERCENT%	GRADE POINT VALUE	DEFINITION
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		0	Incomplete

HOURLY CREDIT REQUIREMENTS- FS 1003.436

One (1) full credit for high school graduation is defined as a minimum of 135 hours of instruction in a designated course which contains Student Performance Standards. The hourly requirement for one-half ($\frac{1}{2}$) credit is defined as one-half ($\frac{1}{2}$) the requirement of a full credit. Courses will be defined as one (1) year, one (1) credit course, and as one (1) semester, one-half ($\frac{1}{2}$) credit course.

A student enrolled in a full year course will receive one-half credit if the student successfully completes either the first or second half of the course but fails the other half 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 will receive full credit if the student successfully completes either the first or second half of the course but fails to successfully complete the other half and the averaging of the grades results in a passing grade. Instructional time is defined to include time spent in the classroom, time spent in activities related to affective development and/or motivation, orientation and testing of students and other activities related to educational goals including, but not limited to, cultural and/or educational programs or trips and enrichment or accelerated instructional activities.

Exception: Students will not be awarded any credit in courses for which there is a state mandated End of Course exam until the results of the EOC exams are assessed. All state mandated EOC exams will count as 30% of the yearlong grade.

ATTENDANCE REGULATIONS

Any student who is not in attendance for the minimum of 135 hours may be awarded credit if the student has demonstrated mastery of the student performance standards for the course, fulfilled course requirements as specified by the classroom teacher and received a passing grade of 60%. Attendance procedures shall be carried out in accordance with Franklin County School Board policy 5200. For 9th-12th grades, students who have 9 or more unexcused absences in a 9 week period will receive a grade lock of 59% or lower based on his/her performance per class period.

Parent or Doctor notes for absences must be submitted within 10 days of the absence(s) or before the end of the 9 week period, whichever occurs first.

HOSPITAL/HOMEBOUND GUIDELINES

The procedure to apply for Hospital/Homebound services begins with a parent/guardian getting a Hospital/Homebound referral from the appropriate school personnel (Staffing Specialist), getting it signed by a licensed physician, and returning it to the school Staffing Specialist. The doctor should include his or her license number on the referral.

1. Hospital/Homebound students may not be working in paid or unpaid positions while requiring Hospital/Homebound services.
2. A student's Hospital/Homebound coursework may be limited to the core academic classes (English, math, social studies and science classes that do not include extensive lab work). The Hospital/Homebound classes will be determined at the staffing, a meeting which includes a counselor, teachers, parents and the student (if possible).
3. Students will be placed on Hospital/Homebound on a full-time basis. Services are only for students who will be out more than 15 consecutive days. Otherwise, makeup work will be coordinated through the school. A normal pregnancy does not constitute Hospital/Homebound services. A teen mother has up to six weeks of leave after giving birth, but this will not be considered Hospital/Homebound. The Guidance Counselor will coordinate getting makeup work for the student.

CREDIT EARNED THROUGH OTHER PROGRAMS

Students currently enrolled at Franklin County School may earn additional credit for promotion or for graduation beyond those credits obtainable during Summer School according to the following guidelines:

1. Prior approval of the principal or designee must be granted, and a signed Dual

Enrollment or other applicable contract may be required.

2. Students may not be enrolled in a course in another program in the same semester as that course in which they are currently enrolled at Franklin County School.
3. Students desiring to earn course credit through other programs or other special summer programs sponsored by colleges and universities must apply for and receive School Board approval prior to enrolling in the program. Verification must be provided by such programs prior to enrollment that the course work includes state and district curriculum frameworks and state standards. Credit may be awarded to the student upon verification of the student's successful completion of the course. Only with prior approval of the course.
4. For graduation purposes, an official transcript of final credits awarded by other institutions must be received by Franklin County K-12 Schools one week prior to graduation.
5. Florida law allows students to enroll in courses available through the Florida Virtual School and the school district shall award credit for successful completion of such courses. Students may access FLVS courses before or after the school day off campus as pre-approved by the Superintendent or designee and pre-arranged with the parent/guardian. The school district is not required to provide access to or supervision for Florida Virtual School courses on the school campus . With an administrator's authorization, students may enroll in FLVS for acceleration, enrichment, or forgiveness of a "D" or "F" in a course. Students who are not enrolled in a Franklin County School District program will not receive a Franklin County School diploma nor participate in graduation ceremonies.

TRANSFER OF CREDITS

Uniform transfer of credit is identified in **SBR 6A-1.09941** and **1003.25 F.S.**

Credit for all students transferring into the high school program will be accepted if credit is earned in an accredited public school, an accredited private school, an accredited military school, an accredited correspondence school, or a home education program under the conditions set forth in the section on "Home Education Guidelines."

GRADES FOR ENTERING STUDENTS NOT ENROLLED IN ANY SCHOOL

If a student enters school within the first nine weeks of a semester and has not been in school at all, the student will be required to make up all work that has been missed by the end of the second nine weeks of the semester or sooner if possible. Students will receive an “I” (Incomplete) for the first nine-week courses. If courses are not completed by the end of the second nine weeks, each “I” will be changed into a zero (“F”) or higher F depending on work completed. If a student enters school anytime during the second nine weeks, the course should be labeled “NG” for that semester and the student will not receive credit for the semester, but this will not count against the grade point average.

GRADES FOR ENTERING STUDENTS ENROLLED IN FEWER THAN 7 COURSES

If a student enters school within the first nine weeks of a semester, the transfer grades for the courses taken will be given to the teachers to combine with their grades. If the student has been enrolled in fewer than seven courses and has not been in the new course or does not have grades to use in the new course, the student will be allowed to make up the work that has been missed and will have until the end of the semester to complete the work. If a student enters school during the second nine weeks of a semester, the student will not receive credit for the semester for the additional courses added to the schedule. This will not count against the grade point average, but be recorded as “NG” (no grade).

HOME EDUCATION TRANSFER GUIDELINES- FS 1002.41

Home education students are not enrolled in any Franklin County School District program. Students without transfer credits from an accredited source may receive credit for coursework and qualify for a high school diploma under the following guidelines:

1. Home education students seeking a Franklin County School diploma must be enrolled at Franklin County School for the entire second semester of their senior year and meet all state graduation requirements. Credits will be validated only after the student is enrolled at Franklin County School and grades from the first grading period can be reviewed to assess mastery of the previous years’ home education courses (60% or better).
2. Students can be required to submit a portfolio of work completed for courses equivalent to courses in the Florida Course Code Directory. Parents/guardians can provide a written recommendation of grade placement from a current Florida DOE certified teacher (include certificate number). A portfolio review committee will make recommendations to the principal to determine if the work submitted warrants putting the student in the recommended grade. Recommendations will be based on evidence of completion of state course performance standards for each course.
3. Credits will be validated after the first grading period; the student must maintain a 2.0 GPA or higher at the end of the first grading period in each sequential required course in order to validate the previous course.

4. Students will receive a “Pass” (P) grade for all validated home education courses submitted unless from an accredited institution. These will not factor into the grade point average.
5. Twenty-four or eighteen credits in the areas specified by the Franklin County School Board and a 2.0 GPA.
6. Students must pass both the reading and math sections of the specified state assessments or other accepted tests plus specified End of Course exams in order to receive a standard high school diploma unless otherwise specified under Section VI, Special Considerations for Exceptional Students. Home education credits earned through an accredited institution will be accepted and treated as transfer grades. Official transcripts from the accredited institution must be submitted to Franklin County School in order to receive credit.
7. Home education students must be enrolled full-time in Franklin County School the entire junior year and the entire senior year in order to be eligible for Valedictorian, Salutatorian, or Honor Court. The majority of the grades for four years must be numeric.
8. If a home education student is approved to take a course at Franklin County School, he/she must attend that class full-time and is held to the Franklin County Attendance Policy.
9. The student is only to be on campus for that class period or periods.
10. A home education student may participate in extracurricular activities and is required to attend the class for an activity if that is part of the requirement to participate (i.e., Band).
11. Home education students will not receive a Franklin County diploma nor be allowed to participate in Franklin County School graduation ceremonies.
12. Home education students may take a maximum of three consecutive courses approved by the principal.
13. Transportation must be provided by the parent/guardian. Students may not stay on campus for time not enrolled in a course. This applies to students K-12.

GRADE FORGIVENESS PROCEDURES- FS 1003.4282 (5)

The following criteria will be used for grade forgiveness. Any course grade not replaced according to these guidelines must be included in the calculation of the cumulative grade point average required for graduation.

1. Only a final grade of “D” or “F” can be forgiven. (Exception: A high school credit course taken in grades 6-8 may be retaken if the student made a “C”, “D”, or “F” in the course.) The higher of the two grades will be used and the lower grade forgiven.
2. A grade of “D” or “F” in a required course may be forgiven by earning a passing grade in a course with the exact same subject area per the code in the Course Code Directory (i.e., a World History course forgives a World History Honors course; both have the code of WH);

PROMOTION REQUIREMENTS-24 CREDIT STANDARD DIPLOMA

9TH GRADE TO 10TH GRADE

- A minimum of 5 credits and 1 must be in English and 1 in mathematics earned in Grade 9.
- A 1.5 GPA is required for promotion.

10TH GRADE TO 11TH GRADE

- A minimum of 11 total credits earned in Grades 9 and 10 including at least 2 credits in English, 2 in math, 1 in science, and 1 in social studies.
- A 1.75 GPA is required for promotion.

11TH GRADE TO 12TH GRADE

- A minimum of 17 total credits earned in Grades 9 through 11. At least 3 credits must be earned in English, 3 in math, 2 in science, and 2 in social studies.
- A 2.0 GPA is required for promotion.

SECOND YEAR SENIORS

When a student, after completing one full year with classification as a senior, lacks the credits or the GPA required for graduation, he or she may return to Franklin County PK-12 School as a second-year senior on a part time basis to complete the requirements for graduation.

MAXIMUM AGE FOR HIGH SCHOOL STUDENTS

High school students pursuing a standard high school diploma must be able to graduate from Franklin County School prior to their 20th birthday, with the exception of Students with Disabilities who opt for the deferment of receipt of

diploma until their 22nd birthday.

GRADUATION REQUIREMENTS- 24 CREDIT STANDARD DIPLOMA

Twenty-four (24) credits earned in Grades 9-12 as specified in the Student Progression Plan, satisfactory performance on the Statewide Assessment and End of Course exams and a 2.0 cumulative grade point average are required for graduation. All courses taken (24 credits and beyond) are used in the grade point average calculation. No courses may be dropped in the GPA calculation except due to grade forgiveness. NOTE: Students who fail to pass any of the state required graduation tests, or who do not earn a 2.0 GPA, may have the option to return to school for an additional year to attempt to fulfill these requirements through remediation. The school district retains the option to determine how this remediation will take place.

Standard Diploma Requirements Include:

1. Twenty-four credits earned in Grades 8-12 as specified in the Student Progression Plan.
2. Satisfactory performance on statewide assessments and EOCs.
3. A 2.0 cumulative grade point average for all courses taken.
4. Students who have met all the requirements for a Standard Diploma except for passing the required state assessments and/or earning a 2.0 GPA will receive a Certificate of Completion.

STUDENTS WITH A CERTIFICATE OF COMPLETION WHO HAVE NOT PARTICIPATED IN A MINIMUM OF 3 SCHOOL-BASED TESTING OPPORTUNITIES TO EARN A CONCORDANT SCORE WILL NOT PARTICIPATE IN THE GRADUATION CEREMONY.

Students who receive a certificate of completion are required to pass the GED test before earning a diploma from a state community college. State universities do not recognize a certificate of completion for admission.

WHAT ARE THE REQUIREMENTS FOR THE 24-CREDIT STANDARD DIPLOMA?
4 Credits in English Language Arts (ELA)
ELA 1, 2, 3, 4 • ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment courses may satisfy this requirement
4 Credits in Mathematics
One of which must be Algebra 1* and one of which must be Geometry* • **Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry) • An identified computer science credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)

3 Credits in Science

One of which must be Biology 1*, two of which must be equally rigorous science courses

- Two of the three required course credits must have a laboratory component
- **Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology 1)
- An identified computer science credit may substitute for up to one science credit (except for Biology 1)

3 Credits in Social Studies

- 1 credit in World History
- 1 credit in U.S. History*
- 0.5 credit in U.S. Government
- 0.5 credit in Economics

1 Credit in Fine and Performing Arts, Speech and Debate or Practical Arts

Eligible courses are specified in the Course Code Directory at www.fldoe.org/policy/articulation/ccd

1 Credit in Physical Education

To include the integration of Health***

8 Elective Credits (Personal Financial Literacy and Money Management 0.5 credit students entering 9th grade 2023-24)

Students must earn a 2.0 GPA average on a 4.0 scale.
Passing score on the FAST Grade 10 ELA Reading or concordant score
Passing score on the BEST Algebra 1 EOC or BEST Geometry EOC or comparative score

***Students must participate in the EOC Assessment and their performance on the EOC constitutes 30% of the final course grade.**

****Franklin County Schools currently has articulation agreements with Gulf Coast State College and Lively Vocational School. Culinary and Welding are the only programs eligible for Industry Certification substitution at this time. Level 4 college credit courses are the only courses acceptable.**

*****Franklin County Schools offers the Team Sports and Personal Fitness (0.5 credit each) courses to satisfy Health/Personal Fitness/Physical Education credit.**

F.S. 1003.4282 (3) (f) PHYSICAL EDUCATION:

- Participation in an interscholastic sport at the junior varsity or varsity level for two

- full seasons shall satisfy the one-credit requirement in physical education.
- A district school board may not require that one credit in physical education be taken during the 9th grade year.
 - Completion of one semester with a grade of “C” or better in a marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a dance class shall satisfy one-half credit in physical education or one-half credit in performing arts. **This credit may not be used to satisfy the personal fitness requirement** or the requirement for adaptive physical education under an individual education plan (IEP) or 504 plan.
 - Completion of 2 years in a Junior Reserve Officer Training Corps (J.R.O.T.C.) class, a significant component of which is drills, shall satisfy the one-credit requirement in physical education and the one-credit requirement in performing arts. **This credit may not be used to satisfy the personal fitness requirement** or the requirement for adaptive physical education under an IEP or 504 plan.

18 CREDIT OPTION- F.S.1002.3105 (3)- STUDENT ELIGIBILITY REQUIREMENTS

When establishing eligibility requirements, principals and school districts will determine eligibility based on:

- (a) The student’s performance on a locally determined assessment or a statewide standardized assessment administered pursuant to FS 1008.22.
- (b) The student’s grade point average.
- (c) The student’s attendance record and conduct record.
- (d) Recommendations from one or more of the student’s teachers in core-curricula courses as defined in s. 1003.01(14)(a)-(e).
- (e) A recommendation from a certified school counselor if one is assigned to the school in which the student is enrolled.

In order to be enrolled in the 18-credit option, the student must have the completed Franklin County District Schools Graduation Option contract.

F.S.1002.3105 (4)(c,d)- ACCEL REQUIREMENTS-

(c) 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.
3. ACCEL option requirements established by the principal, which may include participation in extracurricular activities, educational outings, field trips, interscholastic competitions, and other activities related to the ACCEL option selected.

(d) If a principal initiates a student’s participation in an ACCEL option, the student’s parent must be notified. A performance contract, pursuant to paragraph (c), is not required when a principal initiates participation but may be used at the discretion of the principal.

**F.S.1003.4282 (11) - CAREER AND TECHNICAL EDUCATION
GRADUATION PATHWAY OPTION**

Beginning with the 2019-2020 school year, a student is eligible to complete an alternative pathway to earning a standard high school diploma through the Career and Technical Education (CTE) pathway option. Receipt of a standard high school diploma awarded through the CTE pathway option requires the student’s successful completion of at least 18 credits. A student completing the CTE pathway option must earn at least a cumulative grade point average (GPA) of 2.0 on a 4.0 scale.

(a) In order for a student to satisfy the requirements of the CTE pathway option, he or she must meet the GPA requirement and:

1. Meet the requirements in paragraphs (3)(a) through (d);
2. Complete two credits in career and technical education. The courses must result in a program completion and an industry certification; and
3. Complete two credits in work-based learning programs. A student may substitute up to two credits of electives, including one-half credit in financial literacy, for work-based learning program courses to fulfill this requirement.

(b) Each district school board shall incorporate the CTE pathway option to graduation in the student progression plan required under s. 1008.25.

(c) Adjunct educators certified pursuant to s. 1012.57 may teach courses in the CTE pathway option.

WHAT ARE THE REQUIREMENTS FOR THE 18-CREDIT STANDARD DIPLOMA?	
CATEGORIES	CREDITS
<u>ENGLISH LANGUAGE ARTS</u> ELA 1, 2, 3, 4 • ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment courses may satisfy this requirement	4
<u>MATHEMATICS</u> · 1 credit in Algebra 1* · 1 credit in Geometry* · 2 credits in any additional math courses	4
<u>SCIENCE</u> · 1 credit must be in Biology 1*, 2 credits must be equally rigorous science courses · Two of the three required course credits must have a lab component • **Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology 1) • An identified computer science credit may substitute for up to one science credit (except for Biology 1)	3

<u>SOCIAL STUDIES</u> <ul style="list-style-type: none"> · 1 credit in World History · 1 credit in United States History* · ½ credit in Economics · ½ credit in United States Government 	3
FINE AND PERFORMING ARTS, SPEECH AND DEBATE, OR PRACTICAL ARTS (or ELECTIVE for CTE Pathway)	1
ELECTIVES	3
TOTAL	18 CREDITS
Other Graduation Requirements	
· 2.0 Grade Point Average (GPA)	
· Passing score on the FAST Grade 10 ELA Reading or concordant score	
· Passing score on the BEST Algebra 1 EOC or BEST Geometry EOC or comparative score	
*Student must participate in the EOC Assessment and their performance on the EOC constitutes 30% of the final course grade	
**Franklin County Schools currently has articulation agreements with Gulf Coast State College and Lively Vocational School.	

STANDARD DIPLOMA SCHOLARS DESIGNATION F.S. 1003.4285 (1)(a):

- Meet the standard high school diploma requirements
- Earn 1 credit in Algebra II or an equally rigorous course and 1 credit in Statistics or an equally rigorous Mathematics course.
- Pass the Geometry EOC
- Pass the Biology I EOC
- Pass the US History EOC
- Earn 1 credit in Chemistry or Physics
- Earn 1 credit in a course equally rigorous to Chemistry or Physics
- Earn 2 credits in the same Foreign Language
- Earn at least 1 credit in an AP/IB/AICE or dual enrollment course.

STANDARD DIPLOMA MERIT DESIGNATION

Meet the standard high school diploma requirement and attain 1 or more industry certifications from the list established per **F.S. 1003.492**.

INTERNATIONAL EXCHANGE STUDENTS

An international exchange student may not be considered a 12th grader or have a 12th grade schedule and may not graduate from Franklin County School with a regular diploma, or certificate of completion, and therefore may not participate in Baccalaureate or Graduation Ceremonies. International exchange programs must produce a Certificate of Acceptance from the Council on Standards for International Educational Travel (CSIET) in order to be considered. Prior approval must be given by the principal or designee for admittance of an international exchange student. The principal or designee may limit the number of international exchange students due to factors such as, but not limited to, state class size mandates.

GENERAL EDUCATION DEVELOPMENT (GED) DIPLOMA

Any student who has previously earned a GED Diploma is not eligible to enter any Franklin K-12 School and earn a standard or special high school diploma.

WEIGHTED GRADE POINT AVERAGE

A weighted GPA is scaled based on the difficulty level of a course, with more challenging courses such as dual enrollment, advanced placement, and/or honors courses being worth more. The cumulative weighted grade point average is then used for class rank for Franklin County School only to name valedictorian, salutatorian, and honor court members. Weighting for Florida Bright Futures Scholarships, other scholarships, and college admissions is done by those entities according to their criteria.

To be considered for Top 10, a student must be currently enrolled in Franklin County School for the entire senior year.

VALEDICTORIAN and SALUTATORIAN

To be eligible for designation as Valedictorian or Salutatorian of Franklin County School, a student must have been enrolled in the Franklin County School for **their entire Junior and Senior years. In the case of 18 credit option students who skip their junior year, the student must have been enrolled in Franklin County School for their entire Sophomore and Senior years.**

The cumulative weighted numeric averages are calculated **at the end of the second semester grading period of the student's graduation year.** Courses included in the calculation must have a course start date no later than February 1 and must be completed by the end of the second semester grading period. The student with the highest cumulative weighted GPA becomes Valedictorian and the student with the second highest ranked GPA becomes Salutatorian.

According to Franklin County School Board Policy 5430, the grades (GPA) of students transferring to the high school from a charter school will be recognized; however, such students shall have no established class rank for the purposes of determining Valedictorian or Salutatorian, unless the aforementioned criteria has been met. Students entering the high school from non-chartered or home-based schooling shall have no established grade point average (GPA) or class rank for purposes of graduation honors, including Valedictorian and Salutatorian, until such time as they have met the aforementioned criteria.

In the event of a tie of the students' weighted GPA, Franklin County School shall consider the unweighted GPA. The higher unweighted GPA will be the Valedictorian and second highest GPA will be Salutatorian.

GRADUATION HONORS

Graduation honors will also be awarded according to weighted grade point averages as follows:

Cum Laude:

3.0-3.499

Magna Cum Laude

3.500-3.7499

Summa Cum Laude

3.7500-4.0

PARTICIPATION IN GRADUATION CEREMONIES

A student may participate in these ceremonies one time only in his/her high school career. A student with a disability must walk at graduation the year that they meet graduation criteria. They may return to school until the end of the semester in which they turn 22.

	Eligible for Valedictorian/Salutatorian	Eligible to Walk at Graduation	Eligible for Bright Futures Scholarship
- Home School	NO	NO	YES
K-12 Stride (Applies to previously enrolled students only)	NO	YES	YES
FLVS-FT	NO	NO	YES
PAEC Franchise Virtual	NO	YES	YES
Early Graduate	YES	YES	YES
18-Credit Diploma	YES	YES	YES
24-Credit Diploma	YES	YES	YES
Early Admit	NO	YES	YES

REQUIRED Mental Health INSTRUCTION- F.S. 1003.42

(2)(n) Comprehensive health education that addresses concepts of community health; consumer health; environmental health; family life, including an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy; mental and emotional health; injury prevention and safety; Internet safety; nutrition; personal health; prevention and control of disease; and substance use and abuse. The health education curriculum for students in grades 7 through 12 shall include a teen dating violence and abuse component that includes, but is not limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.

(2)(s) The character development curriculum for grades 9 through 12 shall, at a minimum, include instruction on developing leadership skills, interpersonal skills, organization skills, and research skills; creating a resume; developing and practicing the skills necessary for employment interviews; conflict resolution, workplace ethics, and workplace law; managing stress and expectations; and developing skills that enable students to become more resilient and self-motivated.

(3) Any student whose parent makes a written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption. Course descriptions for comprehensive health education shall not interfere with the local determination of appropriate curriculum which reflects local values and concerns. PHYSICAL EDUCATION

Students are allowed to take no more than two PE courses per semester. No more than one PE course per semester is recommended to ensure academic preparation for college and careers.

DUAL ENROLLMENT – ACADEMIC

Franklin County School District will enter into an articulation agreement with regional colleges including but not limited to Gulf Coast State College and Lively Technical College, specifying responsibilities of each institution in providing for advanced instruction for pupils enrolled in high school. Any student who meets the requirements and has the required cumulative GPA may request dual enrollment courses.

Dual Enrollment Courses

- Must be in approved areas only.
- Must be approved in advance by the principal or principal's designee.
- May be taken off Franklin County School campus with principal approval, unless offered online at the Franklin County School campus.
- Students must provide their own transportation.
- Courses will be recorded on student schedules.
- All dual enrollment course withdrawals must be approved by the principal.

DUAL ENROLLMENT – CAREER /TECHNICAL

Students who have successfully completed the ninth grade and who have reached the age of 16, may dual enroll in a Technical Center. The student's parents must complete and sign permission forms required by Franklin County School and a Technical Center. Any student who enrolls in a dual enrollment class must complete the entire year of the class unless he/she withdraws from school. Students completing a Career Pathway program with an articulation agreement will be eligible to enroll or dual enroll at the Technical Center.

GRADUATION UNDER EARLY ADMISSION- HIGH SCHOOL

Students under the 24-credit Standard Diploma who have completed their 11th grade year and who have been admitted to the early admissions program by the School Superintendent under the criteria specified in the School Board's inter-institutional agreements may receive credit toward graduation through courses taken at a post-secondary institution authorized by Florida law. To be eligible for early admission at a post-secondary institute a student must have the college's required cumulative grade point average. To be eligible for early admission at Gulf Coast State College, a student must have at least a cumulative unweighted 3.0 grade point average. Early admission students' grades must be sent to their guidance counselor upon completion of the grading period in order to receive full credit toward graduation. Students who have been admitted early may take approved courses only. A minimum of 12 credit hours are required for each semester. Taking more than 12-credit hours would have to be approved by the principal or designee. Students who have taken Dual Enrollment courses must have maintained the GCSC required cumulative 2.5 GPA. If a student's GPA falls below the required 2.5, the student will be enrolled full time at Franklin County School for the next semester. All schedules must be approved in advance by the principal or designee, including drop and add or withdrawal. Students must apply for Early Admission before the end of their 11th grade year. Students will not be granted Early Admission on a semester basis.

Students may participate in graduation if permission to do so has been requested and granted in writing. Early Admission students will not qualify for Valedictorian or Salutatorian. However, the student may qualify to participate in the FCS Honor Court. Responsibility concerning senior graduation exercises and related activities including, but not limited to, dates of practice, ordering of invitations, and senior pictures, is the responsibility of the student.

ACCELERATED GRADUATION

Students may graduate from high school earlier than 4 years, if they have met all graduation requirements. This may be done through early admissions, accelerated study, dual enrollment, or 18-credit graduation option.

STANDARDIZED TESTING REQUIREMENTS

Students who are working towards a standard high school diploma are required to take the FAST or other state testing or the grade level in which they are enrolled. The 10th grade ELA Assessment and the Algebra I EOC must be passed in order to receive a standard diploma. If a student does not pass the first time, the student will have at least two opportunities per year to retake the assessments. Exceptions to passing the Statewide Assessment include:

1. Accepted concordant test scores according to state guidelines.
2. Students with an active IEP who have taken the 10th grade ELA Assessment and Algebra I EOC at least twice using their accommodations.

3. A dependent child of a member of the United States Armed Forces who enters a public school at the grade 12 level from out-of-state or from a foreign country and provides satisfactory proof of attaining a score on an approved concordant test.

MULTI-TIERED SUPPORT SYSTEM (MTSS)

REMEDIATION

Students who do not meet the district levels of performance and qualify through three of the five EWS (Early Warning System) indicators shall be provided intensive remediation. Various assessments will be used to identify the nature of the student's difficulty and areas of academic need. The district/school Multi-Tiered System of Supports (MTSS) the Comprehensive Evidence-based Reading Plan will guide instructional decisions. The professional judgment of school personnel will also be a part of determining if students need remediation in instances where there is insufficient or inconsistent data to support or deny the need for remediation.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

Schools are required to utilize the district MTSS Plan for all students, including those students who fail to meet performance standards. Early warning indicators must include: attendance below 90%, one or more suspensions, failure in English Language Arts or Math and/or score Level 1 on statewide standards assessments in English Language Arts or Math.

The MTSS manual is designed to guide schools and teachers as they implement MTSS for all students. The MTSS model requires that teachers monitor student data obtained through formative progress monitoring and classroom assessment/observation throughout the year and implement interventions to meet student needs as identified by this data. Students who do not respond to Tier 1 classroom intervention must be reviewed by the MTSS Team in the school. This team, in conjunction with the teacher, will design a progress monitoring plan for the student and determine the extent to which intervention must be intensified.

The MTSS Plan is supported by the required administration of District Progress Monitoring Assessments three times each year. FAST testing and diagnostic tools are also administered for formal progress monitoring three times each year. Students who fail to make progress with Tier 1 classroom intervention must be provided with additional diagnostic assessment. Students who score below Level 3 on FAST Reading and/or Math, in addition to students not meeting the specific levels of proficiency as defined by the school district, are included in ongoing progress monitoring and are provided with classroom intervention specific to their identified need(s). Strategies for these students must be documented by the classroom teacher and monitored to assure that the students are improving as a result of the intervention(s). 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 individual education plan (IEP);
2. A school-wide system of progress monitoring for all students (as described above); or
3. An individualized progress monitoring plan (as determined by the

school MTSS Team).

The plan chosen must be designed to assist the student in meeting state and district expectations for proficiency. If the student has been identified as having a deficiency in reading, the K-12 Comprehensive Reading Plan includes instructional and support services to help the student meet the desired levels of performance. Each student who does not meet minimum performance expectations for the statewide assessment tests in reading, writing, science, and mathematics may continue remedial instruction or supplemental instruction until expectations are met or the student graduates from high school or is not subject to compulsory school attendance.

The MTSS Plan is supported by the required administration of required state assessments: FAST Reading/Math, , STAR Reading/Math, Exact Path Reading/Math and other state assessments will be administered for formative progress monitoring as determined by the MTSS Team. Students who fail to make progress with Tier I classroom intervention may be provided with additional diagnostic assessment.

Students who score below Level 3 on the Statewide Assessment of English Language Arts and Mathematics, in addition to students not meeting the specific levels of proficiency as defined by the school district, are included in ongoing progress monitoring and are provided with classroom intervention specific to their identified need(s).

Strategies for these students must be documented intervention(s). A student who is not meeting the school district or state requirements for proficiency in reading and math shall be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement:

A federally required student plan such as an individual education plan (IEP);
A school wide system of progress monitoring for all students (as described above); or an individualized progress monitoring plan (as determined by the school MTSS).

REPORTING STUDENT PROGRESS

The progress of each student toward achieving state and district requirements will be reported to each student and his/her parents or legal guardian each marking period (report cards). Progress reports will be sent twice per marking period to inform parents of a student's progress prior to the end of the marking period. The report card will clearly depict:

1. The student's academic performance in each class or course based upon academic performance criteria and mastery of the standards.
2. The student's attendance, including absences and tardiness.
3. Each student and his/her parent or guardian will be able to receive a written report of the student's results on each statewide assessment test when the state releases those scores.

SECTION IV-SPECIAL CONSIDERATIONS FOR ADULT

EDUCATION PLACEMENT

1. Florida does not require students who are sixteen (16) years or older, with parent permission to drop out, to attend school. The adult program is designed to give further education to persons, sixteen (16) or older, who are no longer attending the regular school program.
2. To qualify for the adult program, a person must be sixteen (16) years of age and not enrolled in school and obtain Superintendent approval.
3. Students may enroll in adult general education classes at any time and work at their own pace. 4. All students enrolled in adult education (vocational or academic) must be tested within the first six (6) weeks of enrollment on the Test of Adult Basic Education (TABE) exam.

PROGRAMS OF STUDY

General Education Development (GED). The program of studies for the GED prep course will include Reading, Math, Social Studies and Science review courses in preparation for taking the General Education Development (GED) Tests.

GENERAL EDUCATION DEVELOPMENT TEST (GED) AND HIGH SCHOOL EQUIVALENCY

1. The GED is a national test that permits a student to receive the equivalent of a high school diploma upon successfully passing an examination. The diploma issued is the State of Florida High School Diploma.
2. The GED is a battery of four (4) tests which cover the areas of reading/writing, social studies, science and mathematics. To take the test, a person must be 18 years of age or older and reside in the State of Florida at the time of application. Approval of Superintendent or designee is required prior to registration by 16 or 17 year olds for examination. Minor persons 16 or 17 years of age may, with parent/guardian's permission, take the GED only under extraordinary circumstances.

Extraordinary circumstances may include:

- Early admission to college, junior/community college or university.
- Military enlistment. (Some branches of the military may require a standard high school diploma to enlist.)
- Vocational training requirements.
- Documented emotional, psychological or serious difficulty prohibiting the student from attending regular classes
- Serious financial need
- Employment where a diploma is required

SECTION V-SPECIAL CONSIDERATIONS FOR EXCEPTIONAL STUDENT EDUCATION

Students turning 14 or entering grade 9 will designate at the transition meeting the diploma option they will pursue, standard high school diploma through coursework or the employment option. Digital materials may include CAPE Digital Tools certifications, workplace industry certifications and OSHA industry certification identified pursuant to s.1008.44 for students with disabilities. Each student's IEP must identify the CAPE Digital Tool certificates and CAPE industry certification the students seeks to attain before high school graduation.

INSTRUCTION

Placement in an Exceptional Student Education (ESE) program is in accordance with **F.S. 1003.57** and local rules and procedures reflected in the document Franklin County Exceptional Student Education Policies and Procedures. Programs are provided for the following exceptionalities:

- Autism Spectrum Disorder (ASD)
- Intellectual Disability (InD)
- Orthopedically Impaired
- Speech Impaired
- Language Impaired
- Deaf/Hard of Hearing
- Visually Impaired
- Emotional Behavioral Disorder (EBD)
- Specific Learning Disabled
- Gifted
- Hospital/Homebound
- Dual-Sensory Impaired
- Traumatic Brain Injury
- Developmentally Delayed
- Established Conditions
- Other Health Impaired

COOPERATIVE PROGRAMS FOR EXCEPTIONAL EDUCATION STUDENTS

Programs for some students with Intellectual Disabilities (InD) in combination with medical needs are provided in Franklin County through a cooperative agreement. These students will follow the Franklin County Student Progression Plan and graduation criteria.

STATE MINIMUM STUDENT PERFORMANCE STANDARDS

1. Students with Disabilities (SWD) who are main-streamed may follow either the standard curriculum or access points of the State Standards for English Language Arts and Mathematics which is determined by the IEP team.
2. The following chart lists the State Standards in ELA and Mathematics that are available to exceptional students. Florida law requires a cognitive impairment signified by an IQ of 67 or lower to qualify for ACCESS Points.

Florida State Standards in English Language Arts and Math

Exceptionality	State Standards in English Language Arts and Mathematics	Access Points
Intellectually Disabled	X	X
Orthopedically Impaired	X	
Speech Impaired	X	
Language Impaired	X	
Deaf or Hard of Hearing	X	
Visually Impaired	X	
Emotional/Behavioral Disorder	X	
Specific Learning Disabled	X	
Gifted	X	
Hospital/Homebound	X	
Dual-Sensory Impaired	X	
Autism Spectrum Disorder	X	X
Traumatic Brain Injured	X	X
Developmentally Delayed	X	
Other Health Impaired	X	X

DISTRICT ESE ASSESSMENT PROGRAM

Students with Disabilities (SWD) shall participate in the administration of Statewide standardized assessments given yearly county-wide. The IEP team, with parents as participating members, will determine which assessments the student will participate in and will indicate the assessments to be administered on the Individual Education Plan (IEP).

TEST ACCOMMODATIONS

The administration of the Florida Statewide Assessment, EOCs and other tests may use accommodations for students with disabilities (6A.1.0943). The following accommodations are authorized for the student with disabilities when determined appropriate by the IEP team and so indicated on the IEP. **The accommodations are to be used in the classroom on a regular basis.** Any accommodation that is not allowed on a statewide or district assessment must be noted, and Parental consent obtained for the accommodation.

1. Flexible Scheduling

A test may be administered to a student during several brief sessions, during which consideration must be given to specific breaking points mentioned in the administration manual. However, all testing must be completed by the deadline specified for the particular test.

2. Flexible Seating

A test may be administered to a student individually and/or in a small group setting rather than in a whole group classroom setting.

3. Flexible Responding

The student may mark answers in a test booklet, type the answers by machine, or indicate the selected answers to a test proctor. The proctor may then transcribe the student's responses onto a machine scorable answer sheet.

4. Assistive Devices

The student may use a magnifying device, a pointer, a non-calibrated rule or template, or other similar devices to assist in maintaining visual attention to the test booklet. An abacus and a Braille writer may be used.

5. Presentation

The student may be tested by one or more of the following three methods specifically developed by the Department of Education of the State of Florida.

A. Visual Reading- The student may be tested with materials which are enlarged print or may be tested with regular print materials enlarged through mechanical or electronic means. Enlarged materials shall be provided only for students who meet the eligibility criteria for visually impaired programs.

B. Tactile Reading- The student may be tested with materials which have been transformed to Braille code or tested by using devices which permit optical to tactile transformations. Test items which have no application for the non-sighted person will be deleted from the tactile forms authorized or provided by the department and shall be deleted from the requirements of FS 1008.22.

C. Auditory or Sign Language Presentation- The test administrator may sign, provide oral interpretation, or read to the student the following portions of the test: all mathematics items, all writing items, all oral reading items, and all directions. The reading items shall be read by the student using visual or tactile means.

D. Paper/pencil test in lieu of computer based assessment.

In no case shall the accommodations authorized above be interpreted or construed as an authorization to provide a student with assistance in determining the answer to any test item.

STUDENT PROGRESSION REQUIREMENTS IN GRADES K-5

Academic grades must reflect the student's academic progress. The grade must not be based upon the student's effort and conduct. The grade must provide both students and parents with a clear indication of academic performance. Grades in all subjects are to be based upon the student's degree of mastery of the instructional objectives for the subject. The determination of the specific grade a student receives must be based upon the teacher's best judgment after careful consideration of all aspects of each student's performance during a grading period.

Academic Grades for Student with Disabilities Following Regular State Student Performance Standards:

1. Grades earned by students with disabilities shall be based upon the student's ability to master the objectives specified in the State Standards for subjects in which the student has the basic skills necessary to achieve mastery as well as those written as IEP specifications.
2. Students with disabilities shall earn grades that reflect the same criteria as outlined for the regular education program and the evaluation criteria indicated on the student's IEP.
3. If students with disabilities are enrolled in a subject which is taught by a non-ESE teacher, and it has been determined that the student is unable to master the objectives for that subject, consideration shall be given to rescheduling the student into a similar subject taught by an ESE teacher. The IEP must be updated to reflect any change in part-time/full-time status and any change in the instructional program.

Academic Grades for Students with Disabilities Following Access Points for Students with Significant Cognitive Disabilities:

1. Academic grades shall be based upon IEP objectives based on State Standards access points which should reflect the student's needs and exceptionality, as well as subject content. The IEP objectives must be appropriate to the student's documented levels of performance.
2. A brief explanation of the use of each grade follows:
 - A**-(90-100) indicates that the student has demonstrated excellent achievement of the IEP objectives.
 - B**-(80-89) indicates that the student has demonstrated good, but not outstanding, achievement of the IEP objectives.
 - C**-(70-79) indicates that the student has demonstrated satisfactory achievement of the IEP objectives.
 - D**-(60-69) indicates that the student has demonstrated a minimal acceptable level of mastery of the IEP objectives.

F-(0-59) indicates that the student has not demonstrated an acceptable level of performance of the IEP objectives.

In order for a grade of F to be given, the student's records must be reviewed and evaluated by the exceptional student education teacher with the school principal or designee, prior to the end of the current grading period. The following issues should be addressed:

- ✓ Has an "Interim Progress Report" been sent to the parent or guardian?
- ✓ Has the student's parents been officially notified and involved in documented conferences regarding the student's problems?
- ✓ Are the instructional strategies, techniques, curriculum content, and classroom assignments employed in the instructional program appropriate for the student's need?
- ✓ Are the goals and objectives on the IEP appropriate for the documented levels of performance?
- ✓ Are there factors operating in the home or community or other emotional factors affecting the student's performance which are not currently being addressed through the provision of related services?
- ✓ Is a behavior management system in operation in the classroom for those instances where effort and conduct are hindering the student's mastery of skills necessary for meeting the goals and objectives?

PROMOTION AND RETENTION IN GRADES K-5

Students with Disabilities Following State Standards:

Students with disabilities who are following the State Standards are promoted based upon the Student Progression Plan for regular subjects and the IEP. The IEP will determine the appropriate objectives and mastery level for each student for subjects taught in Exceptional Student Education. If a student with disabilities following one retention, is still demonstrating inability to meet promotion criteria, consideration must be given to re-evaluating the student. The decision to retain a student with disabilities shall be made at the annual or an interim IEP conference. A recommendation for retention or good cause promotion must be approved by the principal.

Students with Disabilities Following Access Points:

Elementary students who are following the access points shall be promoted throughout elementary grades based upon consideration of the following factors:

- Successful completion of IEP goals and objectives
- Grades earned in all subjects
- Attendance
- Demonstrated mastery of the access points as appropriate to the student's exceptionality and grade level.
- The exceptional student education teacher and school principal, or designee, shall consider all the above factors when determining whether promotion or retention is appropriate. Retention shall be limited to no more than two times at the elementary level. The decision to promote or retain a student should be discussed at the annual and/or

interim IEP review conference. A recommendation for retention must be approved by the principal. **NOTE: See Grade 3 Promotion Requirements.**

STUDENT PROGRESSION REQUIREMENTS IN GRADES 6-12

Grading and Reporting Student Progress in the Middle and Secondary School (Grades 6-12)

A. Enrollment in Courses

Students with disabilities who are following the State Standards must be enrolled in standard education courses and/or in those exceptional student education courses that parallel the standard program requirements. Students with disabilities who are following the access points are enrolled in ACCESS courses.

The following factors should be considered when enrolling students with disabilities in required and elective courses:

1. The student's current level of functioning as indicated by the current IEP,
2. The student's ability to master the regular standards or access points,
3. The student's need for special support services, e.g., sign language interpreter, assistive technology.

B. Academic Grades for Students with Disabilities Enrolled in Standard Education and/or Vocational Education Courses

1. Standard Education Courses

Students with disabilities enrolled in basic and/or vocational education courses, whether instructed by a regular, vocational, or ESE teacher, must master the standards established for the course as adopted by the district in order to receive credit for the course. Letter grades received for these courses shall be based upon grading guidelines established for standard education as outlined in the Student Progression Plan, and the evaluation criteria indicated on the student's IEP. The determination of the specific grade a student receives must be based upon the teacher's best judgment after careful consideration of all aspects of each student's performance during a grading period.

2. Accommodations in instruction for both regular and vocational courses may include any of the following:

- A. The instructional time may be increased or decreased.
- B. Instructional strategies may be varied.
- C. Assistive Technology systems may be used by the teacher or the students.
- D. Classroom and district test administration procedures and other evaluation procedures may be modified as specified in Rule 6 A.1.943, FAC, to accommodate the student's handicap.

In order for a grade of F to be given, the student's records must be reviewed and evaluated by the exceptional student education teacher

with the school principal or designee, prior to the end of the current grading period. The following issues should be addressed:

- ✓ Has an “Interim Progress Report” been sent to the parent or guardian?
- ✓ Has the student’s parents been officially notified and involved in documented conferences regarding the student’s problems?
- ✓ Are the instructional strategies, techniques, curriculum content, and classroom assignments employed in the instructional program appropriate for the student’s need?
- ✓ Are the goals and objectives on the IEP appropriate for the documented levels of performance?
- ✓ Are there factors operating in the home or community or other emotional factors affecting the student’s performance which are not currently being addressed through the provision of related services?
- ✓ Is a behavior management system in operation in the classroom for those instances where effort and conduct are hindering the student’s mastery of skills necessary for meeting the goals and objectives?

PROMOTION AND RETENTION AT THE SECONDARY AND MIDDLE SCHOOL LEVEL (GRADES 6-12)

Students with disabilities who are following regular state student performance standards shall be promoted based upon the requirements as outlined in the Student Progression Plan and the IEP. Students with disabilities who are following access points are promoted based upon a mastery of the objectives on the IEP and appropriate access points.

The time required to complete the secondary program (grades 9-12) will depend upon the time necessary for the student with disabilities to earn the required number of credits for a standard diploma and to demonstrate mastery of required regular or access points. Promotion is based upon the student’s ability to earn the required number of credits for each grade level. Students may be served until their twenty-second (22) birthday, or upon graduation with a regular diploma.

GRADUATION REQUIREMENTS

For students entering 9th grade, the IEP team including the parent, will designate the pathway to graduation the student will pursue. If a student with disabilities does not fulfill criteria for a diploma on the standard 24 or 18-credit Diploma Option, he/she may exit high school with a Certificate of Completion.

The selection of a diploma option must take place at an IEP meeting during the eighth-grade year or the year of the students’ fourteenth birthday, whichever comes first. Staffing Specialists are responsible for discussion of diploma options with parents. Since the selection of a diploma option will have a significant impact upon the student’s high school curriculum, parents must be involved in the decision- making process. Parents must be informed about course/credit requirements and access point requirements for each diploma option. The diploma option selected at the IEP meeting must be noted on the IEP. Subsequent IEP meetings should address the academic performance of the student in relation to the diploma option selected. Changes in the diploma option must

be noted on the IEP and signed by the parents.

- A. Standard Diploma Eligibility- All students with disabilities will be given the opportunity to meet the requirements for a standard diploma. If a student with disabilities is seeking a Standard diploma, it must be indicated on the current IEP.
- B. Requirements- The Standard Diploma will be awarded to any student who has satisfactorily completed the high school program and has met all local and state requirements for graduation. The standard diploma will be awarded to students who have:
 1. Successfully completed the required credits for grades 9-12 as outlined in the Student Progression Plan, Section IV.
 2. Attained a cumulative grade point average of 2.0 on a 4.0 scale.
 3. Taken the required state assessment for graduation. If not passed the IEP committee can determine that the assessment cannot accurately measure the student's abilities, even with the accommodations and a waiver can be applied for to the Department of Education. (s.1003.43(11) (b), F.S.)

SECTION VI- GENERAL INFORMATION (GRADES K-12)

PARENT REQUEST FOR CHANGE IN CLASS ASSIGNMENT

Parents may request that his/her child be transferred to another classroom teacher or class (Grades 6-12: within 5 days of the semester). The request must be in writing and must include the educational reasons for the request. The request will be reviewed by the principal and other appropriate personnel. Parents will be notified of approval or denial within one week of the receipt of the written request. Grounds for approval will be based on:

- Class size and grade span capacity
- Equitable distribution of students by grade or course
- Special education needs
- Social, emotional wellbeing of student

This does not give a parent the right to choose a specific classroom teacher.

A parent whose student is assigned an out-of-field teacher may request in writing that his/her child be transferred to an in-field classroom teacher within the school and grade in which the student is currently enrolled. The request for transfer will be reviewed by the principal and other appropriate personnel. Parents will be notified of approval or denial within a time period not to exceed two weeks of the receipt of the written request. Transfer will be made if there is an in-field teacher for that course or grade level that is employed by the school and the transfer does not violate maximum class size pursuant to s. 1003.03. If the request is denied the parent will be notified and the reasons for the

denial will be specified.

STUDENT RECORDS

At any time that a decision is made to promote, retain, or administratively assign a student, that decision shall be recorded in the student's cumulative record and copies of any correspondence with parents regarding these decisions shall be maintained.

ATTENDANCE REGULATIONS

Attendance procedures shall be carried out in accordance with Franklin County School Board Policy and the Student Code of Conduct and Attendance Policies.

PLEDGE OF ALLEGIANCE/MOMENT OF SILENCE

The Pledge of Allegiance to the flag shall be recited at the beginning of each school day and a moment of silence. Students choosing not to recite the pledge may remain respectfully silent. F.S. 1003.45

ALTERNATIVE PROGRAMS

Any eligible student may be assigned to an alternative program by the school administrator following the recommendation of the screening and placement committee. The screening and placement committee shall make recommendations for assignments according to student eligibility criteria. When assigning a student to an alternative program, the principal shall notify the parent/guardian in writing. The parent shall be entitled to an administrative review of any actions related to the placement of the student in the alternative program. All programs shall constitute an intervention program for students who experience difficulty in the normal classroom environment. The emphasis of the program shall be placed on meeting individual needs, academic as well as behavioral.

REQUIRED INSTRUCTION

1. History and content of the Declaration of Independence
2. History, meaning, significance, and effect of the provisions of the Constitution of the United States
3. Arguments in support of adopting our republican form of government
4. Flag Education
5. Elements of civil government
6. History of the United States
7. History of the Holocaust (1933-1945)
8. History of African Americans
9. Elementary principles of agriculture
10. The true effects of all alcoholic and intoxicating liquors
11. Kindness to animals
12. History of the state
13. Conservation of natural resources
14. Community Health
15. Prevention and control of disease
16. Substance use and abuse

17. Teen dating violence and abuse
18. Consumer health
19. Environmental health
20. Family Life
21. Mental and emotional health
22. Injury prevention and safety
23. Internet safety
24. Nutrition
25. Personal health
26. Study of Hispanic contributions
27. Study of women's contributions
28. Nature and importance of free enterprise
29. Character development program
30. To encourage patriotism

ANNUAL/CONTINUOUS NOTICES OF NONDISCRIMINATION

In compliance with 45 CFR Part 80 Appendix B: IV.O. (Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex or Handicap in Vocational Education Programs), prior to the beginning of each school year, recipients of federal funds must advise students, parents, employees and the general public that all vocational opportunities will be offered without regard to race, color, national origin, sex, pregnancy or disability.

Franklin County School District offers programs in the following areas of study: Culinary Arts, Welding, Health Sciences, Cadet Core, Building Trades and Aeronautics.

Franklin County School District career and technical programs are open to all eligible high school students in the district and the district is committed to a policy of nondiscrimination in employment and educational opportunities. No person shall be discriminated against or harassed in any educational program, services or activities, or employment conditions or practices on the basis of race, color, national origin, religion, sex, age, disability, marital status or sexual orientation. Admission is open to students with limited English proficiency in order to eliminate barriers, the district assesses each student's ability to participate and benefit through placement testing and counseling. Based on assessments, services or referrals are provided to help prepare students for successful participation.

Questions, complaints, or requests for additional information regarding discrimination or harassment may be sent to: Jennifer Leach

Jennifer Leach Director of Human Resources
 850-670-2810 ext 4101
 85 School Road
 Eastpoint, FL 32328
jleach@fcsdfl.org

Jessica Brattain Director of Special Services
 850-670-2810 ext 4109
 85 School Road
 Eastpoint, FL 32328
jbrattaini@fcsdfl.org

Franklin County Schools
18-Credit Graduation Option Contract

Pursuant to FS 1002.3105 (3), students may choose to take part in the 18-credit option for graduation. Students who wish to enroll in the 18-credit option must meet the criteria set forth by the district and maintain “Student in Good Standing” status (see Code of Conduct).

Student Name _____ Date _____

ELIGIBILITY REQUIREMENTS

1. The student **must have a satisfactory score** on a locally determined assessment, or a statewide standardized assessment administered pursuant to FS 1008.22.

_____ FSA ELA/concordant _____ Alg I/Geo/Concordant

2. The student must have **and maintain** the required GPA. For a student to participate in the ACCEL option, the student must have a 3.0 GPA. For a student to participate in the CTE Pathways option, the student must have a 2.0 GPA.

_____ Weighted GPA _____ Unweighted GPA

3. The student must not have excessive **absences or tardies**. Excessive is defined in the Code of Conduct.

_____ # of absences _____ # of tardies

4. The student must have excellent **conduct**. Include an explanation and the result of any discipline referral/incident.

5. The student must have the **recommendation of at least two core-curricula teachers**.

Teacher’s Name (printed) _____

Class _____

Teacher’s Signature _____

Teacher’s Name (printed) _____

Class _____

Teacher’s Signature _____

6. The student must have the **approval** of the following people, evidenced by their **signature**.

Counselor _____

Parent _____

Principal _____

**Franklin County Schools
Middle School to High School
Provisional Promotion Contract**

Pursuant to FS 1003.4156, Students are required to meet certain requirements in order to be promoted from Middle School to High School. The following criteria must be met in order to be placed in the 9th grade.

1. A minimum final grade of “D” in all 12 required core courses in the middle school curriculum.

6th grade- ELA _____ Math _____ Sci _____ SS _____	7th grade- ELA _____ Math _____ Sci _____ Civics _____	8th grade- ELA _____ Math _____ Sci _____ SS _____
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2. _____The student must have taken the state required Civics EOC, which constitutes 30% of the final Civics grade.

If the student still lacks the credit at the beginning of 9th grade, the guidance counselor may place the student in an online course recovery program or the student may repeat the course. The course will be scheduled during the school day in the place of an elective period. Progression and **satisfactory completion of course** will be required in order to be promoted from the ninth grade.

A parent conference may be held in which all parties agree to the Provisional Placement with the understanding that promotion **to and from 9th grade** depends on the completion of the missing middle school course.

Required Signatures:

Student Name (printed) _____ Date _____

Student Signature _____

Parent Signature _____

Counselor Signature _____

Principal Signature _____