

# High School Student Progression Plan 2025-2026



Superintendent Rick Surrency

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The Strategic Plan of the Putnam County School District is focused upon the achievement of a single, critical goal — cultivating a learning community where students are engaged in learning, where they strive for excellence and where they are supported to achieve. In effect, the district goal is to maximize the learning of all students.

Putnam County School District does not discriminate on the basis of race, color, national origin, gender, age, disability, marital status or genetic information in its educational programs, services or activities, or in its hiring or employment practices. The district also provides equal access to its facilities to the Boy Scouts and other patriotic youth groups, as required by the Boys Scout of America Equal Access Act. Questions, complaints, or requests for additional information regarding discrimination or harassment may be sent to: Michael Stevens as the District Title IX Coordinator, Section 504 and Equity Officer at 200 Reid Street, Palatka, FL 32177, phone 386-329-0538, email [mstevens@my.putnamschools.org](mailto:mstevens@my.putnamschools.org)

The Compliance Officers (Cos) are responsible for coordinating the district's efforts to comply with applicable Federal and State laws and regulations, including the district's duty to address in a prompt and equitable manner any inquiries or complaints regarding discrimination or denial of equal access.

The COs shall also verify that proper notice of non-discrimination for Title II of the Americans with Disabilities Act (as amended), Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, Section 504 of the Rehabilitation Act of 1973 (as amended), the Age Discrimination Act of 1975, the Florida Civil Rights Act of 1992, the Florida Educational Equity Act, and/or their implementing regulations is provided to students, their parent/guardians, staff members, and the general public. The School Board designates the following individuals to serve as the District's Compliance Officers (CO): Tonya Whitehurst [twhitehurst@my.putnamschools.org](mailto:twhitehurst@my.putnamschools.org), Human Resources and Diana Drew [d2drew@my.putnamschools.org](mailto:d2drew@my.putnamschools.org), Student Services at 200 Reid Street, Palatka, FL 32177, (386)-329-0538.

### **Progression Plan Introduction**

To ensure that Putnam County School District is meeting the needs of students and in response to legislation, the Putnam County School Board has established a comprehensive program for student progression which includes the following:

- Standards for evaluating each student's performance, including how well he or she masters the performance standards approved by the State Board of Education
- Specific levels of performance in reading, writing, science, mathematics, and social studies for each grade level, including the levels of performance on statewide assessments\*
- Appropriate alternative placement for a student who has been retained two or more years
- Procedures for informing each student and his or her parents/guardians of the student's academic progress

The Putnam County School District Student Progression Plan is a contract delineating what a student must know and be able to do to be promoted and what the district will do to help the student meet the requirements for promotion. The plan and the procedures for its implementation reflect clearly that promotion is based on student mastery of grade level/course standards. The plan establishes procedures to achieve parent understanding, cooperation and support of the student's placement. School attendance procedures as described in the district's Attendance Policy are considered as part of the Student Progression Plan. The district program for student progression is based upon local goals and objectives that are compatible with the state's plan for education. Pertinent factors considered by the teacher before recommendation that a student progress from one grade to another have been prescribed by the district School Board in its plan.

The Student Progression Plan is governed by state statutes and district policy. All procedures listed in the Student Progression Plan are subject to change due to School Board or legislative action. The Student Progression Plan is updated yearly and posted on the district website. Students will be placed in programs and levels best suited to meet their academic needs and with consideration given to their social, emotional and physical development. Decisions regarding student promotion, retention and special placement are primarily the responsibility of the individual school's professional staff. District and state regulations place the responsibility for decisions regarding student placement with the principal and the school's educational team using the guiding principles established within the school's Multi-Tiered System of Support.

It is the responsibility of the School Board and district administration to provide students with effective instructional and support programs that accomplish the following:

- Monitor student progress
- Promote continuous achievement
- Establish provisions for individual differences
- Promote students' assuming responsibility for their own learning and attendance
- Provide effective, engaging instruction and support
- Document instruction in, and student mastery of, the standards

\*A student scoring below grade level must receive instructional support or be retained in an intensive program that is different from the previous year's program and addresses the student's learning needs.

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# HIGH SCHOOL STUDENT PROGRESSION PLAN

## I. ADMISSION, ENROLLMENT, PLACEMENT, TRANSFERS & ATTENDANCE

### A. Admission

#### Admission Requirements

For information about admission, please visit the District website at <https://www.putnamschools.org/page/student-registration>.

### B. Enrollment, Grade Level Placement and Promotion

#### Placement of students without an official transcript from home education and nonaccredited private schools

Per School Board Policy 5410.01, the School Board shall provide for the placement, acceleration, and progression of students through adopted student progression plans.

If a student does not possess an official transcript, successful completion of courses shall be validated through performance during the student's first grading period at the receiving school as outlined in paragraph(1)(b) of [F.A.C. 6A-1.09941](#).

1(b) Validation of courses shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should be passing each required course at the end of the first grading period.

If the student attains a minimum 2.0 GPA in sequential coursework, credits and/or grades will be considered "validated" and transfer credits will be posted at the end of the first grading period. For students in middle grades 7 and 8 only, this pertains to required courses outlined in [F.S. 1003.4156](#).

For a student seeking enrollment who does not possess an official transcript, an unofficial transcript or parent created homeschool transcript listing dates, courses/credits, and grades awarded can be provided as part of the portfolio for alternative validation.

For incoming high school students (9-12), students shall be placed at the appropriate sequential course level, but coded as grade level 9 (cohort) until past coursework credits are validated and posted. Upon successful validation, a minimum 2.0 GPA in sequential coursework, a student's grade level (cohort) can be adjusted to reflect posted credits.

If validation based on performance as described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal, and parent:

The alternative validation procedures specified by State Board of Education rule for students in middle grades 7 and 8 include:

1. Portfolio evaluation by the superintendent or designee (school principal),
2. Demonstrated performance in courses taken at other public or private accredited schools,
3. Demonstrated proficiencies on nationally normed standardized subject area assessments,
4. Demonstrated proficiencies on a statewide, standardized assessment, or
5. Written review of the criteria utilized for a given subject provided by the former school.

The alternative validation procedures specified by State Board of Education rule for students in high school grades 9-12 include:

1. Portfolio evaluation by the superintendent or designee (school principal),
2. Written recommendation by a Florida certified teacher selected by the parent and approved by the principal,
3. Satisfactory performance in courses taken through dual enrollment or at other public or private accredited schools,
4. Satisfactory performance on nationally normed standardized subject area assessments,
5. Satisfactory performance on a statewide, standardized assessment, or
6. Written review of the criteria utilized for a given subject provided by the former school.

Students must be provided at least 90 calendar days from date of transfer to prepare for either a nationally normed standardized subject area assessment or statewide, standardized assessment if required.

Each class or course area may be validated independently. Students are required to validate only those areas not receiving an adequate grade in the first grading period.

In the absence of any evidence of transfer coursework or unsuccessful alternative validations of coursework, the principal is granted authority to place the student at a level deemed appropriate. This authority is designated by the district school superintendent under [F.S. 1012.28\(5\)](#).

Parents or guardians may request a meeting to discuss a placement, ask for an explanation of the placement, and/or request to review evidence used by the principal to determine placement.

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion, [F.S. 1008.25\(6\)](#).

#### **Grade Placement and Promotion within High School**

Students shall be considered freshmen, sophomores, juniors, seniors and fifth year seniors based on the credits listed below:

- A student shall be classified as a sophomore with a minimum of 5 credits (after Survey 2 to preserve the correct cohort graduation year for accelerated students).
- A student shall be classified as a junior with a minimum of 11 credits.
- A student shall be classified as a senior with a minimum of 17 credits.
- Students in regular education programs not reaching graduation status in four years shall be provided the opportunity of a fifth year to meet the district's graduation requirements. Remediation shall be provided to assist the student passing the state-required tests.
- High schools may promote retained students from grade 9 to grade 10, grade 10 to grade 11, or grade 11 to grade 12 at the end of the first semester upon documentation of the awarding of required makeup credits.
- A junior who is enrolled in a 24-credit diploma program shall be moved to senior status at the end of first semester if enrolled in the necessary coursework to graduate in the spring.

Students must be enrolled full time until graduation course work requirements are met. Full time is defined in terms of Full-Time Equivalency – 100% FTE:

- Traditional courses @ PCSD high school site – 7 classes
- Full time virtual – 6 classes
- Full time dual enrollment – 4 courses

If a student chooses to combine options, the number of courses required for full time status defaults to the highest number of courses.

Students are encouraged to maintain full time status throughout high school to take advantage of all the available opportunities:

- Accelerated courses that may result in college credit (AICE, AP, DE)
- Career and technical education courses that may result in industry certifications
- World language courses to broaden language acquisition and qualify for the biliteracy diploma seal
- Elective courses to continue to develop talents and skills
- Leadership opportunities in clubs, athletics and academic programs of emphasis.

Consistent with school board rules and in accordance with state statute ( [1012.28 \(5\) F.S.](#) ), the Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes.

### **Placement for Students with Disabilities**

Students with disabilities shall be placed in appropriate courses as dictated by their Individual Education Plan (IEP). Please see the section on Exceptional Student Education in this document for details.

### **Placement of Out-of-State or Out-of-Country Transfer Students in Grade 11 or Grade 12 [1003.433\(1\) F.S.](#)**

Transfer students who enter a Florida public school at the eleventh or twelfth grade from out of state or from a foreign country shall not be required to spend additional time in a Florida public school in order to meet the high school course requirements if the student has met all the requirements of the school district, state or country from which he or she is transferring. Such students who are not proficient in English shall receive immediate and intensive instruction in English language acquisition. However, to receive a standard high school diploma, a transfer student must earn a 2.0 grade point average and pass the grade 10 FSA in English language arts or an alternative assessment and pass the Algebra I EOC assessment. For graduation requirements for transfer students, see: Graduation Requirements.

### **Placement of Dependent Children of Active Duty Military Personnel [1 000.36 F.S.](#), [1003.05 F.S.](#)**

Dependent children of active duty military personnel moving into the district outside of normal application periods who otherwise meet the eligibility criteria for special academic programs shall be given special consideration for admission to such programs even if the program is being offered through a school other than the student's home zoned school. Special programs include, but are not limited to, the following Programs of Study: International Baccalaureate (IB), Advanced International Certificate of Education (AICE), career academies and ROTC programs.

### **Placement of Homeless Students**

The federal McKinney-Vento Homeless Assistance Act, as amended by the Every Student Succeeds Act (ESSA), ensures that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth. Children and youth who lack a fixed, regular, and adequate nighttime residence are considered homeless. If, due to a loss of housing, a child must live in a shelter, motel, vehicle, or campground, on the street, in abandoned buildings, or doubled-up with relatives or friends, then he/she is eligible to receive services provided under the McKinney- Vento Act.

A homeless student shall be permitted to enroll immediately, even if the student is unable to produce records normally required for enrollment. This includes, but is not limited to, records such as previous academic records,

medical and immunizations records, and proof of residency. A homeless child shall be granted a temporary exemption from entrance requirements for 30 school days.

### **Placement of English Language Learners**

Per federal law, all children in the United States are entitled to equal access to a basic public elementary and secondary education regardless of their or their parents' actual or perceived national origin, citizenship, or immigration status. The school district may not inquire into a student's immigration status nor keep records or lists pertaining to immigration status. The following process will be followed:

1. Do not ask about a student or their parent's immigration status,
2. Follow PCSD enrollment guidelines as for any student,
3. Follow PCSD documentation of residency policy, and
4. Follow PCSD documented guardianship policy (if necessary).

Please note that if the student meets the definition of homeless, per the federal McKinney-Vento Homeless Assistance Act, the student must be enrolled immediately.

### **Parent/Guardian Request for Change in Placement**

Florida Statute [1003.310 1](#) gives a parent the right to request his or her child be transferred to another classroom teacher based on (1) the teacher's out-of-field certification status or (2) personal preference. This statute does not give the parent the right to choose a specific classroom teacher. Teachers with out-of-field certification are named on our district website. In accordance with state statute ( [1012.28 \(5\) F.S.](#) ), the Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes.

## **C. Transfers and Withdrawals**

### **Course Weightings for Transfer Students - State Board Rule [6A-1.09941](#)**

Students transferring credits into Putnam County School District will be subject to the current course credit weighting approved by the Putnam County School Board and in alignment with Florida DOE course code directory. If a letter grade is assigned, that grade is entered in our system, even if the grading scale from which the student transferred is not equivalent to Putnam County School District's grading scale. If only a numerical grade is provided and no grading scale is provided, our scale is applied to the student record.

**State End-of-Course Assessments for Transfer Students - See *Assessments of New Students*.**

### **Promotion of Late-in-the-Year Transfer Students**

The promotion of students transferring into Putnam County during the last grading period shall be determined primarily by the grades and records received from the sending school.

## **D. Attendance**

For specific information about attendance, please see the Student Code of Conduct on the District website.

## II. SPECIAL PROGRAMS

### A. Charter Schools

Charter schools are public schools that are operated by the governing board of a non-profit organization under the sponsorship of the Putnam County School Board. The grade levels, targeted student population and services of a charter school are defined by the charter contract established between the School Board and the non-profit organization.

### Promotion of Charter School Students

Charter schools are held to the same standards and responsibilities as other public schools regarding to promotion and retention. Any authorized customization of these requirements would be found in the charter contract between the charter Board and the Putnam County School Board.

### B. Exchange Program Placement of Foreign Exchange Students

The following guidelines have been established for placement of foreign exchange students:

- Only organizations with tax-exempt status as conferred by the IRS pursuant to section 501(c)(3) and organizations that are listed officially with the Council on Standards for International Education Travel (CSJET) may sponsor an international exchange student program in PCSD.
- The exchange student shall gain legal entry into the United States with a J-1 Exchange Visa, which includes clearance by Homeland Security or the appropriate government agency, and shall present documented proof with a birth certificate or passport, showing that he/she will be at least sixteen (16) years of age, but not have attained the age of eighteen and a half (18.5) prior to attendance at a school in the District.
- All foreign exchange students shall be assigned, at a maximum, grade 11 and must complete a Home Language Survey.
- No foreign exchange students shall receive a Putnam County high school diploma nor participate in the graduation ceremony.
- A foreign exchange student may only register at the appropriate high school that shall be designated as the school within the regular school attendance zone of the host family's residence.
- Specific courses shall be provided to foreign exchange students on a space available basis.
- It is recommended that foreign exchange students take U.S. History and English classes.
- Foreign exchange students may be eligible to participate in sports and activities provided they meet Florida High School Athletic Association (FHSAA) or a sponsoring organization's rules and regulations.
- Foreign exchange students are subject to all school and district rules and regulations per Student Code of Conduct.
- Host parents must accept all responsibilities for foreign exchange students including, but not limited to, conferences with school staff.
- High schools may limit the number of foreign exchange students they admit based on class size and/or total student enrollment.
- Foreign exchange students must be fluent in English prior to enrollment; therefore, they should not be tested for qualification of ESOL service.
- Representatives from foreign exchange programs must request permission for admission by submitting a completed packet to the principal for approval prior to May 1<sup>st</sup> of the following year.
- Foreign students who have received a high school diploma, or its equivalent, in their home country are *not* eligible to be foreign exchange students.

- It is the principal's discretion to accept/deny the application request.

**School Responsibilities:**

- When approached by an Exchange Student organization, check [www.csiet.org](http://www.csiet.org) (Council on standards for International Education Travel's (CSIET) Advisory List of International Education Travel and Exchange Programs) to verify the agency is accredited. Contact the Guidance and Choice Department if you are considering using an organization that has not previously been represented at your school.
- Provide the agency representative a copy of the checklist with a deadline completion date prior to May 1.
- Once the packet is returned, ensure all items on the checklist are included in the packet. o Principal or designee signs and dates at bottom of the checklist as evidence of approval.
- Provide a complete copy of the packet, including the signed checklist for all students approved by the principal for incoming foreign exchange for the upcoming school year to the Department for Guidance and Choice.
- Notification of changes in placement must be sent to the Department for Guidance and Choice.
- Notify district office contact of any discipline or other incidents.
- The school/District will not be responsible for any fees for activities, events, trips, etc. during the student's enrollment period.

**Sponsor Responsibilities:**

- The sponsoring organization shall work with the appropriate governmental agencies to ensure that the prospective international exchange student has fulfilled all requirements for entry into the United States on a J-1 Visa.
- Sponsors of student exchange organizations shall secure, prior to the student's departure from their home country, a host family placement of each student participant.
- As required by the U.S. Department of State, a background check must be completed by the sponsoring organization for each member of the host family household, eighteen years of age or older, and for the local organization representative of the organization.
- In the event of unforeseen circumstances that necessitate a change of host family placement, the sponsor shall document the reasons necessitating such change and immediately provide this information to the school principal designee
- Provide a written statement from the sponsoring organization or student's home school indicating that the student has not received a high school diploma from his/her country of origin.
- Provide a valid transcript from the student's sending school translated in English
- The designated sponsoring organization shall assume responsibility for the student's health, safety, educational, financial and legal obligations.
- The sponsor organization shall adhere to all provisions required by federal laws and regulations.

**Putnam County Students Leaving the Country for Foreign Exchange**

Rising juniors may participate in a foreign exchange program. Students may not participate in an exchange program in their senior year as it may jeopardize the completion of graduation requirements. There is no credit guarantee for courses taken in a foreign country. Course Descriptions in English can be reviewed for advanced approval, but there is a high probability that no credit will be granted. Therefore, students should consult with their counselor and carefully weigh their options for meeting graduation requirements. Students who leave the country for a

foreign exchange program are not eligible for tuition-free courses through Florida Virtual School. For additional information, contact the student's school counselor.

### **C. Home Education [1002.41 F.S.](#)**

For more information, visit FLDOE Office of Independent and Parental Choice Website at <https://www.fldoe.org/schools/school-choice/other-school-choice-options/home-edu/>. To register for home education, contact the office of Home Education in the Putnam County School District by phone. Students entering Putnam County School District and requesting credit for a home education program must follow the Validation of Transfer Credit process specified by [6A-1.09941, F.A.C.](#) For more information, see [Validation of Transfer Credit through Scholastic Performance](#).

### **Home Education Student Participation in Public Schools [1006.15 F.S.](#), [1002.41 F.S.](#)**

Legally registered home education students may participate in public school interscholastic extracurricular programs at the public school which the student would be assigned according to the district school board attendance policy. Home education students are given opportunity to participate, but they must meet the same eligibility requirements as other students in public and private schools. As an example, any public or home education student who does not have the required GPA is ineligible to participate in extracurricular activities. All students have to comply with the Florida Statutes and the FHSAA Bylaws to be eligible to participate. All students are required to meet the requirements established in state law, FHSAA regulations and their respective schools of participations. Home education students may submit FHSAA EL7 Verification of Student Registration with Putnam School District Home Education Office form to the office of Home Education no less than one week prior to the participation deadline.

Although public schools are under no obligation to provide home education students access to classes, programs, services, or other educational opportunities, home education students may submit a request to the school principal to participate in academic classes at their assigned school if space is available. Home education students approved for district classes are subject to school board approval. If home education students request academic classes, they will be expected to follow the Student Code of Conduct and participate in required state and district assessments, the same as regular full-time students. If the student cannot attend and participate in required testing, they may not be eligible for academic classes. Noncompliance may result in the withdrawal from class.

Home education students must register with the school in which they intend to participate in interscholastic and interscholastic activities prior to participation in the activity.

### **D. Hospital Homebound**

A homebound or hospitalized student is a student who has a medically diagnosed injury, a chronic physical/psychiatric condition, or has repeated intermittent illness due to a persisting medical problem. *For more information, please see the section on Exceptional Student Education in this document.*

### **E. Virtual Education [1002.45 F.S.](#)**

Online Course Graduation Requirement: At least one eligible course of the required 24 graduation credits must be completed through online learning ([1003.4282\(4\) F.S.](#)). Putnam County has partnered with online providers throughout the state to ensure that students are able to meet this requirement. Online driver's education courses can meet the online course graduation requirement. In addition, to satisfy the online course requirement, students

may complete a course in which they earn a nationally recognized industry certification in information technology that is identified on the CAPE Industry Certification Funding List pursuant to [1008.44 F.S.](#) or pass the information technology certification examination without enrollment in or completion of the corresponding course or courses.

A Florida Virtual School (FLVS) student will be able to take industry certification exams, national assessments, and statewide assessments offered by the district at what would have been their school of enrollment per the district zoning policy. The FLVS student must contact their zoned school to make the necessary arrangements.

Putnam Virtual School (PVS) is the provider of first choice for virtual instruction; however, in situations in which PVS cannot fulfill the need, students may qualify to access the services of Florida Virtual School (FLVS). NCAA division I and II prospective student athletes should consult NCAA initial eligibility requirements regarding virtual courses.

Putnam Virtual School offers:

- Full time instruction for students in grades K-12 ([1002.37\(8\)\(11\) F.S.](#))
- Individual online courses for students (attending a PCSD public school, private schools and home education) in grades K-12
- Curriculum for grades 6-12 provided by FLVS.

PVS offers two additional virtual options for district students in grades K-12 who meet eligibility requirements to enroll in full time and part time courses. Families may choose from options that include district operated (PCSD instructors) or provider operated (contracted instruction). For more information, call 386-329-0538 or visit <http://www.fldoe.org/schools/school-choice/virtual-edu/dis-virtualoptions.stml>. The Florida Online Course Catalog may be found at <http://www.fldoe.org/schools/schoolchoice/virtual-edu/fl-online-catalog.stml>.

A student of the Florida Virtual School or Putnam Virtual School full-time program may participate in any interscholastic extracurricular activity at the public school to which the student would be assigned according to district school board attendance area policies or which the student could choose to attend pursuant to [1002.31 F.S.](#) if the student meets other eligibility requirements and registers his or her intent to participate in interscholastic extracurricular activities with the school before the beginning date of the season for the activity in which he or she wishes to participate. A FLVS/PVS student must be able to participate in the curricular activities if that is a requirement for an extracurricular activity ([1006.15\(3\)\(e\) F.S.](#)). Florida Public Virtual Schools Question and Answers are available at the FDOE Virtual Instruction webpage at <http://www.fldoe.org/schools/schoolchoice/virtual-edu/>.

### **Placement/Acceleration in Putnam Virtual School (PVS) or Florida Virtual School (FLVS)**

As stipulated by the Florida K-20 Education Code ([1002.20 F.S.](#)), parents have the right to choose educational options such as Putnam Virtual School (PVS) or Florida Virtual School (FLVS) for their children. A student's full-time school may not deny access to courses offered by PVS or FLVS assuming that the desired online course(s) is an appropriate course placement based on the student's academic history, grade level, and age. The School Board shall provide students with access to enroll in courses available through the PVS/FLVS and shall award credit for successful completion of such courses. Access is available to students during or after the normal school day and throughout the summer. Students wishing to take courses from PVS/FLVS must work closely with their guidance counselors. Requests for virtual courses made after the start of school fall under the school's normal drop/add policy for any course. Schools shall make every effort for a student to access PVS/FLVS coursework on site.

during the school day if appropriate. Consistent with school board rules and in accordance with state statute ( [1012.28 \(5\) F.S.](#)), the Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes.

Students enrolled in a PVS/FLVS course which requires a state end-of-course (EOC) assessment are required to take the EOC in their district school of enrollment and the EOC is 30% of the grade in the class. Full time PVS students are public school students and are required to take all the state assessments with PVS.

Virtual schools must assess the reading ability of students scoring at Level 1 or Level 2 on the FSA in ELA twice per year ([State Board Rule 6A-6.054](#)).

### **PVS/FLVS Guidelines for High School**

- It is recommended that students have a 2.0 or higher GPA OR score a level 3 or higher on the FSA in reading unless the student has medical or behavior issues that may limit success in the traditional classroom.
- Students must meet with school counselor to determine if placement in a PVS/FLVS is academically appropriate for the student based on course prerequisites, the student's academic history and age and appropriateness of the course for the student's Customized Learning Path (CLP). All courses must be approved by the counselor.
- For students with disabilities, an IEP or 504 meeting will be held prior to determining whether placement in a PVS/FLVS course is appropriate based on their individual needs.
- Once a semester has begun, a student may not withdraw from a school course to enroll in the same course online without administrative approval.
- Students may not simultaneously be placed in the same course concurrently at a district high school and at PVS/FLVS.

### **Academic Recovery**

**Students should move through the correct progression of the curriculum before the academic grade recovery lab is allowed when the GPA is above a 2.0. Students must receive a grade of D or F in order to retake a class.**

Due to National Collegiate Athletic Association (NCAA) eligibility requirements, academic recovery courses are not recommended for prospective NCAA Division I and II athletes. For additional information, see: <http://www.ncaa.org/>.

## **III. CURRICULUM AND INSTRUCTION**

### **A. Course/Program Placement**

#### **Course Placement**

Students will be placed into high school courses based on mastery of the appropriate standards. Consistent with school board rules and in accordance with state statute (1012.28 (5) F.S.), the Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes.

All high school students participate in the School Based Positive Behavior Intervention Support (SBPBIS) character development program and are encouraged to take part in service learning/community service volunteer opportunities.

### **Enrollment in Sequential Courses**

Subject-area courses that depend on sequential information are expected to be taken in sequential order. In such courses, a student who fails to pass may not be allowed to enroll in the next higher course level until the failed course has been remediated in an approved program successfully, by retaking the course during the regular school year, or in another traditional or virtual/online school. If a situation of hardship or illness exists which prevents a student from taking a course in sequence, the principal, or designee, may grant an exception.

### **Placement of Pregnant, Married or Parenting Students [1003.21](#); [1003.54 F.S.](#)**

Students who are married or pregnant shall not be prohibited from attending school. These students and students who are parents shall receive the same educational instruction or its equivalent as other students, but may voluntarily be assigned to a class or program suited to their special needs.

### **Parent/Guardian Role with Placement Decisions**

State law provides the authority for placement of students with the school district. Placement is based on professional educators' evaluations of how well the student is meeting the levels of performance for student progression. Such evaluations take into account whether or not the student has the knowledge and skills to move on successfully to the more difficult work of the next grade or course.

Parents may discuss a placement with school officials and ask for an explanation of the placement, and they may review the evidence the school used to make the placement. However, the Superintendent has designated the principal as the final authority in placement decisions ([1012.28\(5\), F.S.](#)).

### **Schedule Changes – Virtual or Traditional School Campus**

Schedule changes at the beginning of the year are governed by each school.

## **B. High School Credit**

### **Definition of High School Credit [1003.436\(1\)\(a\)\(b\) F.S.](#)**

One high school credit is defined in statute as a minimum of 135 hours of bona fide instruction in a designated course of study, which contains student performance standards. Courses taught in a block must contain a minimum 120 hours of bona fide instruction in a designated course of study. One high school credit is the equivalent of six (6) semester hours of college credit. One-half credit is defined as one-half of these requirements or three (3) semester hours of college credit.

### **Credit System and Grade Averaging for Credit [1003.436\(2\) F.S.](#)**

The school district maintains a one-half (.5) credit earned system; full courses will reflect two .5 credit awards. A student enrolled in a full-year course will receive one-half (.5) 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 shall receive full credit if the student successfully completes either the first or the second half of a full-year course, but fails to successfully complete the other half *but* the averaging of the numerical grades in each half results in a passing grade. A full-year course of

study may be completed in one semester in block classes and in certain dual enrollment classes. Students must meet additional School Board requirements successfully, such as class attendance, and other indicators of performance.

#### **Course Merging for Multiple Credits in a Single Instructional Period**

Schools wishing to combine two courses for multiple credit in a single instructional period must submit a request to the Director for Secondary Instructional Services who will analyze the course modifications to ensure that the course requirements and appropriate standards for each course integrated are included in the combination and that the combined course is taught by an instructor with appropriate certifications.

#### **Credit for High School Courses taken prior to Grade 9 [1003.436\(1\) F.S.](#)**

High school level courses taken prior to grade 9 are used to satisfy high school graduation requirements and Florida Bright Futures Award requirements.

Middle school students who have taken high school courses may receive grade forgiveness if they have earned a grade or the numerical equivalent of a C, D or F. In such cases, the district forgiveness policy must allow the replacement of the grade with a grade or the numerical equivalent of a C or higher, earned subsequently in the same or comparable course. For a grade of A or B, the course and grade cannot be forgiven, will appear on the student's high school transcript, and will be used in the calculation of high school grade point average and for Bright Futures.

Students seeking high school credit for courses taken in a private middle school may be granted credit if (1) the private school is listed with the Florida DOE as a private school with a school number and (2) the credit and course grade are reflected on an official transcript from the school. If the high school course has a state EOC assessment, the student must take the EOC to receive credit. Students with disabilities may qualify for a waiver of the EOC requirement.

#### **College Credit by Examination [1007.27\(7\) F.S.](#)**

College credit by examination is the program through which postsecondary credit is earned based on the receipt of a specified minimum score on nationally standardized general or subject area examinations (AP, AICE). Minimum scores required for an award of credit in Florida institutions are stated by the Florida State Board of Education in the statewide articulation agreement. There is no guarantee that all colleges will accept credits earned through this program.

#### **Validation of Transfer Credit through Scholastic Performance - State Board Rule [6 A-1.09941, F.A.C.](#)**

If a student wishes to transfer credit from a non-accredited traditional or virtual/online school, a private school or home school, the process is as follows:

- The student shall be placed at the appropriate, sequential course level. Performance at a minimum of 2.0 after the first half of a grading period in the course will validate the student's prior performance in that subject area.
- Students who do not meet the 2.0 or who choose not to continue to the next sequential level in a particular subject area may validate credit using one of the alternative validation procedures that follow as determined by consensus of the teacher, principal or designee, and parent.

❖ **Portfolio Validation:** The school shall convene a review committee which may consist of the assistant principal with curriculum responsibilities; the guidance counselor; the principal or designee; the student and, if requested by the school, the district curriculum specialist(s) in the particular content

area(s). The student shall present a work portfolio. In it will be demonstrations of Next Generation Sunshine State Standards content mastery, test scores, products and/or projects. The review committee shall interview the student, discuss accomplishment of course outcomes and review mastery exhibits. The committee shall then do one of two things:

- award the credit and verify the grade based on the interview and review of the portfolio, or
- require that the student demonstrate mastery on an end-of-course assessment used at the school or published commercially. If a student takes and demonstrates mastery on an end-of-course assessment, credit shall be awarded. If a student does not demonstrate mastery, credit shall be withheld.

❖ **Written Recommendation/Review Validation**

- written recommendation by a Florida certified teacher selected by the parent and approved by the principal, or
- written review of the criteria utilized for a given subject provided by the former school

❖ **Demonstrated Proficiency Validation**

- nationally-normed standardized subject area assessment(s), or
- FSA proficiency at or above Level 3 in the corresponding subject area
- Students must be provided at least 90 days from the date of transfer to prepare for either nationally-normed standardized subject area assessments or the FSA.

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

**Appeal Process - Awarding of New Credit**

If the school review panel determines that credit cannot be awarded, the student may appeal the decision. The Appeal Panel shall be made up of the following educators:

- Director for Curriculum and Instruction,
- member of the school review committee,
- content area curriculum specialist(s) for the subject(s) in question.

The Appeal Panel shall review the student portfolio, end-of-course assessment results, committee notes and recommendations and make a determination about the awarding of credit. The Appeal Panel shall provide a copy of its findings to the student, and a copy shall be maintained in the student's cumulative record.

**Dual Enrollment Semester-Long Courses Approved for One Full High School Credit** [1003.436\(1\)\(b\)](#) [F.S.](#) C

ertain semester-long dual enrollment courses earn one full high school credit (ENC1101, and ENC1102 for example).

More information on dual enrollment offered in Putnam County high schools can be found by contacting 329-0536. Additional information is available at

<http://www.fldoe.org/core/fileparse.php/18762/urlt/DualEnroll-Academic1920.pdf>.

**Honors and Advanced Courses of Study** [1002.3105 F.S.](#), [1003.4281 F.S.](#)

**Honors or Advanced Course Definition**

The following types of courses are deemed honors or advanced level and are subject to the placement criteria cited:

- 
- International General Certificate of Secondary Education (IGCSE) courses,
- Advanced International Certificate of Education (AICE) courses,
- Dual Enrollment (DE) courses,
- Advanced Placement (AP) courses,
- honors level courses designated in the PCSD High School Course Catalog, or

### **Honors or Advanced Course Placement**

Students participating in Advanced International Certificate of Education (AICE) programs are guaranteed credits at the specific postsecondary institutions for examination scores that are at or above the level specified by the Articulation Coordinating Committee. A full list of credit-by-exam equivalencies can be found at <http://www.fldoe.org/core/fileparse.php/5421/urlt/0078391-acc-cbe.pdf>.

Advanced Placement (AP) examinations often lead to the awarding of postsecondary credit. More information about Advanced Placement courses is available at [www.collegeboard.com/ap](http://www.collegeboard.com/ap).

### **Enrollment in Advanced Placement Courses [1 007.27\(6\) F.S.](#)**

Advanced Placement (AP) is the enrollment of an eligible secondary student (virtual or brick and mortar) in an Advanced Placement course administered by the College Board. Students are expected to take an AP exam at the end of each AP course. The student will receive the AP weighted credit regardless of the AP test score.

If a student only completes one semester of an AP course, they will receive weighted credit for that semester. For example, if a student comes to our district having completed semester 1 of an AP course and then does not continue that course the second semester, they would still receive the .5 credit for the course code and the .5 weighting. The transcript should reflect the courses the student actually sat in each semester; for example, Semester 1-AP, Semester 2 Honors. The two together will satisfy one credit.

### **Awarding of Advanced Placement Credit**

Students who score a minimum of 3 on a 5-point scale may receive college credit. Students who score a 4 or 5 on certain examinations also benefit from course equivalency credit. A course equivalency chart may be found at <https://www.floridashines.org/>.

### **Criteria for Placement in the Advanced Scholars Program (ASP)**

Advanced Scholars Program students must meet the criteria for honors level course placement.

### **Awarding of Postsecondary Credit for Advanced International Certificate of Education (AICE) Courses**

Postsecondary credit for an AICE course may be awarded to students who score an a-e according to the State articulation chart.

### **Dual Enrollment Courses [1007.271\(1\)F.S.](#), [1007.271\(4\)F.S.](#)**

The dual enrollment program is defined as enrollment of an eligible secondary (grades 9-12) student or home education student in a postsecondary course, or courses, creditable toward high school completion and a career certificate or an associate or baccalaureate degree. The High School Subject Area Equivalency List is located at <http://www.fldoe.org/core/fileparse.php/18762/urlt/DualEnroll-Academic1920.pdf>.

Through articulation agreements, PCSD students attend dual enrollment courses at St. Johns River State College (SJRSC), Santa Fe State College (SFSC), and/or Emory Riddle Aeronautical University.

Dual enrollment courses may be taken during school hours, after school hours and during the summer term. A student shall be granted credit toward high school graduation requirements for appropriate courses taken through dual enrollment.

Dual enrollment shall be offered on the high school campus whenever possible. Students should take DE courses on their zoned high school campus if they are offered there, as opposed to the SJRSC campus.

Dual enrollment courses receive the same weighting for GPA calculation as Advanced International Certificate of Education (AICE), and Advanced Placement (AP).

**Prerequisites for Dual Enrollment** [1 007.271 F.S.](#)

- Students must demonstrate readiness for college-level coursework if the student is to be enrolled in college courses.
- *Career* dual enrollment is prioritized for students enrolled in courses/programs leading to industry certification.
- Public school students must have a 3.0 unweighted GPA for *college-credit* dual enrollment courses, or a 2.0 unweighted GPA for *career certificate* dual enrollment courses.

To continue participation in *college-credit* dual enrollment, students must maintain a 3.0 unweighted high school GPA and the minimum postsecondary GPA established by the college the student is enrolled with. To continue participation in *career certificate* dual enrollment courses, students must maintain a 2.0 unweighted high school GPA.

Regardless of meeting student eligibility requirements for continued enrollment, a student may lose the opportunity to participate in a dual enrollment course if the student is disruptive to the learning process such that the progress of other students or the efficient administration of the course is hindered.

Students must have minimum college readiness placement scores to be considered for dual enrollment. They may mix and match their best score from these tests. Test scores must be less than two years old. Please contact 329-0536 for additional information regarding dual enrollment.

**Student Materials for Dual Enrollment Courses** [1 007.271\(13\) F.S.](#)

Students enrolled for dual enrollment courses through a district high school are exempt from the payment of registration, tuition, online instructional materials access code and lab fees. Core subject textbooks assigned for use within dual enrollment courses shall be made available free of charge to public and homeschool dual enrollment students. Due to the re-use of dual enrollment materials, it is imperative that dual enrollment students return their books on time.

**Student Transportation for Dual Enrollment Courses**

Students taking dual enrollment courses on a postsecondary campus must provide their own transportation.

**Dual Enrollment and the Three-Year 18-Credit ACCEL Graduation Program Students**

Students enrolled in three-year 18-credit ACCEL graduation program may be eligible for dual enrollment credit. However, all dual enrollment courses must be taken prior to the completion of the 18 required credits.

**Placement Criteria for Dual Enrollment – Associate Degree at St. Johns River State College or Santa Fe State College** [1 007.271\(3\) F.S.](#)

Students in grades 9-12 wishing to enroll as dual enrollment students (AA or AS degrees) at St. Johns River State College or Santa Fe State College first must meet Putnam County School District Dual Enrollment Criteria. In addition, students must meet the following requirements:

- demonstrate readiness for college or career level course work,
- be seeking an associate in science college degree, or an associate in arts college degree,
- have a minimum 3.0 unweighted cumulative GPA,
- have demonstrated academic, social and emotional maturity to ensure success in college level study,
- have a counselor’s and principal’s approval,
- be limited to 10 hours of college credit enrollment per college semester,
- maintain a grade of C or better in each class to remain in the dual enrollment program,
- be aware that receiving a grade of D or F, or withdrawing (W) for any course results in ineligibility to remain in the dual enrollment program, and
- provide acceptable results from the American College Test (ACT), the Scholastic Aptitude Test (SAT), the Common Placement Test (CPT) or another standardized placement test for college level English and math.

Eligible dual enrollment students are exempt from the payment of registration, tuition, online access fees and laboratory fees.

Dual Enrollment and Early Admission students are encouraged to meet regularly with college advisors and to develop a post-secondary plan and major during information and orientation sessions. Dual Enrollment and Early Admission students will be required to meet with a college advisor after completion of 20-30 college credits.

**Collegiate High School Option** [1007.273\(11\) F.S.](#)

Collegiate High School is an option for public high school and is a program that allows admitted students to complete a full 60 credits of dual enrollment coursework, culminating in earning both a standard high school diploma as well as an Associate of Arts (AA) Degree upon the completion of four years of high school. For more information SJR State has informational sessions in the fall/winter of the student’s 8th grade year. All interested 8th grade students and parents/guardians must attend one of the sessions in order to apply. If the number of eligible students who apply exceeds the number of seats allowed for the program, a lottery will be applied for the final selection.

**C. Programs of Choice**

A Program of Choice is defined as a multi-year, specialized program that is available to high school students from across the district. Examples of Programs of Choice for high school students are outlined below:

<b>Junior Reserve Officer Training</b>	<b>High School</b>
Army JROTC	Crescent City High School
Army JROTC	Interlachen High School
Army JROTC	Palatka High School

**Advanced Academics****High School**

Advanced International Certificate of Education (AICE)	Q.I. Roberts Junior/Senior High School Crescent City High School
Advance Placement (AP)	Crescent City High School
Advance Placement (AP)	Interlachen High School
Advance Placement (AP)	Palatka High School

**Career Pathways****High School**

Advanced Manufacturing Technology	Crescent City, Interlachen, Palatka
Advanced Office Specialist	Crescent City, Interlachen, Palatka, QI Roberts
Agriscience - Foundations	Crescent City, Interlachen, Palatka, QI Roberts
Principles of Agribusiness & Management	Palatka
Agritechnology	Palatka
Allied Health Assisting	Crescent City, Interlachen, Palatka
Animal Science and Services	Crescent City, Interlachen, Palatka, QI Roberts
Automotive Maintenance and Light Repair	Palatka
Business Keyboarding	QI Roberts
Business Technology	QI Roberts
Criminal Justice Operations	Crescent City, Interlachen
Culinary Arts	Interlachen, Palatka
Diversified Education (DCT/OJT)	Crescent City, Interlachen, Palatka
Integrated Technology Studies	Palatka, QI Roberts
Introduction to Fire Fighting	Palatka
Principles of Public Services	Crescent City, Interlachen, Palatka
Welding Technology Fundamentals	Crescent City, Interlachen, Palatka

**Career Pathways**

Each high school offers career pathways, often referred to as “career and technical education.” They are defined as strategic career-oriented educational training opportunities. Each career pathway program integrates a rigorous and research based academic curriculum through an industry-driven career curriculum theme. The academic focus of individual career pathways is determined cooperatively among the school district, postsecondary institutions, local workforce boards and the local Chamber of Commerce.

Due to the variety of programs offered at each school and flexible assessment schedule, Florida Virtual School students, Putnam Virtual School students and Homeschool Education students who wish to learn more about participating in Career Pathways and available Industry Certification Assessments should contact the Career and Technical Education Department at 386-329-0536.

#### **D. Graduation: Diplomas, Requirements, Options & Guidelines**

##### **Graduation Programs for Students in General Education Programs [1003.4282 F.S.](#)**

Beginning in 2011-2012, [HB 125](#) requires that each school provide students in grades six through twelve and their parents with information concerning the three-year and four-year high school graduation options. The selection of one of the graduation program options that follow may be completed by the student and parent/guardian at any time and is exclusively up to the student and parent/guardian.

Students may choose from one of three State options to earn a diploma:

- a four-year 24-credit standard program, with optional participation in:
  - Scholar Designation
  - Merit Designation
- an Advanced International Certificate of Education curriculum (our PCSD Cambridge Program), or • a three-year 18-credit ACCEL program (Academically Challenging Curriculum to Enhance Learning).

All of the graduation paths include opportunities to take rigorous academic courses to prepare students for their future academic and career choices.

Students whose cumulative grade point average drops below a 2.0 are required to receive in-person academic advising that includes information on career education programs by a certified school counselor or the school principal or his or her designee during any semester the student is at risk of dropping out or has a cumulative grade point average below 2.0. 1003.491, F.S.

All students are required to take a full schedule of courses until the credits required for graduation have been earned. Students who have met all graduation requirements are encouraged to continue to pursue academic courses that will best prepare them for postsecondary success. The principal of the school may grant an exception in certain circumstances. Consistent with school board rules and in accordance with state statute 1012.28(5) F.S., the Superintendent has designated the principal of the school as the final authority in the placement of students in programs and classes.

All students, regardless of the graduation program, must still earn a 2.0 grade point average on a 4.0 scale and achieve passing scores (or concordant or equivalent scores) on the Grade 10 FSA in reading and the Algebra I End-of-Course (EOC) assessment in order to graduate with a standard diploma ([1003.4282 F.S.](#))

#### **Diploma Options**

##### **24-Credit Program [1003.4282 F.S.](#)**

This program takes the traditional four years to complete high school and requires students to take at least 24 credits in core content areas. Foreign language credit is not required for this program, although it is recommended for Florida college preparation and is required for admission to Florida's state universities. At least one of the

courses to meet graduation requirements must be an online course. Additionally, a financial literacy course is available to all students via Putnam Virtual School.

Students may fulfill the online course graduation requirement by taking a virtual course in middle or high school, online drivers education, and per [1003.4282\(4\)\(b\) F.S.](#) students may also fulfill this requirement by: completion of a course in which a student earns a nationally recognized industry certification in information technology that is identified on the Career and Professional Education Act (CAPE) Industry Certification Funding List ([1008.44, F.S.](#)) or passage of the information technology certification without enrollment in or completion of the corresponding course(s). Currently, there are 47 industry certifications that will satisfy this requirement identified in the primary career cluster area on information technology on the CAPE Industry Certification (<http://www.fldoe.org/academics/career-adult-edu/cape-secondary/cape-industry-cert-fundinglist-current.st m>)

The 24-credit program is designed for a variety of students with differing academic abilities. The standard diploma prepares and may qualify the student for a variety of post high school opportunities, including a military career, entry-level or apprentice jobs, admission to a vocational or technical school, admission to a community college, or admission to a four-year college or university.

Students who complete a minimum of 24 credits in courses designated as meeting the specified requirements, achieve a cumulative grade point average (GPA) of a 2.0 on a 4.0 scale, and earn a passing score on the statewide assessments required for high school graduation have an option to graduate in fewer than eight semesters (four years) as specified in [1003.4281 F.S.](#)

A student who graduates from high school midyear may receive an initial Bright Futures Scholarship Award. The student must apply no later than December 31 of the student's graduation year in order to be evaluated for and, if eligible, receive an award for the current academic year. Additional information is available on the Florida Department of Education web site at <http://www.floridastudentfinancialaid.org/ssfad/bf> / or toll-free: 1-888-8272004. Senate Bill (SB) 190.

Two additional diploma designations are available: Scholar and Merit. Specific requirements are detailed on the Florida Department of Education website provided in section (s.) 1003.4285, Florida Statutes (F.S.). [http://www.leg.state.fl.us/Statutes/index.cfm?App\\_mode=Display\\_Statute&URL=1000-1099/1003/Sections/1003.4285.html](http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1003/Sections/1003.4285.html)

in the graduation requirements by cohort year in the appendix, and at

<http://www.fldoe.org/core/fileparse.php/7764/urlt/StandardDiplomaRequirements.pdf>.

**Advanced International Certificate of Education (AICE) and International General Certificate of Secondary Education (Pre-AICE) Programs [1007.27\(9\) F.S.](#)**

AICE and IGCSE programs are rigorous pre-university courses of study, leading to internationally standardized examinations under the auspices of Cambridge International Examinations. AICE diploma candidates must demonstrate their knowledge of the coursework by passing a battery of comprehensive written, and in the case of foreign language, oral examinations, which are sent to Cambridge University for grading. AICE students are required to select seven tests, at least one test from each of three major subject groups: Math and Science, Languages, and Arts and Humanities, one course from the Core (AICE Global Perspectives), and the remaining three examinations from any of the four subject areas the student chooses.

This is not a definitive list of subjects. For more information, see [www.cie.org.uk](http://www.cie.org.uk).

<b>Group 1: Math and Science</b>	<b>Group 2: Languages</b>	<b>Group 3: Arts and Humanities</b>
Biology	English	Art & Design
Chemistry	French	History
Environmental Management	Spanish	Literature
Mathematics		Psychology
Physics	<b>Group 4: Interdisciplinary and Skills-based subjects</b>	
Psychology	Thinking Skills	Core:
Marine Science	General Paper	Global Perspectives

The course of study is delineated in the State Course Code Directory and supersedes the requirements of other programs. AICE students must complete the AICE curriculum, including a minimum of seven AICE courses to satisfy Florida's high school diploma requirements. Students who earn the AICE Diploma Award from Cambridge, by passing at least seven AICE examinations, and complete 100 hours of community service, will qualify for the Florida Bright Futures Academic Scholar Award, the higher level of that scholarship. AICE students are exempt from the payment of any fees for administration of the AICE examinations regardless of whether or not a passing score is achieved. Schools will impose a fee of the cost of the AICE examination, plus 5%, when students who are registered for the examination do not participate.

The specific course for which a student receives credit shall be determined by the postsecondary institution that accepts the student for admission. The State Board of Education has established rules that specify the cutoff scores on AICE examinations that will be used to grant postsecondary credit at Florida community colleges and universities.

Students who complete the Cambridge AICE program are exempt from the following courses:

- HOPE,
- economics and government,
- performing/practical arts, and the online course requirement.

Note: If a student exits the AICE program, these courses will be required for a standard diploma.

**18-Credit ACCEL Program** [1 003.4282 F.S.](#), [1002.3105](#) [F.S.](#)

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

- 1 credit in PE is not required
- 3 electives are required instead of 8
- Online course is not required
- 18 total credits (student may earn additional credits)

This diploma program may be completed in three years, but students may take longer to complete it. All other graduation requirements for a 24-credit standard diploma must be met. See graduation requirements in the appendix or at: <http://www.fl DOE.org/core/fileparse.php/7764/urlt/StandardDiplomaRequirements.pdf>.

**18-credit ACCEL Graduation Program Guidelines** [1002.3105 F.S.](#)

Students selecting the 18-credit program shall be treated equally with students graduating via the minimum 24 credit general high school graduation program in all ways. Students enrolled in the 18credit graduation program shall not be excluded from activities traditionally provided for graduating students..

Schools shall not establish requirements for the 18-credit high school graduation program in excess of the requirements in statute [1003.4282 F.S.](#)

A student choosing the 18-credit graduation program must attend high school as a full-time student for three full school years, which may include virtual school.

Students who plan to apply to an out-of-state or private in-state college or university and who are interested in the 18-credit graduation program should contact those institutions as early as possible for specific admissions requirements.

Prior to selecting the 18-credit graduation program, designated school personnel shall meet with each student and the student's parent/guardian to provide an explanation of the relative requirements, advantages, and disadvantages of this graduation option. Selection of an accelerated high school graduation program may be completed by a student at any time and is entirely up to the student and parent/guardian. Students who fail to select the 18-credit graduation program shall be considered to have selected the 24-credit graduation program.

#### **18-Credit Career and Technical Education Graduation Pathway** [S .1003.4282](#)

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. See your school counselor for more information.

#### **Additional Diploma Options**

The State Board of Education authorizes three additional diploma options:

- the Florida High School Performance-Based Diploma, • the General Education Development Diploma, and
- the Adult High School Diploma.

#### **General Educational Development (GED) Diploma**

Any student who is at least 18 years old and who has not earned a standard diploma may earn a State of Florida Diploma by passing the Tests of General Educational Development (GED). The GED consists of separate tests in English, social studies, science, literature and mathematics. Students must also write a 200-word essay.

Any candidate for the General Educational Development (GED) Test shall be at least 18 years of age on the date of the examination, except in extraordinary circumstances, as determined by the superintendent or designee.

Candidates who receive an age waiver, due to extraordinary circumstances, must be at least 16 years of age on the date of the examination. No person under the age of 16 may take the GED examination. Applicants may obtain an Age Waiver Application for GED Testing from the Adult Education Department at SJR State College, <http://sjrstate.edu/adulted.html>.

When a student is enrolled in regular middle/high school and wants to take a GED test, the following rules apply:

- The student must be 16 years of age or higher.

- The regular high school program is terminated immediately by completing an exit interview with the school counselor and then withdrawing from the school.
- When withdrawn, the student is no longer eligible to participate in any high school function or activity reserved for students. Activities include, but are not limited to, the following:
  - graduation exercise,
  - prom, and ○ athletic events, etc.

**Adult Student High School Diploma** [1003.4286 F.S.](#)

A standard high school diploma can be awarded to honorably discharged veterans who were inducted into the U.S. Armed Forces during the Vietnam Era before completing the necessary high school graduation requirements, providing they have met specific criteria. (Corporal Larry E. Smedley, *Viet Nam Veterans High School Diploma Act.*) Information on Adult Education is available at <http://sjrstate.edu/adulted.html>.

**E. Additional High School Completion Information**

**Standard High School Diploma Designations** [1003.4285 F.S.](#), [1003.432 F.S.](#)

Each standard high school diploma shall include, as applicable:

- a Merit designation reflecting one or more industry certifications from the approved list by Workforce Florida, Inc. [1003.492 F.S.](#)
- a Scholar Designation for 9<sup>th</sup> grade cohorts 2014-2015 and forward – in addition to meeting the 24-credit standard high school diploma requirements, a student must:
  - ❖ earn 1 credit in Algebra II or an equally rigorous math course ([1003.4285, F.S](#)) [see appendix](#) ❖
  - pass the Geometry EOC
  - ❖ earn 1 credit in Statistics or an equally rigorous math course ([1003.4285](#) , [F.S](#)) [see appendix](#)
  - ❖ pass the Biology EOC\*
  - ❖ earn 1 credit in Chemistry or Physics
  - ❖ earn 1 credit in a course equally rigorous to Chemistry or Physics
  - ❖ pass the U.S. History EOC\*
  - ❖ earn 2 credits in the same world language, and
  - ❖ earn at least 1 credit in AP, AICE in a dual enrollment course.

\*For the Scholar Designation, a student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB, or AICE Biology I or U.S. History course and (1) takes the respective AP, IB, or AICE assessment and (2) earns the minimum score to earn college credit.

- A Florida Seal of Biliteracy ([1003.432 F.S.](#)) – beginning in the 2016-2017 and forward – denoting attainment of a high level of competency in listening, speaking, reading, and writing in one or more foreign languages in addition to English, which is signified on the diploma and transcript as either a Gold Seal of Biliteracy or a Silver Seal of Biliteracy. A student must satisfy the following criteria:

❖ Silver Seal of Biliteracy

- Earn four foreign language course credits in the same foreign language with a cumulative 3.0 GPA, or
- achieve a score of 600 or higher on the Scholastic Achievement Test (SAT) II foreign language exam or
- pass a foreign language Advanced Placement exam (including American Sign Language) with a score of 3 or higher.

❖ Gold Seal of Biliteracy

- earn four foreign language course credits in the same foreign language with a cumulative 3.0 GPA, and Level 4 or higher on the Grade 10 English Language Arts (ELA) Florida Standards Assessment (FSA) or
- achieve a score of 700 or higher on the Scholastic Achievement Test (SAT) II foreign language exam or
- pass a foreign language Advanced Placement exam (including American Sign Language) with a score of 4 or higher.

Additional exam options and performance levels are designated in State Board Rule [6A-1.09951](#).

**Advanced International Certificate of Education (AICE) and International General Certificate of Secondary Education (IGCSE/Pre-AICE) Programs**

AICE and IGCSE programs are rigorous pre-university courses of study, leading to internationally standardized examinations under the auspices of Cambridge International Examinations. Students take courses throughout each year of high school that are eligible for college credit upon successfully passing an end-of-course exam. AICE diploma candidates must demonstrate their knowledge of the coursework by passing a battery of comprehensive written, and in the case of foreign language, oral examinations, which are sent to Cambridge University for grading. In order to qualify for a state-endorsed Cambridge Diploma, AICE students are required to pass seven tests, at least one test from each of three major subject groups: Math and Science, Languages, and Arts and Humanities, one course from the Core (AICE Global Perspectives), and the remaining three examinations from any of the four subject areas the student chooses. Students who do not earn the Cambridge diploma may still earn college credit for Cambridge exams passed.

This is not a comprehensive list of subjects. For more information, see [www.cie.org.uk](http://www.cie.org.uk).

<b>Group 1: Math and Science</b>	<b>Group 2: Languages</b>	<b>Group 3: Arts and Humanities</b>
Biology	English	Art & Design
Chemistry	French	History
Environmental Management	Spanish	Literature

Mathematics		Psychology
Physics	<b>Group 4: Interdisciplinary and Skills-based subjects</b>	Food Sciences
Psychology	Thinking Skills	Music
Computing	General Paper	Psychology
Design and Technology		Sociology
Marine Science	<b>Core:</b>	Travel and Tourism
Physical Education	Global Perspectives	Design and Textiles
		Law
		Economics

The course of study is delineated in the State Course Code Directory and supersedes the requirements of other programs. AICE students must complete the AICE curriculum to satisfy Florida’s high school diploma requirements. Students, who earn the AICE Diploma Award from Cambridge, by passing at least seven AICE examinations in specific areas and complete 100 hours of community service will qualify for the 100% Florida Bright Futures Academic Scholar Award.

The specific course for which a student receives credit shall be determined by the postsecondary institution that accepts the student for admission. The State Board of Education has established rules that specify the cutoff scores on AICE examinations that will be used to grant postsecondary credit at Florida community colleges and universities.

Students who complete the Cambridge AICE program are exempt from the following courses:

- HOPE,

- economics and government, ·
- performing/practical arts, and
- the online course requirement.

Note: If a student exits the AICE program, these courses will be required for a standard diploma.

### **Graduation Requirements for Transfer Students** [1003.433\(1\) F.S.](#), [1003.4282\(8\) F.S.](#)

Grade 11 and grade 12 students who enter a district high school from out-of-state or from a foreign country shall not be required to spend additional time in a district high school in order to meet the high school course requirements of the school district, if the student has met all the requirements of the district, state, or country from which they transferred. Such students who are not proficient in English shall receive immediate and intensive instruction in English language acquisition. Transfer students, however, must earn a 2.0 cumulative GPA and pass the grade 10 FSA/alternative assessment in reading or achieve scores on the SAT or ACT concordant with FSA levels to receive a standard diploma. They must also meet the requirement to pass the state Algebra I End-of-Course assessment. If the transcript shows an Algebra I credit, then the student must pass the assessment unless:

- the student earned a comparative score, or
- passed an out-of-state Algebra I standardized assessment. (list:

[https://nces.ed.gov/programs/statereform/tab2\\_3.asp](https://nces.ed.gov/programs/statereform/tab2_3.asp))

### **Military Dependent Transfer Students** [1 000.36 F.S.](#)

The Interstate Compact on Educational Opportunity for Military Children specifies what local the education agency (LEA) must do to facilitate the on-time graduation of children of military families in Article VII:

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

### **High School Awards and Honors**

If a school chooses to delineate honor graduates, the following criteria shall be used based on weighted grade point average (GPA) calculated at the end of the seventh semester with no rounding up:

- Summa Cum Laude: students with a weighted GPA of 4.5000 or above, ■
- Magna Cum Laude: students with a weighted GPA of 4.0000 to 4.4999, ■
- Cum Laude: students with a weighted GPA of 3.5000 to 3.9999.

### **Florida Bright Futures Scholarship Program**

In 1997, the Florida Legislature created the Florida Bright Futures Scholarship Program and declared it to be the first education program funded each year from the Florida Lottery. This scholarship program rewards students for their academic achievements during high school by providing funding for them to pursue further educational and career goals. The program is voted on by the State Legislature each year. As a result, changes often occur in the program. Additional information is available on the Florida Department of Education web site at <http://www.floridastudentfinancialaid.org/ssfad/bf/> or toll-free: 1-888-827-2004.

<http://www.floridastudentfinancialaid.org/ssfad/bf/> or toll-free: 1-888-827-2004.

### **Voluntary Public Service [1009.531 F.S.](#)**

Voluntary Public Service (VPS) hours are required for all Bright Futures Scholarship Awards - Florida Academic Scholars, Florida Medallion Scholars and Gold Seal Vocational Scholars: 100, 75 and 30 hours respectively. Students may begin logging community service hours the summer before the student enters ninth grade. Community service hours should be documented by logging the hours on the PCSD Community Service Verification Form and attaching verification letters that are on letterhead of the place where the hours were served. A PCSD Voluntary Public Service Verification Form and verification letters should be submitted to the guidance office at the end of each school year for grades 9-11 and at the end of each semester for grade 12.

Below are some examples of Voluntary Public Service:

- Service to a government agency
- Service to a not-for-profit local, national or international organization
- When training meetings are required prior to the actual service, a student can receive credit for up to 2 hours of training in addition to the hours for the service.
- Service to a school or school organization – in which credit is not being awarded
- Service to a religious organization
- Participation in not – for – profit Fine Arts performances or exhibitions
- When hours are being earned in which rehearsal time is required, a student can receive credit for up to 3 hours of rehearsal time for every hour of performance time.
- VPS hours are not earning high school credit
- Non-paid internships at a not-for-profit organization with prior school official approval
- Career Academy non-paid internships

Below are some examples of hours that are not considered eligible for Voluntary Public Service:

- Family related activities

- Hours in which students are compensated either monetarily or materially
- School related activities that have required attendance and/or are a part of the course requirement to earn credit
- Attendance at meetings which are required as part of membership in a club or organization
- Activities that cannot be documented on business letterhead
- Volunteer services for a for-profit business

Students are encouraged to choose a variety of opportunities or services when selecting and completing their voluntary public service hours.

[1009.531 F.S.](#) requires students to identify a civic issue or professional area of interest as part of their volunteer service plans and expands volunteer work to include an internship with a business, government or nonprofit organization, or activity on behalf of a candidate for public office. For additional information, contact the high school guidance office.

#### **Certificate of Completion** [1002.3105\(5\) F.S.](#)

Students who are unable to meet graduation requirements for a 24-credit will receive a Certificate of Completion. A Certificate of Completion is not a diploma. It certifies that a student attended high school but fails to:

- Pass the assessments required under 1008.22(3)F.S., the FSA/FCAT in reading grade 10 and the Algebra I EOC assessment, or
- Achieve a 2.0 GPA

A student who is otherwise entitled to a Certificate of Completion may elect to remain in high school as a full-time or part-time student for up to one additional year and receive instruction to remedy the deficiency(ies). A student that receives a Certificate of Completion will not participate in the end of the year high school graduation ceremony that year. A student who has received a standard Certificate of Completion, who subsequently meets the requirements for a standard diploma, shall be awarded a standard diploma whenever the requirements are completed and will be eligible to participate in the end of the year graduation ceremony with the cohort class they had met the requirements with.

#### **Participation in the Graduation Ceremony**

To be eligible to participate in the High School Graduation Ceremony, a student must complete all graduation requirements under the diploma option the student is designated for. See *Graduation: Diplomas, Requirements, Options and Guideline* beginning on page 25.

#### **F. Course Substitutions and Exemptions** [1003.4282](#)

For a complete list of secondary course substitutions, see the FLDOE memo at <http://www.fldoe.org/core/fileparse.php/7764/urlt/SSP1718FAQ.pdf>.

#### **Physical Education Requirement \***

Florida statute requires students to take one (1) credit of physical education in high school, which must include the integration of health. This course requirement can be satisfied when students successfully complete Health

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Opportunities through Physical Education (HOPE), a one-year course. In addition to HOPE, there are various Physical Education courses offered as electives, but none are required for graduation. HOPE, does not have to be taken during a student's ninth grade year but is encouraged.

The only alternative options approved by the State of Florida to meet the one credit Physical Education/HOPE requirement are as follows: \*\*

Students who participate in an interscholastic sport at the junior varsity or varsity level for two full seasons have the option to waive the one-credit requirement for HOPE. This also includes competitive cheerleading in high schools that compete in events sanctioned through the Florida High School Athletic Association (FHSAA). A full season is defined as, attendance and participation in both the practices and competitive events from the first day allowable by the FHSAA to the elimination of the team from the FHSAA tournament competition. Students who choose to waive the physical education requirement by participating in an interscholastic sport, which includes competitive cheerleading, must complete additional credits in elective courses to meet the 24 credits required by the state for graduation.

- Completion of two full years in a Reserve Officer Training Corps (R.O.T.C.) class, a significant component of which is drills, may satisfy the one-credit requirement in physical education/HOPE ([HB 7031-2014 page 50](#)).

Students using this to satisfy the course are still required to complete 24 credits for the standard diploma.

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\*It is important to note that students who choose to waive the HOPE course with participation in athletics, or who choose to satisfy the credit with ROTC will not receive comprehensive Health or Physical Education. Therefore, they will receive little or no exposure to a variety of health concepts. The description of the HOPE course and the associated stated standards are located online at CPALMS at [www.cpalms.org](http://www.cpalms.org).

\*\* There are no waivers for medical reasons. The HOPE course is designed to be adapted to meet students' individual needs. To ensure students receive proper modifications, physical education teachers should be included in IEP or 504 plan discussions. In the event of a temporary medical concern, the teacher will modify instruction to accommodate the student's level of ability.

\*\*\* The successful completion of two years of JROTC can also be used to satisfy the one-credit graduation requirement for fine and performing arts.

### **Transfer Students**

Students who transfer from another Florida district or from out of state and who previously met the physical education requirement in their district must provide written documentation. The course code number, 1500990, should be entered by the school registrar and reflected on the student's transcript.

### **Exemptions from the Physical Education Requirement**

- Students enrolled in the high school Cambridge AICE program and who successfully complete the requirements are exempt from the physical education graduation requirement

### **Performing and Fine Arts High School Graduation Requirement**

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[Section 1003.4282\(3\), F.S.](#), requires that students earn one credit in fine or performing arts, speech and debate, or a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination. Eligible practical arts courses are can be found in the Florida [Course Code Directory](#).

Options for satisfying the Arts requirement are as follows:

- Reserve Officer Training Corps - Completion of two years in a (R.O.T.C.) class can satisfy the one credit in performing arts in addition to satisfying the physical education/HOPE one-credit requirement ([HB 70312014 page 50](#)). Students using this course to satisfy this requirement are still required to complete 24 credits for the standard diploma.

Marching Band - Completion of one semester with a grade of “C” or better in a marching band 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.

- Students enrolled in high school Cambridge AICE program and who successfully complete the program requirements are exempt from meeting the Arts credit.

#### **Practical Arts Courses Substitutions**

Some Practical Arts courses may be used to meet the Arts High School Graduation Requirement. [1003.428\(2\)\(a\)5](#) .  
[F.S.](#) The current list is available at <http://www.fldoe.org/core/fileparse.php/7746/urlt/1718PAcourses.pdf>.

#### **Career Education Course Substitutions**

A student who earns an industry certification for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute the certification for certain non-elective course as outlined in Florida Course Code Directory. The career program that is substituted for a non-elective academic course shall be funded at the level appropriate for the career education program. Career education course substitutions may not count toward state university system admission requirements. Specific information on career course substitutions can be found in the Florida Course Code Directory at <http://www.fldoe.org/core/fileparse.php/7746/urlt/CCDNarrative1920.pdf> .

Section [1007.2616, F.S.](#), authorizes the substitution of up to one (1) mathematics credit and one (1) equally rigorous science credit toward high school graduation for a student receiving a passing score on an industry certification examination and using an eligible computer science course containing content related to the course for which it is substituting. In accordance with [s.1007.2616, F.S.](#), computer science courses are identified in the Course Code Directory. The list of computer science courses may be accessed at <http://www.fldoe.org/core/fileparse.php/7746/urlt/1920CompSci.pdf>. The school district would determine which industry certification exams (passing scores) can yield course substitutions for mathematics and science. It is important to note that one qualifying industry certification attainment equates to one substitution credit. A student would need to earn two distinct industry certifications tied to college credit in order to earn the maximum two substitution credits (one for math, one for science). The eligible industry certifications that are tied to statewide college credit may be found at <http://www.fldoe.org/academics/career-adult-edu/career-technical-edu-agreements/industry-certification.stml>.

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Industry certifications approved for meeting mathematics and science high school diploma requirements are NOT accepted as one of the 4 math or 3 natural science credits required for SUS admission. Students may include information about any industry certification in their application; however, it will not be counted as one of the 18 credits for admission purposes.

For the online course graduation requirement, in addition to middle and high school virtual/blended courses and online drivers education, per [1003.4282\(4\)\(b\) F.S.](#) students may fulfill this requirement by:

- completion of a course in which a student earns a nationally recognized industry certification in information technology that is identified on the Career and Professional Education Act (CAPE) Industry Certification Funding List ([1 008.44, F.S.](#)) or passage of the information technology certification examination without enrollment in or completion of the corresponding course(s). Currently, there are 47 industry certifications that will satisfy this requirement identified in the primary career cluster area on information technology on the CAPE Industry Certification Funding List at <http://www.fldoe.org/academics/career-adult-edu/cape-secondary/cape-industry-cert-funding-listcurrent.shtml>.

### **Awarding of Credit in English and World Language for Students Transferring From Out of the Country**

Students transferring from out of the country may be granted credit for English if they took courses in their home language in their home country. They may also be granted credit for world language if they took courses in English in their home country.

### **Exemptions from Instruction [1003.42\(3\) F.S.](#)**

Any student whose parent/guardian presents a written request to the principal shall be exempted from instruction on reproductive health or any disease, including HIV/Aids, its symptoms, development and treatment. A student so exempted shall not be penalized by reason of the exemption. The exemption must be requested annually.

Students may be excused from conducting biological experiments upon written request of a parent. ([1003.47 F.S.](#)) Any student whose parent/guardian presents a written request to the principal shall be exempted from a proposed supplemental literary study, the content or presentation of which causes parent/guardian concern. The student so exempted shall be provided an alternative selection and shall not be penalized by reason of the exemption.

## **G. Assessment and Instructional Support**

### **Assessment Considerations for Dependent Children of Military Personnel [1000.36 F.S.](#)**

A dependent child of a member of the United States Armed Forces who enters a district school in grade 12 from out of state or out of country and provides satisfactory proof of attaining a score on an approved alternate assessment that is concordant to a passing score on the grade 10 FSA, shall satisfy the assessment requirement for a standard high school diploma.

### **Workforce Preparation Assessment [1006.02\(4\) F.S.](#)**

Before a student graduates from high school, schools shall assess the student's preparation to enter the workforce and provide the student and the student's parent or guardian with the results of the assessment. The Department of Education has determined that since FSA assesses certain education Goal 3 standards, which were developed from a U.S. Secretary of Labor's report on necessary skills for the workforce, the FSA may serve as this assessment.

### **PSAT Assessment for all 10th Graders**

Each high school, including alternative sites and centers of the Department of Juvenile Justice, shall provide for the administration of the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), to all enrolled grade 10 students. However, a written notice shall be provided to each parent that shall include the opportunity to exempt his or her child from taking the PSAT/NMSQT.

### **Assessment Opportunities for Home Education Students**

Opportunities to take state assessment tests (FSA, FCAT science, EOCs) are available to home education students. Arrangements can be made through the district's Student Services or Planning, Accountability and Assessment offices.

### **Assessment of Virtual Students [1002.37 F.S.](#)**

Students enrolled in a PVS/FLVS course which requires a state End-of-Course assessment (EOC) are required to take the EOC in their home zoned school.

Virtual schools must progress monitor language arts students scoring at Level 1 or Level 2 on the FSA in reading a minimum of two times per year ([State Board Rule 6A-6.054](#)).

Unless alternative arrangements are agreed upon, industry certification exams and other national, and statewide assessments must be taken at the school to which the student would be assigned according to district school board attendance areas

#### **Assessment Opportunities for Private School Students**

Private school students are eligible for state developed and other standardized assessments if they pre-register with their zoned public school.

#### **No Assessment Exemptions Based on Attendance [1003.33\(2\) F.S.](#)**

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

#### **Assessment of New/Transfer Students State Rule [6 A-1.09941\(F.A.C.\)](#), [1003.4282 F.S.](#)**

Students transferring into the district once the school year has begun shall be assessed immediately in reading and math to determine reading proficiency and to ensure proper course and remedial instruction placement.

If a student transfers into a Florida high school from out of country, out of state, a private school, or a home school, and the student's transcript shows credit received in Algebra I or an equivalent course, the student must pass the statewide, standardized Algebra I EOC assessment *in order to earn a standard high school diploma* unless the student earned a comparative score, passed a statewide assessment in algebra I administered by the transferring entity, or passed the statewide mathematics assessment the transferring entity uses to satisfy the requirements of the Every Student Succeeds Act. (list: [https://nces.ed.gov/programs/statereform/tab2\\_3.asp](https://nces.ed.gov/programs/statereform/tab2_3.asp))

If a student's transcript shows a credit in high school reading or English Language Arts II or III, *in order to earn a standard high school diploma*, the student must take and pass the grade 10 ELA assessment, or earn a concordant score.

If a transfer student's transcript shows a final course grade and course credit in Algebra I, Geometry, Biology I or U.S. History, the transferring course final grade and credit shall be honored without the student taking the requisite statewide, standardized EOC assessment and without the assessment results constituting 30 percent of the student's final course grade. Transfer students must pass Florida's EOC assessments for the scholar designation (see cohort requirements in Appendix)

There are two options for students who enter school mid-year with a .5 credit in Algebra 1, Biology, Geometry, U.S. History or equivalent courses which have a state EOC assessment:

- Option 1

The parent/student may decide to keep the half credit and grade that is on their records. The state EOC would then be worth 30% of ONLY their second semester. The student would earn two half credits, one they came in with and the other from the second semester using the state EOC grade for 30% of the grade for only the second semester.

- Option 2

Quarters 1-4 are each worth 17.5% and the State EOC would be 30% of the final grade. The students would use the grades for the first two quarters only with no .5 credit awarded and take the state EOC for 30% of the final grade to earn a year (1.0) credit. The important point with this option is not to award the .5 credit for transfer grades for the first semester. If a full credit is not earned at the end of the year, we must still award the half credit they came with, as we cannot take away credits earned.

These options should be discussed with the parent when the student enters school:

If a student in an EOC course withdraws from the district and is going out of state and If it is at the semester, the student is awarded .5 credit.

If a student in an EOC course withdraws from the district and goes out of state and then returns to PCSD the same year:

1. Student can keep the .5 credit and the EOC is 30% of the second semester only, OR
2. Student can use the grades from the out of district school (trailed grades) and the EOC is 30% of the whole year.
3. The school gives the parent a letter to sign documenting their choice. The student never loses the original .5 credit.

### Algebra I EOC information

Because passing the Algebra I EOC is a graduation requirement, it is important to understand the possible scenarios for an algebra I student:

Course	EOC:	<i>The EOC is 30% of the final grade.</i>
Passes	Fails	<ul style="list-style-type: none"> <li>• The final course grade is included in the GPA</li> <li>• Credit in the course is awarded</li> <li>• The student must retake and pass the EOC to fulfil graduation requirements</li> <li>• Student is eligible to attend the Summer Algebra Program</li> <li>• The final course grade is re-averaged once the EOC is passed</li> </ul>
Fails	Passes	<ul style="list-style-type: none"> <li>• The final course grade is included in the GPA</li> <li>• Credit in the course is awarded</li> <li>• If the student chooses to participate in grade forgiveness, the EOC grade must be used as 30% of the final grade. Should the student retake the EOC (optional), the higher of the two test scores will be used as 30% of the final grade.</li> </ul>
Fails	Fails	<ul style="list-style-type: none"> <li>• The final course grade is included in the GPA</li> <li>• The student must retake and pass the EOC to fulfil graduation requirements</li> <li>• Student is eligible to attend the Summer Algebra Program</li> <li>• The final course grade is re-averaged once EOC is passed</li> </ul>

### EOC Retake Policy

If the student passed the EOC, a retake is possible under certain circumstances based on school procedures.

If the student failed the EOC, retake is permitted:

- For grade forgiveness
- To qualify for the scholar diploma designation

If a student is repeating the class, either brick and mortar, recovery lab or PVS, the student may retake the EOC. The higher of the two scores will be used for grade calculation.

Students who completed algebra I or geometry for initial credit during the 2014-2015 school year were required to participate in the EOC assessment but it was not included in the final course grade. If this cohort student retakes the EOC for any reason, the grade will not be recalculated, as the EOC was never used in the student's final grade.

### **State and District Assessments** [1008.22 F.S.](#)

Participation in the statewide testing program, which consists of the FSA, State End-of Course (EOC) assessments and alternate assessments, is mandatory for all K-12 students attending public schools. The assessment of reading shall be administered annually in grades 3-10 and includes writing in grades 4-10, math in grades 3-8, and science in grades 5 and 8.

State End-of-Course (EOC) assessments for a subject shall be administered in addition to the comprehensive assessments required under [1008.22\(3\)\(1\)](#) [F.S.](#) All State EOC assessments are weighted 30% of the final grade.

- Beginning with the 2013-2014 9<sup>th</sup> grade cohort, students who are enrolled in algebra I or an equivalent must earn a passing score on the EOC to qualify for a standard diploma. [1003.428](#) [2, 1003.4285](#)

[F.S.](#)

The final course grade for all students enrolled in either standard or honors algebra I, geometry, biology and U.S. history, must be calculated using the State EOC assessment as 30% of the final grade. This does not apply to students enrolled in Advanced Placement (AP) U.S. history or Dual Enrollment (DE) American history or AP/DE biology courses.

- For the Scholar Diploma Designation, a student is exempt from the biology I or U.S. history assessment if the student is enrolled in an AP, IB, or AICE biology I or U.S. History course and the student takes the respective AP, IB, or AICE assessment and earns the minimum score to earn college credit.
- For students who were enrolled in algebra I, geometry or algebra II during the 2014-2015 school year, the EOC assessment results do not constitute 30% of the final course grade, even if the course is subsequently repeated.

### **Required Assessment Scores** [1003.4282\(3\)\(a\)](#)

To graduate from high school, students who entered grade 9 in 2014 and beyond must pass the grade 10 FSA ELA or a standardized test that is concordant with a passing score on the FSA ELA, as defined by statute. Even if students have achieved a concordant score before the grade 10 assessment, all students enrolled in grade 10 are required to participate in the statewide assessments in accordance with [1008.22 F.S.](#) A list of the current state wide assessments calendar can be found at <http://www.fldoe.org/core/fileparse.php/5663/urlt/2021StatewideAssessmentSchedule.pdf>

Students entering grade 9 in 2011-2012 and thereafter must pass the Algebra I EOC assessment to qualify for a standard diploma. This requirement also applies to middle school students seeking high school course credit for Algebra I. Additionally if students have achieved a comparative score on the PERT (only applicable to students who entered grade nine prior to the 2018-2019 school year) as an alternative to enrolling in and completing algebra I or an equivalent course, they must take the Algebra I EOC Assessment in accordance with [1008.22](#) [F.S.](#) Early, the Florida Legislature considers the authorization of the use of alternative assessment(s) for meeting high school graduation requirements.

For students entering grade 9 in 2010-2011 school year and thereafter, the passing score for all assessments required for high school graduation scholar designation or for the diploma requirement is the minimum scale score in Achievement Level 3.

Reading/ELA Assessment Requirement and Passing Score		
School Year When Assessment Requirements Began for Students Entering Grade 9	Assessment that Students Must Pass in Order to Graduate	Passing Score for the Required Assessment
2014-2015 and beyond	Grade 10 FSA ELA	350

Algebra 1 EOC Assessment Requirement and Passing Score		
Implementation Year	Assessment that Students Must Pass in Order to Graduate	Passing Score for the Required Assessment
Spring 2016 and beyond	FSA Algebra 1 EOC Assessment	497
Spring, Summer or Fall 2015	FSA Algebra 1 EOC Assessment	489

**Student Retakes for the 2020-2021 School Year due to COVID-19**

On July 15, 2020, State Board Rule 6A-1.09422, Florida Administrative Code (F.A.C.), Statewide, Standardized Assessment Program Requirements, approved allowing for the use of a passing score on the Geometry EOC assessment to satisfy the Algebra 1 EOC assessment graduation requirement for students in the applicable cohorts.

For additional information concerning the graduation requirements for Florida’s Statewide Assessments for concordant and comparative scores please refer to

<http://www.fldoe.org/core/fileparse.php/7764/urlt/GradRequireFSA.pdf>

**Concordant and Comparative Scores**—A student can also meet assessment graduation requirements by earning a concordant or comparative score as specified in Rule 6A-1.09422, Florida Administrative Code (F.A.C.)

Cohort	Scheduled Graduation Date	Concordant Scores
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Those who entered 9th grade in 2018-19 SY and beyond	Spring 2022 and beyond	Students can only use newly adopted scores For Grade 10 FSA ELA: <ul style="list-style-type: none"> <li>• 480 on SAT EBRW or</li> <li>• An average of 18 on ACT English and Reading For Algebra 1 EOC:</li> </ul> Algebra 1 EOC: <ul style="list-style-type: none"> <li>• 430 on PSAT/NMSQT* or</li> <li>• 420 on SAT Math** or</li> <li>• 16 on ACT Math</li> </ul>
Those who entered 9th grade between 2010-11 SY and 2017-18 SY	Between Spring 2014 & Spring 2021	Students can use last-adopted scores For Grade 10 FSA ELA: <ul style="list-style-type: none"> <li>• 430 on SAT EBRW*** or</li> <li>• 24 on SAT Reading subtest or • 19 on ACT Reading For Algebra 1 EOC:</li> <li>• 97 on PERT Mathematics</li> </ul> Students can also use the newly adopted scores
Those who entered 9th grade between 2010-11 SY and 2017-18 SY	Between Spring 2014 & Spring 2021	

\* Administered in 2015 and beyond. Students may use a comparative score of 39 on PSAT/NMSQT Math if it was earned prior to 2015. Office of Assessment, Florida Department of Education 4 June 13, 2019

\*\* Administered in March 2016 or beyond. Students may also use a comparative score of 380 on SAT Math if it was earned prior to March 2016.

\*\*\* Administered in March 2016 or beyond. Students may also use a concordant score of 430 on SAT Critical Reading if it was earned prior to March 2016.

For more information about the FSA concordant and comparative scores, please see the Rule 6A-1.09422: Concordant and Comparative Scores FAQ.

Students seeking a standard diploma must attempt the grade 10 FSA ELA and the Algebra I EOC prior to using an approved concordant score [http://www.fldoe.org/core/fileparse.php/7764/urlt/Secondary\\_Student\\_Progression\\_FAQs.pdf](http://www.fldoe.org/core/fileparse.php/7764/urlt/Secondary_Student_Progression_FAQs.pdf), #69). Additional guidance for FSA concordant scores is available at <http://www.fldoe.org/core/fileparse.php/7764/urlt/GradRequireFSA.pdf>.

Students holding a Certificate of Completion must meet concordant score requirements based on the test taken, since changes were made to the SAT content. As always, students may use a combination of SAT and ACT scores to meet the high school graduation testing requirements.

### Instructional Support

Each student who does not meet specific levels of performance in English language arts and/or mathematics shall be provided with scientifically research-based interventions as indicated by additional diagnostic assessments used to determine the nature of the student's difficulty and areas of academic need. Instructional support shall continue until performance expectations are met as documented by demonstrating mastery, passing the state assessment (s) or graduating from high school.

Instructional Support during high school may not be in lieu of English and mathematics credits taken for graduation. When Intensive Reading (course # 1000410) or Intensive Mathematics (course # 1200400) is used for instructional support, it is counted as an elective.

### **Reading Support**

Students reading below grade level will be eligible for two tiers of reading support. Eligibility will be determined by PCSD K12 Reading Plan submitted and approved by Just Read Florida.

### **Instructional Support Through Progress Monitoring [1 008.25\(4\)\(a\) \(5\)\(a\) F.S.](#)**

Students in grades 9-12 who score below Level 3 on ELA FSA and/or the Algebra I EOC assessment must be evaluated to determine the nature of the student's difficulty, areas of academic need, and strategies for providing academic support to improve the student's performance.

A student who is not meeting the state requirements for satisfactory performance in ELA and/or math must be covered by one of the following plans:

- a federally required student plan such as an individual education plan (IEP),
- a school-wide system of progress monitoring for all students, or
- individualized progress monitoring.

Instructional support shall be continued until a student's reading deficiency is remediated and shall include the following components:

- prescriptive and targeted instruction for specific skill development,
- variety of opportunities for repetitions (repeated exposures),
- smaller chunks of text or content,
- guided and independent reading practice,
- skill development and practice integrated into all activities,
- frequent monitoring, and
- criterion-based evaluation of success.

### **Content of Instructional Support**

All instructional support shall include effective, research-based and standards-driven instruction. Each school shall use the materials listed in its section of the district's Comprehensive Reading Plan as resources for instructional support in reading. Any additional resources must be scientifically research-based and reviewed by the Curriculum Services Department prior to use.

### **Length of Instructional Support**

Each student who does not meet minimum performance expectations for the statewide standardized assessments in English language arts and mathematics or the algebra I EOC must continue instructional support until expectations are met or the student graduates from high school or is not subject to compulsory school attendance.

### **Parent Refusal for Support through Progress Monitoring and a Multi-Tiered System of Supports**

The school district has the authority and responsibility to advise a student's course of study. Schools are held responsible for developing a MTSS in consultation with the parent, but parental approval is not required, nor can parents veto a MTSS. The school is held accountable for the student's success and may implement a MTSS without a parent's approval. Students whose progress monitoring is an IEP, however, must have parent approval of the plan.

If the parent refuses to participate in the support strategies detailed in the MTSS because he or she believes the strategies are unnecessary or inappropriate, the parent may appeal to the principal. The principal shall provide a hearing officer, and the hearing officer shall make a recommendation for final action to the principal. Consistent with school board rules and in accordance with state statute [[1012.28 \(5\) F.S.](#)], the Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes. For more specific requirements, refer to the district's Comprehensive K-12 Reading Plan on PCSD website <http://www.fldoe.org/core/fileparse.php/7539/urlt/Putnam1920-K12RP.pdf>

#### **Allocation of Instructional Resources**

Allocation of supplemental instructional resources for students shall occur in the following priority:

- students who are deficient in reading, then
- students who fail to meet performance levels required for promotion.

#### **Placement for Math Support** [1003.4156\(1\)\(c\) F.S.](#), [1003.428\(2\)\(b\) \(2\)\(d\) F.S.](#)

Students who score at Level 1 or Level 2 on the 8 grade Mathematics FSA shall be provided support in math until such time as the student achieves a passing score on the Algebra I EOC assessment. Support may be provided as part of the student's regular math instruction or in applied, integrated or combined courses.

#### **College Readiness** [1008.25\(2\)\(a\) F.S.](#), [State BOE Rule 6A-10.0315](#)

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 Postsecondary Readiness Competencies can be found on the Division of Florida College and Career Readiness website at <https://www.ccrscenter.org/ccrs-landscape/state-profile/florida>.

A student study guide for PERT and college-ready cut scores, and course descriptions for Postsecondary Preparatory Instructional Placement courses are available on the PERT websites:

- [Common Placement Testing](#)
- <http://www.fldoe.org/core/fileparse.php/5592/urlt/0078248-pert-studentstudyguide.pdf>

### **H. Guidelines for Extracurricular Activities and Athletics**

#### **Participation in Interscholastic Extracurricular Student Activities**

[1006.15 F.S.](#) addresses high school athletics and students who attend a school for a program of choice. Specifically, the legislation:

- Defines the term "eligible to participate" to include, but not be limited to, a student participating in tryouts, off-season conditioning, summer workouts, preseason conditioning, in-season practice or contests. The term does not mean that a student must be placed on any specific team for interscholastic or intrascholastic extracurricular activities.
- prohibits a student from participating in a sport if the student participated in that same sport at another school during that school year, unless the student meets specified criteria for exemption.

- authorizes a private school student to participate in a sport at public high school even if the private school is not a member of FHSAA and even if the private school offers the athletic program.
- allows a student who transfers during the school year to seek to immediately join an existing team if the roster for the specific interscholastic or intrascholastic extracurricular activity has not reached the activity's identified maximum size and if the coach for the activity determines that the student has the requisite skill and ability to participate.
- Home education students participating in interscholastic and intrascholastic extracurricular student activities must register at the school prior to the home education student participating in the activity.

Regulations on student standards for participation in interscholastic and interscholastic extracurricular student activities are specified in [1006.1 5 F.S.](#), also known as the “Craig Dickinson Act.” The term “extracurricular” means any school-authorized or education-related activity occurring during or outside the regular instructional school day.

In order to participate in an interscholastic extracurricular student activity, a student must have a cumulative unweighted GPA of 2.0 or above in the previous semester or a cumulative GPA of 2.0 or higher on a 4.0 scale in the courses required by statute for high school graduation. A student who is academically eligible at the beginning of a semester will continue to be academically eligible for that entire semester. Likewise a student who is academically ineligible at the beginning of a semester will continue to be academically ineligible for that entire semester. The student’s eligibility for each successive semester will depend upon his/her cumulative GPA at the conclusion of the previous semester. ([FHSAA 9.4.1.2](#))

A student may raise or lower his/her cumulative GPA by attending summer school or its graded equivalent if:

- The summer school or its graded equivalent is regularly scheduled and regularly organized under the direction of a district school board or private school;
- All coursework taken by the student is completed before the first day of classes in the subsequent semester; and
- All courses taken by the student, in which he/she receives a grade, whether during the regular academic year of summer school, or its graded equivalent, must be used to calculate the student’s cumulative GPA. ([FHSAA 9.4.1](#))

Student participation is also governed by the district’s Code of Conduct for Athletic Participation and the policies of the Florida High School Athletic Association (FHSAA). Otherwise qualified students with disabilities may not be excluded from participation in extracurricular activities on the basis of disability or the need for accommodations.

### **PCSD Academic Eligibility Requirements for FHSAA Sanctioned Sports**

The purpose for district wide policy is to increase student athlete awareness in the importance of maintaining acceptable grades set by the State of Florida’s Graduation Requirements, FHSAA Eligibility Requirements as well as post-secondary eligibility requirements set forth by the NCAA and the NAIA. This policy is to go above and beyond the requirements of the FHSAA in promoting high standards of academic achievement.

In addition to the FHSAA’s requirements for high school student athletes to maintain a 2.0+ Cumulative GPA beginning in the second semester of their freshman year the PCSD requires student athletes to have earned a 2.0+ Independent GPA at the end of the first quarter (1st nine weeks) of their freshman year. Additionally, student athletes are required to maintain a 2.0+ Independent GPA each consecutive first and third quarters throughout their four years of high school eligibility.

The first and third quarter grade point averages will be calculated independently from the cumulative GPA to determine student eligibility. Only at each semester will the student's cumulative GPA determine eligibility.

Students that fall below the 2.0 first and third quarter independent GPA mark will be allowed to participate in practice with the team but will not be eligible to participate in FHSAA sanctioned games. Also, students that plan on playing a sport that is not in session must have a 2.0+ independent GPA in the quarter prior to the sport's first game.

**PCSD Student Athlete Independent GPA Eligibility Chart**

	At the end of First Quarter	At the end of First Semester	At the end of Third Quarter	At the end of Second Semester/Summer School
Fall Sports	Continued Eligibility using quarterly independent GPA of a 2.0 +	N/A	N/A	Starting Eligibility using cumulative GPA of a 2.0+ prior to the start of the school year
Winter Sports	Eligibility using quarterly independent GPA of a 2.0+	Continued Eligibility using cumulative GPA of a 2.0+	N/A	N/A

Spring Sports	N/A	Eligibility using cumulative GPA of a 2.0+	Continued Eligibility using quarterly independent GPA of a 2.0 +	N/A
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**Calculations of Eligibility with End-of Course Exams**

Courses in which a state End-of-Course (EOC) assessment is given, must be included in the cumulative GPA for eligibility. At the conclusion of the first semester, schools must include the grade the student earned in all EOC courses up to that point; this might necessitate a hand calculation of the GPA for student athletes if the course has not been concluded at the end of the first semester. Upon conclusion of the course or the school year, schools must include the final grade the student earned in all EOC courses, including the percentage of the grade from the EOC mandated by state statute. A student whose cumulative GPA falls below the minimum 2.0 due to the final results of the EOC courses will not subject the school to penalties due to that student’s participation in contests during the previous semester(s) regarding the academic requirement.

[HB 797](#) passed in July 2011 allows middle or high school students who attend a non-FHSAA member private school with less than 125 students to play a sport not offered at their private school at the public school that is zoned for the address at which the student resides. The student must comply with all FHSAA regulations, including eligibility requirements regarding age and limits of eligibility, and local school regulations during the time of participation.

**National Collegiate Athletic Association (NCAA)**

College-bound student athletes will need to meet more rigorous academic rules to receive a scholarship at NCAA Division I colleges or universities. A student who enters a NCAA Division I college or university on or after August 1, 2016 (entered ninth grade 2012-2013), will need to meet new academic rules in order to receive athletics aid (scholarship), practice, or compete during their first year. The changes include the following:

- Minimum core-course GPA of 2.300 required
- Change in GPA and test-score index (sliding scale)
- Ten core courses required before the seventh semester of the senior year

A student who entered a NCAA Division II college or university after August 1, 2013, is required to complete 16 core courses.

For information on the rules, visit <http://web1.ncaa.org/hportal/exec/links?linksSubmit>ShowActiveLinks>.

**IV. GRADING AND NOTIFICATION PROCEDURES**

**A. Reporting Student Progress**

**Report Cards** [1 003.33 F.S.](#)

Report cards provide the student and the student’s parents with an objective evaluation of scholastic achievement with indicators of progress. Report cards shall clearly depict and evaluate the following:

- the student's academic performance in each class or course in grades K through 12 based on examinations as well as other appropriate academic performance items,
- the student's performance at his or her grade level,
- the student's conduct and behavior, and
- the student's attendance, including absences and tardies.

All schools shall use the district's approved report card as the primary means of reporting student progress. Schools wishing to adapt the district report card must petition for a waiver to do so and include the waiver in their School Improvement Plan.

Report cards shall be issued at the end of each grading period on uniform dates as adopted annually on the official school year calendar. Students do not have multiple opportunities to attempt summative assessments such as midterms and final exams.

Semester/final course grade changes should be made prior to credit being awarded for the semester/year. Approval by the principal is required.

Grades shall be issued to all students in attendance. Students transferring into the district after the midpoint of a reporting period may be assigned grades based on records/grades from the sending school.

#### **Interim Progress Reports**

Interim progress reports shall be issued to all students in grades 1-12 at the midpoint of each regularly established grading period on uniform dates as adopted annually on the official school calendar. Interim reports may be done via parent conferences as well as through reporting forms.

Parents and students may check progress at any time through Skyward. Dual Enrollment course information is not available in Skyward until the end of the semester as those grades are maintained in the St. Johns River State College information system and are available to the student only, through the SJRSC website. When the final grade is transferred to the student's transcript, it will be available in Skyward.

### **B. High School Grading System**

#### **Grading Categories**

Grading, in its purest form, is the way in which we communicate a student's understanding of a concept, or concepts, in a course he/she is taking. Through grades, we are able to ascertain where a student stands on the learning continuum and provide feedback on the proficiency of students as it relates to course and/or content area standards. Grades should be objective and formed by assessments directly related to the standards in a course. In conjunction with goals and scales, grades provide the most useful way to form a roadmap from which students can grow.

It is in the interest of all students, teachers, and parents for there to be common grading expectations, throughout each high school. This allows students to understand expectations, and teachers to heighten collaboration through the Professional Learning Communities process. Common grading practices are designed to be fair, consistent and grounded in best practice.

The Next Generation Sunshine State Standards (NGSSS) and the Florida Standards for English Language Arts and Math specify what students should know and be able to do in each course/subject at every grade level. In a standards-based system, grades should be an indication of student learning through their level of proficiency as

determined by summative and formative assessments. Following are definitions of terms used when describing common high school grading formats.

**Formative assignments** are measures used throughout the learning process to provide feedback that promotes learning and informs instruction. Formative assessments:

- Are aligned to the learning progression on a scale
- Are generated by a wide variety of methods
- Can be graded or not graded
- Provide usable feedback for students and teachers
- Are a checkpoint or snapshot of progress
- Are aligned to the summative in terms of skill, standard, rigor and format

Example of **formative assignments** include, but are not limited to:

- Exit tickets
- Informal teacher questions
- Draft written work
- Performance in progress
- Student response via whiteboards, clickers or other instructional tools
- Learning logs
- Conversation with a student
- Quizzes

**Summative assessments** evaluate student learning aligned to specific standards at the end of a defined instructional period. Summative assessments:

- Are aligned to the learning progression on a scale.
- May be administered in a variety of formats.
- Are graded.
- Are predictors of marking period grades.
- Used to determine proficiency.
- Are more comprehensive than formative assessments.
- Are aligned to formative assessments in terms of skill, standard, rigor and format.

Examples of **summative assessments** include but are not limited to:

- Formal conversations with the students
- Final version of a written work
- Test
- Final version of a performance/presentation
- Final version of a project/research paper
- End of a course exams
- Semester exams
- Summative quarter exams

The following grading scale is used by all schools in Putnam County:

GRADING SCALE		
Grades	Descriptor	GPA Unweighted Value (High School)
A = 90 -100	Outstanding Progress	4.0
B = 80 - 89	Above Average Progress	3.0
C = 70 - 79	Average Progress	2.0
D = 60 - 69	Lowest Acceptable Progress	1.0
F = 0 - 59	Failure	0
I = 0	Incomplete	0

**Grade Averaging** [1003.436\(2\) F.S.](#)

A student enrolled in a full-year course shall receive one-half credit, if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would not result in a passing grade. A student enrolled in a full year course shall receive a full credit, if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would result in a passing grade, provided that such additional requirements specified in district school board policies, such as homework, participation, and other indicators of performance, shall be successfully completed by the student.

**C. Grade Weighting** [1007.271 \(16\) F.S.](#)

**High School Grade Calculation**

Calculation of the final grade for all students enrolled in courses which require a state EOC assessment will include 30% for the EOC.

**Exam Exemptions** [1 003.33 \(2\) F.S.](#)

Putnam County School District does not provide for exemptions for courses that are required to have an End-of-Course state assessment. Students with disabilities may qualify for a waiver of the EOC requirement.

**Honors Credit Used in Calculating Weighted Grade Point Average**

All course code descriptions will align with Florida DOE Course Code Descriptions, and will follow the district weighting policy:

- AICE, PreAICE, Dual Enrollment and AP courses will receive an academic weighting of 1.0,
- Level 3 courses (except PE) will receive an academic weighting of 0.5, and
- Level 2 and below courses will not receive an academic weighting

**D. Grade Forgiveness, Credit Recovery Courses and Elective Credit** [1003.4282\(6\) F.S.](#)

### **Grade Forgiveness of High School Credit by Middle School Students**

High school level courses taken below grade 9 will be used to satisfy high school graduation requirements and Bright Futures award requirements. Middle school students who have taken high school courses may receive grade forgiveness if they have earned a grade of C, D or F or the numerical equivalent of C, D or F. In such case, the district forgiveness policy must allow the replacement of the grade with a grade of C or higher, or the numerical equivalent of a grade of C or higher, earned subsequently in the same or comparable course. For a grade of A or B the course and grade cannot be forgiven and will appear on the student's high school transcript and will be used in the calculation of high school grade point average and for Bright Futures.

### **Grade Forgiveness for High School Students**

State law requires a cumulative 2.0 GPA to graduate. Forgiveness policies for required courses shall be limited to replacing a grade of D or F, or their numerical equivalent, with a grade of C or higher, or its numerical equivalent, earned subsequently in the same or comparable course. Forgiveness policies for elective courses shall be limited to replacing a grade of D or F, or their equivalent, with a grade of C or higher, or its equivalent, earned subsequently in another course. These restrictions on forgiveness do not apply to students below grade 9 taking high school courses. Such students may repeat a course for forgiveness with grades C or below. If a student earns a grade of a D or F in a subsequent attempt of the course in which they have already earned credit, an additional grade from the subsequent attempt course will not be included in the student's GPA. Once a C is earned through grade forgiveness, all previous attempts are forgiven and are not included in the student's GPA. Any course credit not replaced according to the district's forgiveness policy shall be included in the calculation of the cumulative GPA required for graduation. All courses and grades must be included on the student's transcript.

Schools may not count the best 24 credits for all courses taken to meet the cumulative GPA for graduation requirements. The district's forgiveness policy is for the purpose of assisting students in meeting the requirement to attain a minimum grade point average necessary to graduate from high school or raise their GPA. Schools do not have the authority to purge a student record to delete the first grade of D or F. Student records cannot be altered at any time unless it has been determined that the information is inaccurate or a violation of the privacy or other rights of the student.

### **Credit Recovery Courses**

Credit Recovery Courses may be used for Grade Forgiveness / Credit Recovery as well as remediation and they may be taken in a traditional classroom, a credit recovery lab, or through virtual school.

Credit Recovery Courses are .5 elective credit semester courses with specific content requirements defined by the Florida Standards and a maximum of one credit per course. Students enrolled in a Credit Recovery Course must have previously attempted the corresponding course and end-of-course (EOC) assessment, since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements however, Credit Recovery courses are not bound by section [1003.436\(1\)\(a\)](#), F.S., which requires a minimum of 135 hours of instruction.

### **Grade Forgiveness and EOC Retake Policy**

A high school student who is retaking an EOC course for grade forgiveness and has already taken the EOC is encouraged to retake the EOC, but is not required. If the student does not retake the EOC, then the previous EOC results must be averaged into the grade for course average. Grade forgiveness does not mean a new grade without the EOC averaged in.

If the student's final average with the EOC assessment included as 30 percent results in a course grade of "D" or "F", the options for the student include one of the following:

- Retaking a semester of the course;
- Retaking the entire course;
- Retaking the EOC assessment for that course; and
- Retaking both the course and the EOC assessment to improve the student’s final course grade.

Note – students who took algebra I, geometry or algebra II for original credit during 2014-2015 are exempt from the 30% EOC requirement for grade forgiveness as it was never used in calculating the original grade.

A student may retake an EOC to qualify for the scholar designation or as part of a grade forgiveness program.

### **Grade Challenge Procedure**

Grading is primarily the responsibility of a teacher as long as the grade is determined in a manner that is consistent with state and district policies. Any concern a student/guardian has with a final grade should be brought to the immediate attention of the teacher of record who awarded the grade. A final grade is defined as a grade documented at the end of a grading period and/or an end of the course cumulative grade.

If the teacher of record is unavailable, or if the student/guardian wish to appeal the teacher’s decision, they must supply a written summary of the concern including any evidence that would serve as justification for the appeal, to the school principal for consideration and a final decision.

In the event that the school principal is unavailable, the appeal would go to the Assistant Superintendent for Curriculum for consideration and final decision.

All grade challenges must be completed during the school year in which the grade was awarded, and no later than the start of the next school year. Exceptions to this timeline would only be granted by the principal or Assistant Superintendent of Curriculum if new and substantive information directly related to the challenge is presented.

### **E. Parent/Student/Teacher Notifications and Public Reporting [1 003.429\(3\) F.S.](#)**

#### **Parent/Student Notification of Graduation Program Options**

[F.S.1003.4282\(2\)](#) requires that each school provide students in grades six through twelve and their parents with information in writing concerning the three-year and four-year high school graduation options, available diploma designations, eligibility for state scholarship programs, and eligibility requirements for postsecondary admission. The information shall include a timeframe for achieving each graduation option.

#### **Parent/Student Notification of Acceleration Mechanisms [1003.02 F.S.](#)**

During course registration, the district shall notify parents of all secondary students of the opportunity and benefits of advanced placement (AP), Advanced International Certificate of Education (AICE/Cambridge), dual enrollment (DE) and Putnam Virtual School (PVS)/Florida Virtual School (FLVS) courses.

#### **Student Notification of Dual Enrollment Opportunities [1007.271 \(5\) F.S.](#)**

Students shall be informed of dual enrollment eligibility criteria and the option for taking dual enrollment courses beyond the regular school year and school day.

#### **Parent Notification of High School GPA less Than 2.5 [1 003.43\(5\)\(e\)2 F.S.](#)**

A student's report card is the parent's official notification of the student's grades and cumulative GPA. Parents of students in grades 9-12 shall be notified each semester if the GPA is less than .5 above the cumulative GPA required for graduation.

#### **Parent Notification at End of Grade 10 for Students Not Meeting 18-Credit Program Requirements**

[1003.429 \(7\) \(a\) \(b\) \(c\) F.S.](#)

If, at the end of grade 10, a student is not on track to meet the credit, assessment, or GPA requirements of the 18-credit accelerated graduation program, the school shall notify the parent/guardian of the following:

- the requirements performance-based option that the student is currently not meeting,
- the specific performance necessary in grade 11 for the student to meet the accelerated graduation requirements, and/or
- the option for the student to change to a four-year 24-credit graduation program.

#### **Parent Notification of Student's Annual Progress** [1008.25 \(1\) \(8\) \(a\) F.S.](#)

Each year, schools shall provide parents with a report of the progress of the student toward achieving state and district expectations for proficiency in reading, writing, science, and mathematics, including the student's results on each statewide assessment test. This report traditionally accompanies the last report card of each year but may be sent at an earlier date as determined by the school. In addition, progress reporting information shall be provided to parents.

#### **Parent Notification of Student Retention**

Parents shall be notified in writing when it is apparent that the student may need to be retained. Documentation shall be kept, and an acknowledgment of such notification shall be obtained. Ongoing communication with the parents shall be maintained.

#### **Parent Notification of Remediation**

Parent notification shall be documented when a student is being remediated in reading and/or math and is being considered for retention. School personnel shall use available resources to achieve parent understanding and cooperation regarding a student's remediation, progress monitoring plan, and possible retention. Parents shall be informed of student progress via quarterly report cards and conferences as deemed necessary by the school.

#### **Student and Parent Notification of Student Declaration to Withdraw from School**

A student who attains the age of 16 years during the school year is not subject to compulsory school attendance beyond the date upon which he or she attains that age if the student files a formal declaration of intent to terminate school enrollment with the district school board. The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and must be signed by the student and the student's parent.

The following steps must also be taken:

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

Guidance personnel shall notify all students of the consequences of failure to receive a standard diploma including the potential ineligibility for financial assistance at a postsecondary institution.

#### **Teacher Notification of Students on Community Control**

If a juvenile on community control attends a regular educational school program, then the identity of the juvenile and the nature of the felony offense shall be made known to each of the student's teachers and appropriate district staff.

#### **Annual Reporting of Student Progress in Local Newspaper [1008.25 \(8\) \(b\) F.S.](#)**

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

- the number and percentage of all students in grades 3-10 performing at Levels 1 and 2 on the reading portion of the FSA,
- by grade, the number and percentage of all students retained in grades 3-10,
- information on the total number of students who are promoted for good cause by each category of good cause, and

## **V. EXCEPTIONAL STUDENT EDUCATION**

The Putnam County School District actively seeks to locate exceptional students and maintains information on those students screened and identified as "exceptional." The term "exceptional student" includes, but is not limited to, the following:

- students with autism spectrum disorder
- students who are deaf or hard-of-hearing
- prekindergarten children who are developmentally delayed
- students who are dual-sensory impaired
- students with emotional or behavioral disabilities
- students who are gifted
- students who are homebound or hospitalized
- students with intellectual disabilities
- students with orthopedic impairment
- students with other health impairment
- students with specific learning disabilities, including dyslexia, dysgraphia and dyscalculia
- students with speech and/or language impairments
- students with traumatic brain injury
- students who are visually impaired

If you suspect your child has a disability, contact your child's school. The school will gather information which may include the student's social, emotional, physical, psychological, academic and communication behaviors and abilities. Information is collected through screening instruments, checklists, teacher observations, standardized tests, and from such individuals as parents, teachers, psychologists, audiologists, social workers, physicians, other professional personnel, and the student. Students are screened for vision, hearing, speech, language, and academic

achievement early in the process of identifying a suspected disability. If your child is recommended for further testing, you will be asked to provide written consent prior to the evaluation.

## **A. Admission and Placement of Students with Disabilities**

### **Eligibility for Exceptional Student Education (ESE) Services**

All students having difficulty meeting promotional requirements shall be monitored carefully by the Multi-Tiered System of Supports (MTSS) Intervention Team or its equivalent. Eligibility for Exceptional Student Education may be considered upon completion of appropriate interventions and activities. State law requires that students who struggle with reading, math, language, or behavior that interferes with learning must have been on an intervention plan for a reasonable amount of time prior to beginning the referral process for Exceptional Student Education. St.

Johns County has defined the reasonable length of time as a minimum of 90 school days for most students.

Exceptions do apply in extreme/emergency situations, and when sensory impairments exist. Evaluation must be completed within 60 calendar days after receipt of parent consent for evaluation (excepting school holidays).

Eligibility for Exceptional Student Education is determined by the staffing committee in accordance with current eligibility criteria as defined in the *Exceptional Student Education Policies and Procedures (SP&P)* located on the Florida Department of Education website at <http://beess.fcim.org/sppDistrictDocSearch.aspx> .

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

Individual Education Plan (IEP) teams determine the appropriate ESE program placement for students with disabilities based on their individual needs. School administrators use this information to determine classroom(s) and teacher(s) to which the student will be assigned. Specially designed instruction will be provided by an ESE teacher or other service provider in the Least Restrictive Environment (LRE) as determined by the IEP team. In most cases, this will be in the regular education classroom with non-disabled peers but some ESE students may require instruction in a resource or separate environment. A continuum of services is provided throughout the district.

### **School to School Placement**

All students new to the district, should enroll at their home zoned school. An IEP team will review the current IEP to determine if the services can be provided at the home zoned school. If the services required cannot be provided at the home zoned school, the school's Local Education Agency (LEA) representative will contact transportation to determine which school with the services that the student may need will require the shortest time spent on the bus. The LEA will also contact this school to facilitate an IEP meeting to discuss the appropriate placement.

For students who have been receiving services in the district, but an IEP team has determined that the level and intensity of services required can no longer be provided at the home zoned school, the LEA will work with the ESE District Review Committee (DRC) to review the current placement and services being provided. The DRC will provide input to the IEP team about possible instruction/interventions that may be implemented to determine whether the student's needs can continue to be met in the home zoned school, or the DRC may indicate that the resources at the current/home zoned school appear to have been exhausted. The LEA at the student's current/home zoned school will contact transportation to determine which school with the services that the student may need will require the shortest time spent on the bus. The LEA will then contact this school to schedule an IEP meeting to discuss appropriate placement. Decisions on student placement, i.e. the ESE services that a student needs, are made by the IEP team. Decisions regarding the location of that placement are the responsibility of the district/school administrators and their designees.

Parents/guardians are invited to attend any meeting discussing school-to-school placement. The admission and placement procedures for the enrollment of students into Exceptional Student Education ( ESE) are documented in

the *Exceptional Student Education Policies and Procedures (SP&P)* located on the Florida Department of Education website at <http://beess.fcim.org/sppDistrictDocSearch.aspx> .

## **B. Curriculum and Instruction**

### **Instructional Accommodations for Students with Disabilities**

Accommodations are changes to the way a student with disabilities accesses curriculum, demonstrates learning, or how he or she is tested. Accommodations do not change the content of the standards, but may require a change of instructional methods, materials, assignments, time demands and schedules, learning environments, and special communications systems or assistive technologies. These accommodations must be developed and documented on the student's IEP.

Most students with disabilities can achieve general state content standards pursuant to rule [6A-1.09401](#), F.A.C. Effective accommodations must be in place to support involvement of students with disabilities in general education. Students with disabilities who are using general state content standards to attain a standard diploma will have to meet the same requirements as do regular education students. The student's Individual Educational Plan (IEP) will address his or her areas of academic need and accommodations to the general curriculum. Students with disabilities participate in the district's K-12 Comprehensive Reading Plan and supplemental and intensive instructional supports as appropriate.

The general state content standards are the foundation of curriculum, instruction, and assessment for all Florida students. Students with significant cognitive disabilities utilize Access Points to access the general curriculum. Access Points consist of foundation skills that are clearly linked to the general education content. They reflect the essence or core intent of the standards that apply to all students in the same grade, but at reduced levels of complexity.

IEP Teams are responsible for determining whether students with disabilities will be instructed on Florida Standards and assessed with the Florida Standards Assessment (FSA)/End of Course (EOC) assessments or on Access Points and assessed with the Florida Standards Alternate Assessment (FSAA)/End of Course (EOC) assessments based on criteria outlined in Rule [6A-1.0943\(5\)](#), Florida Administrative Code (F.A.C.) For more information regarding the decision-making process, [see section D –Statewide Assessment](#) – Assessment of Students with Disabilities. Parents must sign consent for their student to receive instruction on Access Points and be assessed using the FSAA.

## **C. Reporting Student Progress**

### **Progress Monitoring of IEP Goals**

All parents will be notified of their child's achievement during the school year with at least the same frequency as that of a non-disabled peer enrolled in the same school. Progress toward IEP goals will be reported to the parent at the time designated on the IEP.

### **Report Cards and Grading**

- A student's placement in an Exceptional Student Education (ESE) program may not be designated on the report card due to FERPA (Family Education Rights and Privacy Act) <http://fldoe.org/core/fileparse.php/7674/urlt/0064538-ferpa.pdf>.

- ESE students must receive a report regarding progress toward IEP goals and objectives along with the report card. The final report card for the year shall contain a statement indicating end-of-the-year status regarding at grade level, acceptable or unacceptable behavior and attendance, and promotion or non-promotion.
- Students may not be discriminated against in grading because of their disability. Teachers may not unilaterally decide to use an individual grading system for a student with disabilities. An ESE student shall not be penalized with a lower grade for using accommodations.

#### **D. Statewide Assessment - Assessment of Students with Disabilities**

All students, including Exceptional Student Education (ESE) students and students with disabilities receiving accommodations under Section 504, must participate in the state’s assessment and accountability system. Students with disabilities who are following the general education program and pursuing a standard diploma shall participate in the same state and district assessments as their general education peers, including the Florida Standards Assessment (FSA) and End of Course (EOC) exams. If students with disabilities receive testing accommodations, the accommodations must be listed in the student’s Individual Education Plan (IEP) or 504 Plan and utilized regularly during classroom instruction and assessment. Allowed accommodations are listed in the procedures manual for each specific assessment.

[Florida Statute 1008.22\(3\)\(c\)2](#) states that students with disabilities may be eligible for a waiver of statewide, standardized assessment results for the purpose of receiving a course grade and standard high school diploma. To be considered for a waiver, the following criteria must be met:

1. The student must be identified as a student with a disability, as defined in [S.1007.02,F.S.](#):  
The term “student with disability” means a student who is documented as having an intellectual disability; a hearing impairment, including deafness; a speech or language impairment; a visual impairment, including blindness; an emotional or behavioral disability; an orthopedic or other health impairment; an autism spectrum disorder; a traumatic brain injury; or a specific learning disability, including but not limited to, dyslexia, dyscalculia, or developmental aphasia.
2. The student must have an individual education plan (IEP).
3. The student must have taken the statewide, standardized assessment with appropriate, allowable accommodations at least once.
4. In accordance with [s.1008.22\(3\)\(c\)2,F.S.](#), the IEP team must make a determination of whether a statewide, standardized assessment accurately measures the student’s abilities, taking into consideration all allowable accommodations for students with disabilities.
5. The IEP team must meet to determine whether the statewide assessment results should be waived.

The Florida Standards Alternate Assessment (FSAA) is designed for students whose participation in the general statewide assessment is not appropriate, even with accommodations. The Florida Standards Alternate Assessment measures student academic performance on the Florida Standards Access Points in language, mathematics and science. Access Points are written specifically for students with significant cognitive disabilities and reflect the essence or core intent of the standards that apply to all students in the same grade, but at reduced levels of complexity.

IEP Teams are responsible for determining whether students with disabilities will be assessed with the FSA or with the FSAA based on criteria outlined in Rule [6A-1.0943\(5\)](#), Florida Administrative Code (F.A.C.) The IEP team should consider the student’s present level of educational performance in reference to the Florida Standards. The IEP team

should also be knowledgeable of FSA guidelines and the use of appropriate testing accommodations. In order to be eligible to participate in the FSAA, the following criteria must be met:

- The student has a significant cognitive disability;
- Even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials, the student requires modifications, as defined in paragraph [6A-6.03411\(1\)\(z\)](#), F.A.C., to the grade-level general state content standards pursuant to Rule [6A-1.09401](#), F.A.C.;
- The student requires direct instruction in the academic areas of English language arts, math, social studies and science based on access points in order to acquire, generalize, and transfer skills across settings; and
- The parent has been notified and provided information regarding the implications of this decision by receipt of *Parental Consent Form: Instruction in State Standards Access Points curriculum and Florida Alternate Assessment Administration*.

### **Extraordinary Exemption from Statewide Assessments**

A student with a disability who has a circumstance or condition that leads to results that reflect the student's impaired sensory, manual or speaking skills rather than the student's achievement of the benchmarks assessed by a statewide standardized assessment may be allowed an extraordinary exemption from participating in the assessment [per s. 1008.212, F.S.](#) The IEP team, which must include the parent, determines if the student is eligible for an extraordinary exemption and submits documentation to the superintendent. The request for exemption must be approved by the PCSD superintendent and the commissioner of education. A specific process and timeline must be followed as outlined in Rule [6A-1.0943\(5\)F.A.C.](#)

### **Exemption for Students with Medical Complexity**

A student with a disability may be allowed an exemption from participation in statewide standardized assessments because of the student's medical complexity per [s. 1008.22\(10\), F.S.](#) Medical complexity is defined to mean a student who is medically fragile and needs intensive care because of a condition such as a congenital or acquired multisystem disease; has a severe neurological or cognitive disorder with marked functional impairment; or is technology dependent for activities of daily living and lacks the capacity to perform on an assessment. The IEP team, which must include the parent, determines if the student is eligible for an extraordinary exemption and submits documentation to the superintendent. The request for exemption must be approved by the PCSD superintendent and the commissioner of education.

### **Parent Notification of Non-Participation in Florida Standards Assessment (FSA)**

The school must notify the student's parents/guardians in writing that their child is not participating in the statewide assessment (FSA) and provide the parent with information regarding the expected proficiency levels in reading, writing, math, and science. The school is also responsible for administering an alternate assessment based on alternate achievement standards.

### **Parent Notification of Classroom Instructional Accommodations Not Allowed on Statewide Assessments**

If a student is provided with instructional accommodations in the classroom that are not allowable as accommodations in the statewide assessment program, as described in the test manuals, the school must:

- inform the parent in writing, and
- obtain parent consent to utilize classroom accommodations not allowed on state-wide assessments, and
- provide the parent with information regarding the impact on the student's ability to meet expected proficiency levels in reading, writing, and math. This notification is documented on the student's individual educational plan.

## **E. Promotion, Assignment, and Retention of Students with Disabilities**

Students with disabilities who are following the general education program take the Florida Standards assessment (FSA) and End-of-Course (EOC) assessments, and are working toward a standard diploma, fall under the same guidelines for promotion as non-disabled students. Promotion of students with disabilities who are following the Access Points for Students with Significant Cognitive Disabilities will be determined by the IEP team and based on the achievements of the students' goals and objectives.

## **F. Additional Programs**

### **Extended School Year**

Extended School Year is specially designed instruction and related services beyond the normal school year of the district. These services are provided to a student with a disability who the IEP team determines needs these services in order to receive a free, appropriate public education (FAPE). ESY is available at no cost to the parent. Specific requirements and procedures must be followed. Refer to the *Exceptional Student Education Policies and Procedures (SP&P)* located on the Florida Department of Education website at <http://beess.fcim.org/sppDistrictDocSearch.aspx>.

### **Hospital Homebound**

A homebound or hospitalized student is a student who has a medically diagnosed physical or psychiatric condition that is acute or catastrophic in nature, or a chronic illness or a repeated intermittent illness due to a persisting medical problem, which confines the student to home or hospital and restricts activities for an extended period of time. The medical diagnosis shall be made by a licensed physician who is qualified to assess the student's physical or psychiatric condition.

#### **Eligibility Criteria**

A student is eligible for specially designed instruction and related services as a student who is homebound or hospitalized if the following criteria are met:

1. A licensed physician must certify the student;
  - a. is expected to be absent from school due to a physical or psychiatric condition for at least 15 consecutive school days (or the equivalent on a block schedule), or due to a chronic condition for at least 15 school days (or the equivalent on a block schedule), which need not run consecutively; b. is confined to home or hospital; and
  - c. will be able to participate in and benefit from an instructional program.
2. The student is under medical care for illness or injury that is acute, catastrophic, or chronic in nature.
3. The student can receive instructional services without endangering the health and safety of the instructor or other students with whom the instructor may come in contact.
4. The student is in kindergarten through twelfth grade and is enrolled in a public school prior to the referral for homebound or hospitalized services, unless the student has been determined eligible as a student with a disability.
5. The child is three through five years of age and has been determined eligible as a student with a disability.

6. A parent, guardian, or primary caregiver signs a parental agreement concerning homebound or hospitalized policies and parental cooperation.
7. The student demonstrates a need for special education.
8. Placement and dismissal are made by the IEP team after considering all relevant data and input.

**G. Graduation Options** [1 003.4282\(3\)\(a\), \(3\)\(a\)\(1\), \(3\)\(a\)\(2\), \(3\)\(b\), \(8\)\(a\) F.S.](#)

**Graduation Programs for Students with Disabilities**

Schools shall provide instruction to prepare students with disabilities to demonstrate proficiency in the skills and competencies necessary for successful grade-to-grade progression and high school graduation. Students with disabilities are not restricted or limited to a diploma option/graduation option. Students with disabilities shall be afforded the opportunity to meet all standard graduation requirements and earn a standard diploma. Decisions regarding the student's diploma option are made by the IEP team, which includes the parent and the student, using the student's post-secondary education and career goals to guide the decision.

The High School Graduation Options include:

1. Traditional 24 Credit Standard Diploma, available to all students, including students with disabilities
  - 4 Language Arts Credits (ELA I-IV)
  - 4 Mathematics Credits (Geometry and Algebra 1 required)
  - 3 Science Credits (Biology 1 is required)
2. 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option, available to all students, including students with disabilities
  - 3 elective credits instead of 8
  - Physical Education is not required
  - Online course is not required
3. Advanced International Certificate of Education (AICE) curriculum, available to all students, including students with disabilities
4. International Baccalaureate (IB) Diploma curriculum, available to all students, including students with disabilities
5. 24 Credit standard diploma with academic and employment requirements, *available only to students with disabilities* (Employment Transition Plan must be completed, [1003.4282\(10\)\(2\)\(a-d, F.S\)](#))
6. 24 credit standard diploma option *available only to students with significant cognitive disabilities who take access courses and the Florida Standards Alternate Assessment* , [1003.4282\(10\)\(1\)\(a-b, F.S.\)](#)

**Diploma Designations**

1. Scholar Designation

In addition to meeting the 24-credit standard high school diploma requirements, a student must

- Earn 1 credit in Algebra II or an equally rigorous mathematics course;
- Pass the Geometry EOC;
- Earn 1 credit in statistics or an equally rigorous mathematics course;
- Pass the Biology EOC;
- Earn 1 credit in chemistry or physics;
- Earn 1 credit in a course equally rigorous to chemistry or physics;
- Pass the U.S. History EOC;
- Earn 2 credits in the same world language; and
- Earn at least 1 credit in AP, IB, AICE or a dual enrollment course.

\*For the Scholar Designation, a student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB, or AICE Biology I or U.S. History course and (1) takes the respective AP, IB, or AICE assessment and (2) earns the minimum score to earn college credit.

## 2. Merit Designation

Students must

- Meet the Standard High School Diploma Requirements
- Attain one or more industry certifications from the list established ([1003.492 F.S](#))

### **Certificates of Completion**

A certificate of completion will be awarded to students who earn the required eighteen (18) or twenty-four (24) credits required for graduation, but who do not:

- achieve the required grade point average, or
- who do not pass required assessments unless a waiver of the results has been granted in accordance with Section [1008.22\(3\)\(c\)2](#) , F.S. , or participation in a statewide assessment has been exempted in accordance with Section [1008.212](#) or [1008.22\(9\), F.S.](#)

### **Substituting Career and Technical Education (CTE) Courses**

Students with disabilities who are following the high school graduation option outlined in s. [1003.4282\(10\)\(b\)1., F.S.](#) may substitute secondary CTE courses for:

- English IV
- 1 math credit (not Geometry or Algebra 1)
- 1 Science credit (not Biology 1)
- 1 Social Studies credit (not U.S. History)

### **Deferring Receipt of the Standard High School Diploma**

A student whose IEP requires special education, transition planning, transition services or related services through the age of 21 may defer receipt of their standard high school diploma. Once a student defers, they must be enrolled in accelerated college credit instruction, industry certification courses that lead to college credit, a collegiate high school program, courses necessary to satisfy the Scholar designation requirements or a structured work-study, internship or pre-apprenticeship program in order to continue to receive a Free and Appropriate Public Education (s. [1003.4282\(10\)\(c\)](#) ,F.S)

The district must inform parents and the student, in writing by January 30 of the year in which the student is expected to meet graduation requirements, about eligibility to defer receipt of the standard high school diploma. Students must make their decision to defer receipt of their standard high school diploma by May 15 in the school year in which they are expected to meet all the requirements for graduation. The decision must be noted in the IEP and also kept on file in writing. The parent, or the student if over the age of 18 and rights have transferred, in consultation with the rest of the IEP team, makes the deferral decision. Any changes in the decision to defer must be made by May 15. If a student does not defer their diploma, the district is released of the obligation to provide free appropriate public education (FAPE). The student does not need to defer every year; it applies until the student is no longer age eligible for FAPE or elects to accept the standard diploma, whichever comes first.

It is expected that most students who defer receipt of their high school diploma will receive their diploma after they complete the program or programs for which they deferred, students can request their diploma whenever they choose. This decision must be based on the understanding that the district is released of the obligation of FAPE once the student receives the standard diploma. Students with disabilities who receive a certificate of completion and have an IEP requiring special education, transition planning, transition services or related services, through the age of 21 may continue to receive the specified instruction and services.

## **VI. ENGLISH for SPEAKERS of OTHER LANGUAGES (ESOL)**

### **A. Placement**

Students in the English for Speakers of Other Languages (ESOL) program are commonly referred to as English Language Learners (ELLs). ELLs shall be placed in appropriate courses designed to provide ESOL instruction in English and the basic subject areas of mathematics, science, social studies and computer literacy.

The ELL Committee, which is composed of the principal or designee, the district ESOL teacher, when necessary and/or feasible; the primary language arts teacher; the guidance counselor; and any other instructional personnel responsible for the instruction of ELLs, shall make recommendations concerning the appropriate placement, promotion, and retention of English Language Learner students. Parents/guardians of students being reviewed shall be invited to participate in the meetings.

Criteria to be utilized in making appropriate placement decisions include the following:

- academic performance and progress of a student based on formal and/or alternative assessments in English and/or the student's native language, PERT
- age of the student,
- progress, attendance and retention reports, and
- number of years the student has been enrolled in the ESOL program.

Please refer to the Putnam County School District ELL Plan.

## **B. Assessment, Retention and Promotion**

### **Assessment**

In general, all ELLs participate in the state's assessment and accountability system. As part of the Every Student Succeeds Act (ESSA), all ELLs shall be assessed annually in reading, writing, listening and speaking.

### **Retention**

Retention of an ELL is based on unsatisfactory performance in reading, writing and mathematics as determined by the Intervention Team or its equivalent, in conjunction with the ELL Committee. Students cannot be retained based solely on lack of English language proficiency.

### **Promotion in Grade 12 [1003.433\(3\) F.S.](#)**

Students who have been enrolled in an ESOL program for less than two (2) years and have met all requirements for a standard high school diploma except for passing the grade 10 FSA/alternate assessment may receive immersion English language instruction during the summer following their senior year (to the extent funding is provided in the General Appropriations Act). Students receiving such instruction are eligible to take the FSA/alternate assessment and receive a standard high school diploma upon passing the FSA/alternate assessment.

## **C. Awarding of Credit**

ELLs shall be given credit toward fulfilling graduation requirements in English for each *English for Speakers of Other Languages* (ESOL) English course completed satisfactorily. Credit shall also be given toward fulfilling graduation requirements for each basic subject area course completed satisfactorily through ESOL instruction. For more information on ESOL services, please visit the Putnam County School District website.

# Appendix



## Excerpts from PCSD Reading Plan

- **Required Instruction**
- **Standard High School Diploma Scholar Designations:  
Equally Rigorous Courses**



## Graduation Requirements

**Comprehensive Reading Plan**  
PCSD Decision Tree

## PCSD Decision Tree – High School (9-12) Supports for Identification of Students with Reading Deficiencies\_

<b>Grade</b>	<b>9-12</b>			
<b>Level</b>				
<b>Performance Benchmarks</b>	The following tools are used to <u>identify</u> students with substantial deficiencies in reading.			
	Florida Standards Assessment (FSA) ( once each year) Achieve 3000 (up to three times per year)			
<b>Conditions</b>	In addition to teacher observation and additional school-based criteria, one or more of the following conditions will be used to determine <u>whether a student has a substantial reading deficiency</u> . <u>Parents of identified students will be notified</u> of the deficiency._____			
	<b>TOOL</b>	<b>Ninth Grade</b>	<b>Tenth Grade</b>	<b>Eleventh/Twelfth Grade</b>
	FSA	Level 1 or 2	Level 1 or 2	Level 1 or 2
	Achieve 3000	< 775	<830	<950
	The conditional scores included above represent the equivalence of one grade level behind.			

All reading support is continued until a student's reading deficiency is remediated and will include the following components:

- Targeted and intensive instruction for specific skill development
- Variety of opportunities for repetitions (repeated exposures)
- Smaller chunks of text or content
- Guided and independent reading and practice
- Skill development and practice integrated into all activities
- Frequent monitoring
- Criterion-based evaluation of success

**PCSD Decision Tree – High School (9-12)**  
**Supports for Intervention of Students with Reading Deficiencies**

Area of Intervention	Intervention Support ( <i>intensive, explicit, systematic, multisensory</i> )	
IF a student has an instructional need in the skill area of...	THEN MTSS teams <i>consider</i> using one of the following resources for...	
	Tier 2 INSTRUCTION	MODIFIED INSTRUCTION Tier 3
<b>Basic Reading Skills: Phonics</b>	<ul style="list-style-type: none"> <li>• Barton</li> <li>• Phonics for Reading</li> <li>• Lindamood Phoneme Sequencing (LIPS)</li> </ul>	<ul style="list-style-type: none"> <li>• Wilson Reading Systems (2-12)</li> <li>• Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) <i>Plus or Challenge</i></li> </ul>
<b>Fluency</b>	<ul style="list-style-type: none"> <li>• Fast Forward</li> <li>• Rewards</li> <li>• Re-reading Strategies</li> </ul>	<p>Below is an explanation of how <u>instruction will be modified and intensified</u> for students who have not responded to a specific reading intervention. The <b>MTSS team</b> will analyze data to create a more targeted instructional plan using one or more of the modifications listed below:</p> <ul style="list-style-type: none"> <li>○ Smaller group size</li> <li>○ Increased frequency of intervention</li> <li>○ Change in resource</li> </ul>
<b>Oral Expression</b>	<ul style="list-style-type: none"> <li>• Oral Conferencing</li> <li>• Visualizing and Verbalizing</li> </ul>	
<b>Reading Comprehension</b>	<ul style="list-style-type: none"> <li>• Achieve 3000</li> <li>• CRISS, NGCAR-PD, or WICOR  Read 180 strategies</li> <li>• Levelled Literacy Intervention (LLI)- Teal (6-12)  Targeted small group instruction</li> </ul>	

<p><b>Listening Comprehension</b></p>	<ul style="list-style-type: none"> <li>• Conferencing after reading</li> <li>• Visualizing and Verbalizing with student</li> </ul>
<p><b>Written Expression</b></p>	<p>■ Leveled Literacy Intervention ■ Writing conferences with feedback</p> <p>(LLI)- Teal (6-12)</p>

\*All tiered students receive the Reading Intervention Component code A or B and have scheduled reading interventions. Rate of progress in Tier 2 over time guides the length and intensity of intervention. If students in Tier 2 do not make adequate progress, then in addition they receive tier 3 interventions and are identified as having a substantial reading deficiency.

### Required Instruction

#### Introduction

The requirements for instruction are designed to conform to the vision, mission and objectives of Putnam County Schools. The procedures herein are consistent with Florida Statute and recognize the unique characteristics and needs of Putnam County students.

#### Based on State Standards

Instruction that complies with the State Board of Education adopted Student Performance Standards shall be offered in each school. These standards are incorporated into appropriate courses in all subject areas in grades K-12 and are the basis for curriculum, instruction and evaluation of student performance in the district.

#### Equity in Classroom Instruction and Extra-Curricular Activities

Provisions shall be made for all students to participate fully in classroom instruction and extra-curricular activities. No student shall be denied participation because of age, sex, race, disability, religion, national origin, or for any other reason not related to his or her individual capabilities.

#### Federal Required Instruction

##### Constitution Day and Citizenship Day (TITLE 36.1.A.1 § 106)

- September 17 is designated as Constitution Day and Citizenship Day.
- Constitution Day and Citizenship Day commemorate the formation and signing on September 17, 1787, of the Constitution and recognize all who, by coming of age or by naturalization, have become citizens.
- Proclamation.— The President may issue each year a proclamation calling on United States Government officials to display the flag of the United States on all Government buildings on Constitution Day and Citizenship Day and inviting the people of the United States to observe Constitution Day and Citizenship Day, in schools and churches, or other suitable places, with appropriate ceremonies.
- State and Local Observances.— The civil and educational authorities of States, counties, cities, and towns are urged to make plans for the proper observance of Constitution Day and Citizenship Day and for the complete instruction of citizens in their responsibilities and opportunities as citizens of the United States and of the State and locality in which they reside.
- Educational agencies who receive federal funds are required to participate of the observance of Constitution Day.

- In instances when September 17<sup>th</sup> does not fall on a school day, the observance of Constitution Day will occur on the school day prior or after.

**State Required Instruction K-12 [1003.42 F.S.](#)**

- (1) Each district school board shall provide all courses required for middle grades promotion, high school graduation, and appropriate instruction designed to ensure that students meet State Board of Education adopted standards in the following subject areas: reading and other language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts.
- (2) Members of the instructional staff of the public schools, subject to the rules of the State Board of Education and the district school board, shall teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historic accuracy, following the prescribed courses of study, and employing approved methods of instruction, the following:
  - (a) The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the philosophical foundation of our government
    - To educate students about the sacrifices made for freedom in the founding of this country and the values on which this country was founded, the last full week of classes in September shall be recognized in public schools as Celebrate Freedom Week. Celebrate Freedom Week must include at least 3 hours of appropriate instruction in each social studies class, as determined by each school district, which instruction shall include an in-depth study of the intent, meaning, and importance of the Declaration of Independence.
    - To emphasize the importance of this week, at the beginning of each school day or in homeroom, during the last full week of September, public school principals and teachers shall conduct an oral recitation by students of the following words of the Declaration of Independence: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed."
    - Student recitation of this statement shall serve to reaffirm the American ideals of individual liberty.
    - Upon written request by a student's parent, the student must be excused from the recitation of the Declaration of Independence. [1003.421 F.S.](#)
  - (b) The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the constitution provides the structure of our government
  - (c) The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers
  - (d) Flag education, including proper flag display and flag salute
  - (e) The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts

- (f) The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. American history shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence
- (g) The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.
- (h) The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society
- (i) The elementary principles of agriculture
- (j) The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind
- (k) Kindness to animals
- (l) The history of the state
- (m) The conservation of natural resources.
- (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.
- (o) Mental and Emotional Health Education [6 A-1.094121](#). School districts must annually provide a minimum of five (5) hours of instruction to students in grades 6-12 related to youth mental health awareness and assistance, including suicide prevention and the impacts of substance abuse. Using the health education standards adopted in rule [6 A-1.09401, F.A.C.](#), Student Performance Standards, the instruction for youth mental and emotional health will advance each year through developmentally appropriate instruction and skill building.
- (p) Such additional materials, subjects, courses, or fields in such grades as are prescribed by law or by rules of the State Board of Education and the district school board in fulfilling the requirements of law

- (q) The study of Hispanic contributions to the United States
  - (r) The study of women's contributions to the United States
  - (s) The nature and importance of free enterprise to the United States economy
  - (t) A character-development program in the elementary schools, similar to Character First or Character Counts, which is secular in nature. Beginning in the school year 2004-2005, 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; The character-development curriculum for grades 9-12, including 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
  - (u) In order to encourage patriotism, the sacrifices that veterans have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Veteran's Day and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans when practicable.
- (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.
- (4) Instruction shall expand each student's knowledge, the understanding and the awareness of individuals with disabilities, the history of disabilities and the disability rights movement ( [1003.4205](#) , F.S.).
- (5) SB 1096, the Justice Sandra Day O'Connor Civics Education Act, passed by the 2010 Florida Legislature includes revisions to section [1003.41](#) , F.S. This legislation states that beginning with the 2011-2012 school year, the reading portion of the language arts curriculum shall include civics education content for all grade levels. The intent of this new legislation is that selected civics benchmarks be taught in the English language arts curriculum, not separately, but naturally woven in to fit whatever reading topics are taking place in the classroom.

## Standard High School Diploma Scholar Designations

[1003.4285 F.S.](#), [1 003.432 F.S.](#)

Section [1003.4285 , F.S.](#), allows a student to meet the mathematics requirement for the scholar designation if they earn one credit in Algebra II or an equally rigorous course, and one credit in Statistics or an equally rigorous course. The following courses have been identified as equally rigorous to Algebra II and Statistics

### Equally Rigorous to Algebra II (1200330)

- 1200340 Algebra II Honors
- 1298310 Advanced Topics in Mathematics 1200395
- 1209825 Pre-AICE Mathematics 3 IGCSE Level
- 1201300 and 1201315 or 1211300 Combination of Mathematical Analysis Honors and Analysis of Functions Honors or Trigonometry Honors
- Any college, credit-bearing mathematics course, including Advanced Placement and dual enrollment

### **Equally Rigorous to Statistics**

- 1202362 AICE Mathematics 1 AS Level
- 1201300 and 1201315 or 1211300 Combination of Mathematical Analysis Honors and Analysis of Functions Honors or Trigonometry Honors
- 1202340 Pre-calculus Honors
- 1202300 Calculus Honors
- AP Statistics
- Any college, credit-bearing mathematics course, including Advanced Placement and dual enrollment

# Standard Diploma Requirements

## Academic Advisement – What Students and Parents Need to Know

### What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Career and Technical Education (CTE) Pathway
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

### What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 English Language Arts (ELA) or a concordant score
- Algebra 1 end of course (EOC) or a comparative score

Refer to [Graduation Requirements for Florida's Statewide Assessments](#) for concordant and comparative scores.

Students enrolled in the following courses must participate in the corresponding EOC assessment, which constitutes 30 percent of the final course grade<sup>+</sup>:

- Algebra 1
- Geometry
- Biology 1
- U.S. History

<sup>+</sup>Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC (credit acceleration program [CAP]).

### What is the difference between the 18-credit ACCEL option and the 24-credit option?

- 3 elective credits instead of 8
- Physical Education is not required
- Online course is not required

### What is the difference between the CTE Pathway option and the 24-credit option?

- At least 18 credits are required
- 4 elective credits instead of 8
  - 2 credits in CTE courses, must result in completion and industry certification
  - 2 credits in work-based learning programs or up to 2 elective credits including financial literacy
- Physical Education is not required
- Fine and Performing Arts, Speech and Debate, or Practical Arts is not required
- Online course is not required

### 24 Credit Standard Diploma

4 Credits ELA
<ul style="list-style-type: none"> <li>• ELA 1, 2, 3, 4</li> <li>• ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment courses may satisfy this requirement</li> </ul>
4 Credits Mathematics*
<ul style="list-style-type: none"> <li>• One of which must be Algebra 1 and one of which must be Geometry</li> <li>• Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry)</li> <li>• An identified computer science** credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)</li> </ul>
3 Credits Science
<ul style="list-style-type: none"> <li>• One of which must be Biology 1, two of which must be equally rigorous science courses</li> <li>• Two of the three required course credits must have a laboratory component</li> <li>• Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology 1)</li> <li>• An identified computer science** credit may substitute for up to one science credit (except for Biology 1)</li> </ul>
3 Credits Social Studies
<ul style="list-style-type: none"> <li>• 1 credit in World History</li> <li>• 1 credit in U.S. History</li> <li>• 0.5 credit in U.S. Government</li> <li>• 0.5 credit in Economics</li> </ul>
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts*
1 Credit Physical Education*
<ul style="list-style-type: none"> <li>• To include the integration of health</li> </ul>
8 Elective Credits
1 Online Course
<p>Students must earn a 2.0 grade point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments unless a waiver of assessment results is granted by the IEP team for students with disabilities.</p>

\* Eligible courses are specified in the [Florida Course Code Directory](#).

\*\*A computer science credit may not be used to substitute for both a mathematics and science credit.

### Scholar Diploma Designation

In addition to meeting the 24-credit standard high school diploma requirements, a student must meet all of the following requirements:

- Earn 1 credit in Algebra 2 or an equally rigorous course
- Pass the Geometry EOC
- Earn 1 credit in Statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC\*
- Earn 1 credit in Chemistry or Physics
- Earn 1 credit in a course equally rigorous to Chemistry or Physics
- Pass the U.S. History EOC\*
- Earn 2 credits in the same World Language
- Earn at least 1 credit in an AP, IB, AICE or a dual enrollment course

\*A student is exempt from the Biology 1 or U.S. History EOC assessment if the student is enrolled in an AP, IB or AICE Biology 1 or U.S. History course; takes the respective AP, IB or AICE assessment; and earns the minimum score to earn college credit.

### Merit Diploma Designation

- Meet the standard high school diploma requirements
- Attain one or more [industry certifications](#) from the list established (per s. 1003.492, F.S.)

#### What are the additional graduation options for students with disabilities ?

Two additional options are available only to students with disabilities. Both allow students to substitute a CTE course with related content for one credit in ELA 4, mathematics, science and social studies (excluding Algebra 1, Geometry, Biology 1 and U.S. History). The two options are as follows:

- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least 0.5 credit via paid employment.

#### What is the CAP?

The CAP allows a student to earn high school credit if the student passes an AP examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course. The courses include:

- Algebra 1
- Geometry
- Biology 1
- U.S. History



### State University System (SUS)

Admission into Florida's public universities is competitive. Prospective students should complete a rigorous course of study in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements (credit earned by industry certification does not count for SUS admission):

- High school graduation with a standard diploma, a minimum of a 2.5 GPA, and admission test scores meeting minimum college-ready test scores per Board of Governors (BOG) Regulation 6.008
- 16 credits of approved college preparatory academic courses per BOG Regulation 6.002
- 4 English (3 with substantial writing)
- 4 Mathematics (Algebra 1 level and above)
- 3 Natural Science (2 with substantial lab)
- 3 Social Science
- 2 World Language (sequential, in the same language or other equivalents)
- 2 approved electives

[State University System of Florida](#)

### The Florida College System

The 28 colleges of the Florida College System serve nearly 800,000 students. Colleges offer affordable and stackable workforce credentials including certificate programs, associate in science degrees and associate in arts degrees, which transfer to a bachelor's degree program. Many colleges also offer workforce bachelor's degree programs in areas of high demand. All Florida College System institutions have open-door admissions for students who earned a standard high school diploma or an equivalent diploma or successfully earned college credit.

[Florida College System](#)

### Career and Technical Colleges and Centers

Florida also offers students 49 accredited career and technical colleges or centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.

[Career and Technical Education Directors](#)

#### Where is information on financial aid located?

The Florida Department of Education's Office of Student Financial Assistance administers a variety of postsecondary educational state-funded grants and scholarships.

[Office of Student Financial Assistance](#)

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