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SECONDARY
STUDENT PROGRESSION PLAN
2026-2027

SCSB Approved

FOREWORD

It is the intent of the Suwannee County School Board that each student's progression from one grade to another be determined, in part, upon satisfactory performance in reading, writing, science, mathematics and social studies; that district school board policies facilitate student achievement; that each student and his or her parent be informed of the student's academic progress; and that students have access to educational options that provide academically challenging coursework or accelerated instruction pursuant to s. 1002.3105.

This Suwannee County Student Progression Plan has been established to provide a comprehensive plan for student progression in order to:

- Provide standards for evaluating each student's performance, including how well he or she masters the performance standards approved by the State Board of Education.
- Provide specific levels of performance in reading, writing, science, social studies, and mathematics for each grade level, including the levels of performance on statewide assessments as defined by the commissioner, below which a student must receive remediation or be retained within an intensive program that is different from the previous year's program and that takes into account the student's learning style.
- Provide appropriate alternative placement for a student who has been retained 2 or more years.
- List the student eligibility and procedural requirements established by the school district for whole-grade promotion, midyear promotion, and subject matter acceleration that would result in a student attending a different school, pursuant to s. 1002.3105(2)(b).
- Notify parents and students of the school district's process by which a parent may request student participation in whole-grade promotion, midyear promotion, or subject matter acceleration that would result in a student attending a different school, pursuant to s. 1002.3105(4)(b)2.
- Advise parents and students that additional ACCEL options may be available at the student's school, pursuant to s. 1002.3105(4)(a).
- Advise parents and students to contact the principal at the student's school for information related to student eligibility requirements for whole-grade promotion, midyear promotion, and subject matter acceleration when the promotion or acceleration occurs within the principal's school; virtual instruction in higher grade level subjects; and any other ACCEL options offered by the principal, pursuant to s. 1002.3105(2)(a).

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- Advise parents and students to contact the principal at the student's school for information related to the school's process by which a parent may request student participation in whole-grade promotion, midyear promotion, and subject matter acceleration when the promotion or acceleration occurs within the principal's school; virtual instruction in higher grade level subjects; and any other ACCEL options offered by the principal, pursuant to s. 1002.3105(4)(b)1.
- Advise parents and students of the early graduation options under s. 1003.4281.
- List, or incorporate by reference, all dual enrollment courses contained within the Dual Enrollment Articulation Agreement established pursuant to s. 1007.271(21).
- Provide instructional sequences by which students in kindergarten through high school may attain progressively higher levels of skill in the use of digital tools and applications. The instructional sequences must include participation in curricular and instructional options and the demonstration of competence of standards required pursuant to ss. 1003.41 and 1003.4203 through attainment of industry certifications and other means of demonstrating credit requirements identified under ss. 1002.3105, 1003.4203, 1003.4281 , and 1003.4282.

The plan has been created to ensure that the required program of study, placement, promotion, reporting, retention, and assessment procedures are equitable and comprehensive, thereby providing accountability for all students.

Various requirements have been given greater visibility in the Suwannee County School Board Policy Manual and by specific reference are included as part of this required Student Progression Plan. The policy manual and this progression plan are both available online at www.suwannee.k12.fl.us.

The Superintendent shall be responsible for preparation and annual updating of plans and procedures to implement an instructional program in the district's schools which promotes mastery of Florida Standards in reading, writing, mathematics, science, social studies, the arts, health and physical education, and foreign language.
The Student Progression Plan provides assurance that all students within the Suwannee County School District who have not demonstrated proficiency of performance standards in reading, writing, science, social studies, and mathematics shall receive appropriate instruction and that all students receiving a diploma shall have met and/or exceeded all the requirements mandated by the State of Florida and by the School Board.

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SECONDARY STUDENT PROGRESSION PLAN

I. ADMISSION, PLACEMENT, TRANSFERS and ATTENDANCE

A. Admission

1. Admission Requirements

For information about admission requirements for Suwannee County School District (SCSD) and an enrollment application, visit the District website: https://www.suwannee.k12.fl.us/enrollment-packet.

2. Controlled Open Enrollment

For information on Suwannee County School District's controlled open enrollment plan, please visit the District website. The policy is available at SCSD Controlled Open Enrollment..

3. Requirements for Information Prior to Enrollment

Each student, at the time of initial registration for school placement, must note previous school expulsions, arrests resulting in a charge, arrests pending, mental health documents, and juvenile justice actions the student has had. Schools have the authority to honor the final order/recommendation of expulsion or dismissal of a student by any in-state or out-of-state

public district school board, private school or lab school, for an act which would have been grounds for expulsion according to the SCSD Code of Student Conduct, according to the following procedures:

- A final order/recommendation of expulsion shall be recorded in the records of the receiving school.
- The expelled student applying for admission to the receiving school shall be advised of the final order of expulsion.
- The superintendent or designee may recommend to the School Board that the final order of expulsion be waived and the student be admitted to the school district, or that the final order of expulsion is honored and the student not be admitted to the school district. If the student is admitted by the School Board, with or without the recommendation of the district school superintendent, the student may be placed in an appropriate educational program at the direction of the School Board.

B. Placement

The Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes.

1. Grade Level Placement and Promotion within High School

Each student's learning path is evaluated and is based on his/her academic and career needs. Students shall be considered freshmen, sophomores, juniors, seniors and fifth year seniors based on the credits listed below:

- All students in their first year of high school shall be classified as a freshman, regardless of number of credits transferred from middle school.
- All students in their second year of high school with a minimum of 5 credits shall be classified as a sophomore.
- All students in their third year of high school with a minimum of 11 credits shall be classified as a junior.
- All students in their fourth year of high school (or beyond) with a minimum of 17 credits shall be classified as a senior.
- Students in regular education programs not reaching graduation status in four years may have the option, at the discretion of the principal, of returning as a fifth-year senior, provided that he/she meets the following criteria:
    - State required assessments have been met
    - Student does not have significant attendance or behavioral issues
    - Attendance as a fifth-year senior will be for the duration needed to complete graduation requirements only and shall not be afforded senior privileges
    - Shall be awarded his/her diploma upon completion of graduation requirements
    - Instruction will be provided online in a lab setting

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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 make-up 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 and has met all state testing requirements.

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.

2. Grade Placement for Three-Year Graduation Program

Students enrolled in the three-year ACCEL 18-credit diploma program shall be considered freshmen, sophomores, and juniors according to the same criteria that apply to students seeking a four-year diploma. Students in the 18 credit ACCEL diploma program, who have 17 or more credits at midyear of their third year of high school and have met assessment requirements for graduation, shall move to senior status.

3. Termination of School Placement at Age 16

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 student reasons for terminating enrollment and actions taken by schools to keep students enrolled.

4. Parent/Guardian Role with Placement Decisions

Although final authority regarding placement remains with the principal of the school, parents or guardians are encouraged to discuss any placement of concern with school officials and ask for an explanation of the placement. Parents may review the evidence the school used to make the placement decision. Suwannee County School District encourages parents to partner with school officials at any opportunity.

Florida Statue 1003.3101 provides parents with additional educational choice options. Each school in Suwannee County School District has established a transfer process for a parent to request his or her child be transferred to another classroom teacher. However, this section does not give the parent the right to choose a specific classroom teacher.

To request such a transfer, a form is located in each school's front office. The parent should return the form to the School Principal. The form must include the parent's justification for the request and be dated appropriately. The school must approve or deny the transfer within two weeks of receiving the request. When a request is denied, the school will notify the parent and specify the reasons for the denial. See appendix A.

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. The Superintendent has designated the principal as the final authority in placement decisions. 1012.28 (5), F.S.

5. Placement for Students with Disabilities

Students with disabilities shall be placed in appropriate courses as dictated by their Individual Education Plan (IEP). Specially designed instruction will be provided by a teacher certified in ESE 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 their non-disabled peers but some students with disabilities may require instruction in a separate environment for some portion of the day.

6. Placement of English Language Learners

English Language Learners (ELLs) shall be placed in appropriate courses designed to provide English for Speakers of Other Languages (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, an ESOL/language arts teacher, the school counselor, and any other instructional personnel responsible for the

instruction of English Language Learners, shall make recommendations concerning the appropriate placement, promotion and retention of English Language Learners. A parent or guardian of any students being reviewed shall be invited to participate in the meetings. Criteria to be utilized in making appropriate placement decisions include:

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

The Suwannee County School District ESOL Plan may be accessed under English for Speakers of Other Languages (ESOL) at: ~~http://www.suwannee.k12.fl.us/title-iii-esol~~. https://files-backend.assets.thrillshare.com/documents/asset/uploaded_file/4355/Scsd/5fe4e503-ad99-4b98-ae5c-e779e8a6b94d/2025-2028-District-ELL-Plan-Signed.pdf?disposition=inline

When new students arrive to Suwannee County School District from other countries without appropriate educational documentation (transcripts, report cards), the student will be placed in an age appropriate setting. Placement may not be made solely upon English Language proficiency.

7. Placement for Dependent Children of Military Personnel

Florida Statute 1000.36 provides for placement of dependent children of military personnel. Application of the Interstate Compact on Educational Opportunity for Military Children is provided to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents. This section is applicable to the children of members of the uniformed services who:

- are active-duty, including members of the National Guard and Reserve on active-duty orders,
- are severely injured and medically discharged or retired -for a period of one year
- die on active duty or as a result of injuries sustained on active duty - for a period of one year after death.

This section does not apply to the children of:

- inactive members of the National Guard and military reserves
- members of the uniformed services now retired (except as stated)
- veterans of uniformed services (except as stated)
- other United States Department of Defense personnel and other federal agency civilian and contract employees not defined as active-duty members of the uniformed services.

This section provides that students who meet the above conditions are assured the following:

- A student whose parents cannot produce an official set of educational records for enrollment, the student shall enroll and be appropriately placed based on the

information in unofficial records pending validation of the official records as soon as possible.

- A student who is transferring shall be provided a set of unofficial records in order to enroll under the provisions of this policy by the receiving educational agency. A student who transfers during the school year shall be placed in courses and/or programs based on the student's enrollment in the sending state school or educational assessments conducted at the school in the sending state, if the courses are offered. The school in the receiving state is not precluded from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the courses and or programs. Such programs include, but are not limited to: gifted and talented programs and English as a second language.
- A student whose parent is transferring or pending transfer to a military installation within Florida will be considered a resident of the school district and will be provided preferential treatment in the controlled open enrollment process. 1003.05 F.S.

8. Placement in Virtual Instruction

Section 1003.498, F.S., establishes virtual school as an educational choice and an acceleration option for students.

Suwannee County School District offers Suwannee Virtual School (SVS) as the provider of first choice for virtual instruction; however, for situations in which SVS cannot fulfill the need, students may qualify to access the services of other state approved virtual providers. Students with limited or no access to a specific course are given priority for enrollment.

Virtual Education may be appropriate for students with medical or behavior issues that may limit success in the traditional classroom, students who need single subject acceleration, or for students needing a more flexible schedule due to training or other extra-curricular endeavors. Parents should confer with their student's school counselor to determine whether the course selected is appropriate for the student based on the student's academic history.

Eligibility for participation in K-12 virtual instruction is governed by s. 1002.455. All students, including home education and private school students, are eligible to participate in any of the following virtual instruction options:

- School district operated part-time or full-time kindergarten through grade 12 virtual instruction programs under s. 1002.455 (1).
- Full-time virtual charter school instruction authorized under s. 1002.33 to students within the school district or to students in other school districts throughout the state pursuant to s. 1002.31.
- Virtual courses offered in the course code directory to students within the school district or to students in other school districts throughout the state pursuant to s. 1003.498.

- Florida Virtual School instructional services authorized under s. 1002.37.

Participation in Suwannee County's virtual program is open to home education students as long as space is available. Home education students may enroll in a maximum of three courses per semester. Students attending a private school may participate in courses through Suwannee Virtual School if the private school principal submits a written request to the Director of School Choice. The request must be approved by the Director of School Choice prior to enrollment.

When these students seek to enroll in an online course offered by another district, both districts should be involved in the enrollment process and acknowledge the requirements related to eligibility and funding before the student is allowed to enroll in the course.

Principals and school counselors will determine if placement in virtual instruction is appropriate academically for the student based on course prerequisites, the student's academic history, the student's age, and the appropriateness of the course for the student. Enrollment in virtual school must be approved by the student's school counselor prior to the start of a new semester. Students that have previously enrolled in a virtual course and did not successfully complete the course with a passing grade will not be approved by their school counselor for another virtual course until the next school year. This is to prevent students from negatively impacting their academic course history and GPA by repeatedly being unsuccessful in a virtual school environment.

Schools may not deny placement in a virtual course offered when the principal and/or school counselor indicates that placement in a virtual course is appropriate, even if the school offers the same course. However, once a semester has begun and the regular drop period has passed a student may not withdraw from a school course to enroll in the same course online. Students may not simultaneously be placed in the same course at a district school and a virtual school. Schools shall make every effort for a student to access virtual coursework on site before, during or after the school day.

Additional information is available in the Florida Public Virtual Schools Question and Answers, available at the FDOE Virtual Instruction webpage https://www.fldoe.org/schools/school-choice/virtual-edu/ In addition, Suwannee Virtual School information is available at www.suwannee.k12.fl.us.

Students may enroll during open enrollment windows. Virtual enrollment guidance is available from the SVS Coordinator/Guidance Counselor at 386-647-4243.

9. Placement of Students on Community Control

For information regarding procedures when students are placed on community control please refer to Florida Statute 948.101, Terms and Conditions of Community Control and Florida Statute 948.03, Terms and Conditions of Probation. Florida Statute 948.03 specifically states

that the court shall determine the terms and conditions of probation. Conditions specified in this section do not require oral pronouncement at the time of sentencing and may be considered standard conditions of probation.

10. Initial Placement of Homeless Students

The Suwannee County School District adheres to the McKinney-Vento Homeless Education Assistance Improvements Act of 2001, US Code-Section 11302. Homeless students shall be permitted to enroll in the Suwannee County Public Schools as per definition in US Code-Section 11302. They shall not be placed in a separate school or program within a school based on their homeless status, and shall be provided services comparable to those offered to other students enrolled in the school.

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

Homeless children must have access to a free public education and must be admitted to school in the school district in which they or their families live. A homeless child shall be granted a temporary exemption from entrance requirements for 30 school days.

A homeless student is defined as a child or youth who:

- is living in emergency or transitional shelter or FEMA trailer
- is living with a family member or friend due to loss of housing, economic hardship or a similar reason; doubled up
- is living in a car, park, temporary trailer park or campground due to lack of adequate housing, public space, abandoned building, substandard housing, public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings or similar settings.
- is living in a hotel or motel.

Meets one of the criteria above and is not in the physical custody of a parent or a guardian (unaccompanied youth).

A “certified homeless youth” is a minor who is homeless, including an unaccompanied youth, who has been certified as homeless or unaccompanied by:

- a school district homeless liaison,

- the director of an emergency shelter program funded by the US Department of Housing and Urban Development, or
- the director of a runaway or homeless youth basic center or transitional living program funded by the U.S. Department of Health and Human Services.

A certified homeless youth has additional rights to certified copies of the birth certificate (382.0255 F.S.), and to have the disabilities of non-age removed if the student is 16 years of age or older (743.015 F.S.).

11. Alternative Placement for Students Retained Two or More Years

An alternative placement shall be offered for a student who has been retained two or more years. The alternative placement shall provide the student with intensive, differentiated instruction designed to remediate the student's academic deficiencies and shall include opportunities for the student to be placed in small group instructional settings. The alternative placement shall, under most circumstances, be at the student's home zoned school but may involve placement at a district-designated site. The alternative placement may not be a placement in a regular program at a higher grade. The instructional process may be facilitated through online instruction.

12. Alternative Program Placement

A student shall be identified as eligible for an alternative program placement based on one or more of the following criteria:

- The student is academically unsuccessful as evidenced by low test scores, retention, failing grades, low GPA, falling behind in earning credits, or not meeting state or district levels in reading, math, writing, social studies, or science.
- The student has a pattern of excessive absenteeism or has been identified as a habitual truant.
- The student has a history of disruptive behavior in school or has committed an offense that warrants out of school suspension or expulsion from school according to the district code of student conduct.

Students enrolling in Suwannee County School District coming from previous special facility educational institutions may be placed in the Suwannee County School District Opportunity School if determined appropriate by the School Principal and approved by the School Choice Committee.

*Alternative placement for any student with an IEP/504 plan will be determined by the IEP/504 team.

13. Placement of Pregnant, Married or Parenting Students

Florida Statute 1003.21; 1003.54 - 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 they may voluntarily be assigned to a class or program suited to their special needs. Pregnant or parenting teens may participate in a teenage parent program.

14. No Social Promotion/Administrative Placement

Florida Statute 1008.25 (6)(a) prohibits the assignment of a student to a grade level based solely on age or other factors that constitute social promotion or administrative placement at the next grade level without regard for student mastery of the appropriate State Standards.

C. Transfers and Withdrawals

Suwannee County School District is accredited though Cognia (formerly AdvancED), and as such certain rules pertain to the acceptance of transfer credits.

A Cognia school shall accept and classify transfer credits earned or grade placement from schools that are accredited by a recognized, regional or state accrediting agency without further validation based on the Suwannee County School Board policies. Recognized regional accrediting agencies are listed in Cognia Policies under credits or grade placement at https://home.cognia.org/#/registry.

Students transferring into the district once the school year has begun may be assessed in reading and math to determine reading proficiency and to ensure proper course and remedial instruction placement, if prior academic and assessment records are not transferred with the student. Students will be placed into middle or high school courses based on mastery of standards.

Students transferring credits into Suwannee County School District will be subject to the current course credit non-weighted grade scale approved by the Suwannee County School Board and in alignment with Florida Department of Education 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 Suwannee 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.
When in-progress course grades are transferred, numerical grades will be entered if available. If only letter grades are available, the highest numerical grade on the Suwannee County School District's grading scale associated with the letter grade will be used.

1. Transfers of Grade 11/12 Students from Out of State/Country

Florida Statute 1003.433 (1) refers to Out of State or Out of Country Transfer Students in Grade 11 or Grade 12. 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 state assessments in reading and mathematics required for graduation.

2. Transfers Late-in-the-Year

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

3. Transfers of Withdrawn Students Over the Compulsory School Age

A student who withdraws from a regular school program with seventeen (17) or more credits may have the option of either entering the regular high school credit earning program or the GED preparatory program.

- A student who withdraws from a regular high school program with fewer than seventeen (17) credits shall be placed in the GED preparatory program at the discretion of the Principal.
- If the student is under the age of eighteen, he/she may be granted an age waiver after a minimum of thirty (30) days in the GED preparatory program and successful completion of all age waiver requirements.

4. Florida's State Uniform Transfer of Students

Florida State Board of Education Rule 6A-1.09941 establishes State Uniform Transfer procedures relating to the acceptance of transfer work and courses for students entering Florida's public schools.

a. Uniform Transfer of Credits in Middle School

Successful completion of courses for grades 6, 7, and 8 shall be accepted or validated through performance during the first grading period as spelled out below.

Grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation.

If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student or personalized education student, successful completion of courses shall be validated through performance during the first grading period. Validation of courses shall be based on performance in classes at the receiving school.

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A student transferring into a school shall be placed at the appropriate sequential course level and should be passing each required course at the end of the first grading period.

Students who are not passing the sequential course at the end of the first grading period shall have courses validated using the state's **Alternative Validation Procedure** methods below as determined by the principal, teacher, and parent:

(a) Portfolio evaluation by the superintendent or designee;
(b) Demonstrated performance in courses taken at other public or private accredited schools;
(c) Demonstrated proficiencies on nationally-normed standardized subject area assessments;
(d) Demonstrated proficiencies on statewide, standardized assessment, or
(e) Written review of the criteria utilized for a given subject provided by the former school.

Students must be provided at least ninety (90) days from date of transfer to prepare for assessments. Specific Authority 1003.4156(3), 1003.25(3) FS.

b. Uniform Transfer of High School Credits

The procedures relating to the acceptance of transfer work and credits for students in high school from a private school, a home education program, a personalized education program, out of state or out of country shall be as follows:

Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation. If validation of the official transcript is deemed necessary, or if a student does not possess an official transcript or is a home education student or personalized education program student, credits shall be validated through performance during the first grading period as outlined below. Assessment requirements for transfer students under Section 1003.4282, F.S. must be satisfied, except as provided in Section 1003.433, F.S.

Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure.

Alternative Validation Procedure for High School Credits - If validation on performance as described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal, and parent:

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

Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in subparagraphs (1)(c)3., and 4. and (2)(c)4. and 5., of this rule if required.

c. Suwannee County School District – Portfolio Evaluation Procedures

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 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:

1. Award the credit and verify the grade based on the interview and review of the portfolio, or
2. 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.
3. Written review of the criteria utilized for a given subject provided by the former school.

D. Attendance

School attendance in Florida is required by law according to Florida Statute 1003.21. All children between the ages of 6 (by February 1) and 16 are required to attend school regularly during the entire school term. For specific information about attendance please see the Student Code of Conduct on the District website: www.suwannee.k12.fl.us.

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II. SPECIAL PROGRAMS

A. Home Education Student Participation

1006.15 F.S., 1002.41 F.S. Students registered in the home education program may participate in public school interscholastic and intra-scholastic extracurricular activities. However, public schools may provide home education students access to classes, programs, services, or other educational opportunities. Suwannee County School District allows for part-time attendance of home school students in on-campus classes when space and scheduling provides the opportunity.

Course requests may be made for courses for which vacancy exists. The school principal retains all rights to course assignment based on availability related to class-size reduction and other program enrollment caps. Fulltime public-school students will be given priority for course placement. Course assignments for home school students will take place after the principal has determined that other full-time public-school students have had their course requests met.

Home school students may register and enroll as a part-time student at the beginning of a semester and not after the drop/add period. For information regarding exact dates for each semester, contact the school's guidance department. Shall a home education student become non-compliant and ordered back to full-time public school, after a drop/add period; the school may enroll the student in an academic credit recovery alternative program for the duration of the semester in which they enter.

Should a part-time home school student wish to enroll fulltime in the public-school program, grade placement will be determined according to the State of Florida's Uniform Transfer Rule.

Home school students taking part-time courses in a public school must complete and satisfy all admission and compliance paperwork. Students must comply with all district disciplinary and attendance policies. Schools reserve the right to drop home school students from enrollment should the student become non-compliant with district disciplinary and attendance policies. In addition, should the student earn less than a grade of "C" for the 9-week period a school may withdraw the home school student from participation in that course.

For more information, visit FLDOE Office of Independent and Parental Choice Website at https://www.fldoe.org/schools/school-choice register for home education, contact the office of Home Education in the Suwannee County School District at http://www.suwannee.k12.fl.us/home-education-information.

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B. 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, a chronic illness, or a repeated intermittent illness due to a persisting medical problem and which confines the student to home or hospital and restricts activities for an extended period of time. (Rule 6A-6.0320, F.A.C.).

The medical statement is required to determine eligibility. The medical statement must include a description of the disabling condition or diagnosis with any medical implications for instruction. The report must state that the student is unable to attend school and gives an estimated duration of condition or prognosis. A student must be enrolled in public school prior to the submission of a Hospital Homebound referral to be evaluated for the Hospital Homebound program. Students are eligible for services from their third birthday until they graduate (receive a standard diploma or G.E.D.) or until their 22nd birthday. An Individual Education Plan (IEP) shall be developed or revised prior to assignment to the homebound or hospitalized program placement. The medical statement must be updated each school year.

The medical statement must be completed by a physician licensed in Florida in accordance with Chapter 458 or 459, F.S., an advanced registered nurse practitioner (ARNP) or Physician's Assistant (PA) working for a physician licensed under the authority of Sections 458 or 459, F.S., or a report of medical examination from a physical licensed in another state is permitted in accordance with paragraph 6A-6.0331 (3)(e), F.A.C.

Hospital/homebound students are eligible for a state assessment waiver only if they have been found eligible for special education services through an eligible disability program in addition to hospital/homebound.

For additional information on the SCSD hospital homebound program, please contact the Office of Student Services at (386) 647-4630.

C. Virtual Instruction Program

1. Full-Time Virtual Participation

a. Suwannee Virtual School (SVS)

Students in grades 6-12 that wish to take classes full-time through a virtual environment should contact Suwannee Virtual School to discuss enrollment and options. Suwannee Virtual School is Cognia (formerly AdvancED) accredited and can provide for a fully recognized high school diploma. SVS full-time students do not participate in classes or events at other Suwannee County traditional schools unless prior arrangements have been made with the traditional school principal.

Suwannee Virtual School full-time students will take assessments in the district's assessment lab, as directed by the SVS Coordinator.

Full-time SVS students may participate in sports and extracurricular activities at their home-zoned school. NCAA division I and II prospective student athletes should consult NCAA initial eligibility requirements regarding virtual courses. Full-time Virtual School students must follow the same guidelines relative to GPA, FHSAA guidelines, and "try-out" procedures instituted at the schools.

2. *Part-Time Virtual Participation*

a. Suwannee Virtual School (SVS) or other State Virtual Providers

As stipulated by the Florida K-20 Education Code (s.1002.20), parents have the right to choose educational options such as Suwannee Virtual School (SVS) or other state virtual providers for their children. A student's full-time school may not deny access to virtual courses offered by SVS or other state virtual providers assuming that the desired online course(s) is an appropriate course placement based on the student's academic history, grade level, and age. The traditional principal shall be the final approver of virtual school coursework taken outside of the regular school day.
The School Board shall provide students with access to enroll in courses available through the SVS and shall award credit for successful completion of such courses. Access shall be available to students during or after the normal school day and throughout the summer. Students wishing to take courses from SVS must work closely with their guidance counselors to ensure that courses fit in their learning path. Schools shall make every effort for a student to access SVS coursework on site for a student whose placement in an online course during the school day as appropriate.

In determining if a virtual course is appropriate for a student, the set of guidelines below shall help counselors monitor success and keep students from getting overwhelmed in the online coursework.

These guidelines are:

- The first time a student enrolls in a virtual course, only one course may be approved. (Part-time virtual)
- In order to be approved for a second online course, the student must have successfully completed their first course online.
- No more than 2 virtual courses can be approved for summer completion unless requested by school administration.
- If a student is unsuccessful in a virtual course, he/she must wait until the next school year to be approved for another attempt at an online course.
- Due to the amount of independent reading in virtual courses, it is strongly suggested (but not required) that students have a 2.0 or higher GPA OR a score of level 3 on the state reading assessment to enroll in an off-campus virtual course.

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- A student may not be enrolled in the same course online and at the traditional school at the same time.
- A student may not withdraw from a traditional course outside of the drop/add window and request placement in an online course without extenuating circumstances and permission from the traditional school principal.

Part-time virtual students enrolled in a virtual course which requires a state end-of-course assessment (EOC) are required to take the EOC.

b. Virtual/Online Course Graduation Requirement

Florida Statue 1003.4282 (4) specifies that at least one eligible course of the required 24 graduation credits must be completed through online or blended learning. Suwannee County School District has partnered with online and blended instruction providers throughout the state to ensure that students are able to meet this requirement. Many courses offered in the traditional school setting are offered through a blended learning platform, and may satisfy the online course requirement.

Suwannee (SVS) is the virtual provider of first choice for Suwannee County students; however, in situations in which SVS cannot fulfill the need, students may qualify to access the services of other state virtual education providers.

NCAA division I and II prospective student athletes should consult NCAA initial eligibility requirements regarding virtual courses.

c. Virtual Learning Lab Options

Virtual Learning Labs have been established at each secondary school to assist in student access to virtual courses. Students enrolled in these labs will be held to daily class attendance requirements even if the course is completed prior to the end of the enrolled semester, unless a student has met graduation requirements as a result of completing the online course(s).

Students must meet with school counselor to determine if placement in a virtual course 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 learning path. All courses must be approved by the counselor. See the Part-Time Virtual Enrollment section for additional information and guidelines.

If a student is taking a course in a Virtual Learning Lab, on the school campus, the student must be making adequate progress in the course with a grade of C or higher within the first two weeks or they may be withdrawn and rescheduled.

d. Credit Recovery Lab Options

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A review of student academic and attendance records will be conducted prior to the start of school and at the end of each semester. Students meeting the criteria listed below shall be considered for an opportunity to participate in the Academic Recovery Labs. These labs are an option, not a requirement for students:

- who are not on schedule to graduate with their cohort – short in credits,
- with a GPA below a 2.0 – in danger of not graduating, or
- who meet one or more of the grade forgiveness criteria.

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 lab courses are not recommended for prospective NCAA Division I and II athletes. For additional information, see: http://www.ncaa.org

D. Foreign Exchange Program

The following guidelines have been established for foreign exchange students:

- All foreign exchange students shall be assigned to grade 11 and must complete a Home Language Survey.
- No foreign exchange students shall receive a Suwannee County high school diploma nor participate in the graduation ceremony.
- 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.
- 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.
- Tuition may be charged for the enrollment of foreign exchange students. Foreign students who have received a high school diploma, or its equivalent, in their home country are not eligible to be foreign exchange students.

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- Foreign exchange students shall not be credit earning students and are admitted as cultural experience students only.

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III. CURRICULUM AND INSTRUCTION

A. Middle School Program

Consistent with school board rules and in accordance with Florida Statute 1012.28 (5), the Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes.

Middle School course requirements are specified in Florida Statute 1003.4156.

In order for a student to be promoted to high school from a school that includes middle grades 6, 7, and 8, the student must successfully complete the following courses which may include high school courses for high school credit:

- Three middle grades or higher courses in English Language Arts (ELA).
- Three middle grades or higher courses in mathematics.

  Each school that includes middle grades must offer at least one high school level mathematics course for which students may earn high school credit.

  Successful completion of a high school level Algebra I or Geometry course is not contingent upon the student's performance on the statewide, standardized end-of-course (EOC) assessment.

  To earn high school credit for Algebra I, a middle grades student must take the statewide, standardized Algebra I EOC assessment and pass the course, and in addition, beginning with the 2013-2014 school year and thereafter, a student's performance on the Algebra I EOC assessment constitutes 30 percent of the student's final course grade.

  To earn high school credit for a Geometry course, a middle grades student must take the statewide, standardized Geometry EOC assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course.

Three middle grades or higher courses in social studies.

One of these courses must be at least a one-semester civics education course that includes the roles and responsibilities of federal, state, and local governments; the structures and functions of the legislative, executive, and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States. All instructional materials for the civics education course must be reviewed and approved by the Commissioner of Education, in consultation with organizations that may include, but are not limited to, the Florida Joint Center for Citizenship, the Bill of Rights Institute, Hillsdale College, the Gilder Lehrman Institute of American History, iCivics, and the Constitutional Sources Project, and with educators, school administrators, postsecondary education representatives, elected officials, business and industry leaders, parents, and the public. Any errors

and inaccuracies the commissioner identifies in state-adopted materials must be corrected pursuant to s. 1006.35.

Each student's performance on the statewide, standardized EOC assessment in civics education required under s. 1008.22 constitutes 30 percent of the student's final course grade.

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

Three middle grades or higher courses in science.

Successful completion of a high school level Biology I course is not contingent upon the student's performance on the statewide, standardized EOC assessment required under s. 1008.22. However, beginning with the 2012-2013 school year, to earn high school credit for a Biology I course, a middle grades student must take the statewide, standardized Biology I EOC assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course.

One course in career and education planning to be completed in grades 6, 7, or 8, which may be taught by any member of the instructional staff.

The course must be Internet-based, customizable to each student, and include research-based assessments to assist students in determining educational and career options and goals. In addition, the course must result in a completed personalized academic and career plan for the student, which must use, when available, Florida's online career planning and work-based learning coordination system. The course must teach each student how to access and update the plan and encourage the student to access and update the plan at least annually as the student progresses through middle school and high school. The personalized academic and career plan must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report under s. 445.07. The required personalized academic and career plan must inform students of high school graduation requirements, including a detailed explanation of the requirements for earning a high school diploma designation under s. 1003.4285; the requirements for each scholarship in the Florida Bright Futures Scholarship Program; state university and Florida College System institution admission requirements; available opportunities to earn college credit in high school, including Advanced Placement courses; the International Baccalaureate Program; the Advanced International

Certificate of Education Program; dual enrollment, including career dual enrollment; and career education courses, including career-themed courses, pre-apprenticeship and apprenticeship programs, and course sequences that lead to industry certification pursuant to s. 1003.492or s. 1008.44.

The course may be implemented as a stand-alone course or integrated into another course or courses.

Physical Education Requirement F.S. 1003.455 -The equivalent of one class period per day of physical education for one semester of each year is required for students enrolled in grades 6 through 8.

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

- The student is enrolled or required to enroll in a remedial course.
- The student's parent indicates in writing to the school that:
  - The parent requests that the student enroll in another course from among those courses offered as options by the school district; or
  - The student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

Students are required to receive 300 minutes of instruction during the school day. Physical activities outside the school day do not release students from the 300 minutes of instruction requirement. A student must take an approved, alternative middle school course if physical education course is waived.

1. Course Placement

Consistent with school board rules and in accordance with Florida Statute 1012.28 (5), the Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes.

2. High School Credit in Middle School

Florida Statutes 1003.4156, 1008.22(3) allow that middle school students may be enrolled appropriately in high school credit-earning courses. Courses will adhere to high school grading policies.

Students taking Algebra I, Geometry, or Biology or an equivalent high school course in middle school must take the designated End-of-Course (EOC) assessment and the EOC score must be utilized as 30% of the final grade in the course. Passing the Algebra I EOC assessment is a high school graduation requirement.
Middle school students earning high school credit shall simultaneously be credited with meeting the requirements for the appropriate corresponding pre-grade 9 courses.

High school courses taken below grade 9 are included in student's cumulative GPA and may be used to satisfy high school graduation requirements and Bright Futures award requirements.

3. Middle School Midyear Promotion

Midyear Promotion of Retained Students from 6th to 7th or 7th to 8th
In middle school, midyear promotion is defined as promotion of a retained student at any time during the year of retention once the student has successfully completed the four (4) core grade academic requirements (language arts, mathematics, science, social studies) of the preceding grade level. Student grade level classification at the end of the first semester will determine which grade level of the state assessment is administered.

Parents interested in midyear promotion options in middle grades should contact the school counselor for options in scheduling.

4. Middle Grades Retention

Middle Grades Retention may occur when the school's instructional staff, through its Student Support Team or its equivalent, determines that the student demonstrates the need for additional time to attain appropriate academic knowledge and skills in order to meet required district and/or state performance standards. A student who is retained must be provided with instructional experiences different from those in the previous year's program, taking into consideration the student's individual learning needs and learning style. Only in exceptional cases will a student be assigned to any one grade more than two consecutive years. The district shall provide an appropriate alternative placement for a student who has been retained two or more years.

B. High School Program

1. Course Placement

Consistent with school board rules and in accordance with Florida Statute 1012.28 (5), the Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes.

Students will be placed into high school courses based on mastery of the appropriate standards in accordance with the student's learning path. The learning path is comprised of the counselor graduation checklist/chart, the student/parent annual course request form and 18 credit option notification form (if applicable).

a. Course Drop/Add Procedures

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Schedule course change requests will be accepted within the first 5 school days of a new semester. Students are expected to follow their original schedule until receiving notification of a schedule change. Schedule changes will be processed within the first 10 days of the new semester.

b. Course Prerequisites

Many courses offered by Suwannee County School District have prerequisites. These prerequisites must be honored unless the student gets permission for an exception based on a conference with a school committee which may be made up of teacher, guidance counselor, parent, or administration.

c. 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, in Adult Education or in another traditional or virtual/online school. If a situation exists, which prevents a student from taking a course in sequence, the principal, or designee, may grant an exception.

2. *High School Credit*

a. Definition of High School Credit

Florida Statue 1003.436 (1)(a)(b) defines one high school credit 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.

b. Credit Acceleration Program

As provided in Florida Statute 1003.4295 the Credit Acceleration Program (CAP) is created for the purpose of allowing a student to earn high school credit in courses required for high school graduation through passage of an end-of-course assessment administered under s. 1008.22, an Advanced Placement Examination, or a College Level Examination Program (CLEP).

High Schools shall advise each student of courses through which a high school student can earn college credit. In Suwannee County School District, students may earn college credit through Advanced Placement, dual enrollment, early admission, and career academy courses, as well as, through virtual offerings. For more information, students and parents should contact the school counselor.

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The district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score on the corresponding end-of-course assessment, Advanced Placement Examination, or CLEP.

The requirements and eligibility process are as follows:

- The EOC will be administered only at the times established by the state assessment calendar.
- The score necessary to earn credit will be determined by the state and applied in all situations.
- Only credit (no grade) will be earned by meeting the passing score on the EOC.
- If a student takes the EOC and does not earn credit, the student will not be eligible to apply for further CAP testing for the same course until additional preparation has been documented and evaluated.

Public school or home education students who are not enrolled in the course, or who have not completed the course must be permitted to take the assessment or examination during the regular administration of the assessment or examination.

3. Grade Averaging for Credit

Florida Statute 1003.436 (2) - 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 averaging for the purposes other than for course pass/fail shall be the responsibility of the parent and student to request course semester averaging.

4. College Credit by Examination

According to Florida Statute 1007.27(6), 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, IB, 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 a college will accept credits earned through this program.

5. Volunteer and Non-Academic Activity Credit

A student may earn .5 elective credits for Voluntary Public Service (VPS). A minimum of 75 hours of nonpaid, voluntary community or school service is required for credit. The school principal (or designee) is responsible for approving specific volunteer activities.

Florida Academic Scholars award requires that students must complete a program of volunteer service or, beginning with a high school student graduating in the 2022-2023 academic year and thereafter, paid work, as approved by the district school board, the administrators of a nonpublic school, or the Department of Education for home education program students, which must include 100 hours of volunteer service, paid work, or a combination of both. Eligible paid work completed on or after June 27, 2022, shall be included in the student's total of paid work hours. The student may identify a social or civic issue or a professional area that interests him or her and develop a plan for his or her personal involvement in addressing the issue or learning about the area. The student must, through papers or other presentations, evaluate and reflect upon his or her volunteer service or paid work experience. Such volunteer service or paid work may include, but is not limited to, a business or governmental internship, work for a nonprofit community service organization, or activities on behalf of a candidate for public office. The hours of volunteer service or paid work must be documented in writing, and the document must be signed by the student, the student's parent or guardian, and a representative of the organization for which the student performed the volunteer service or paid work.

Florida Medallion Scholar award requires high school students must complete a program of volunteer service or, beginning with a high school student graduating in the 2022-2023 academic year and thereafter, paid work approved by the district school board, the administrators of a nonpublic school, or the Department of Education for home education program students, which must include 75 hours of volunteer service, 100 hours of paid work, or 100 hours of a combination of both. Eligible paid work completed on or after June 27, 2022, shall be included in a student's total of required paid work hours. The student may identify a social or civic issue or a professional area that interests him or her and develop a plan for his or her personal involvement in addressing the issue or learning about the area. The student must, through papers or other presentations, evaluate and reflect upon his or her volunteer service or paid work experience. Such volunteer service or paid work may include, but is not limited to, a business or governmental internship, work for a nonprofit community service organization, or activities on behalf of a candidate for public office. The hours of volunteer service or paid work must be documented in writing, and the document must be signed by the student, the student's parent or guardian, and a representative of the organization for which the student performed the volunteer service or paid work.

Florida Gold Seal Vocational Scholars and Florida Gold Seal CAPE Scholars require that students complete at least 30 hours of volunteer service for students entering grade 9 prior to the 2024-2025 school year or 75 hours for students entering grade 9 in the 2024-2025 school year. Beginning with high school students graduating in the 2022-2023 academic year and thereafter, 100 hours of paid work, approved by the district school board, the administrators of a nonpublic school, or the Department of Education for home education program students, or 100 hours of a combination of both. Eligible paid work completed on or after June 27, 2022, shall be included in a student's total of required paid work hours. The student may identify a social or civic issue or a professional area that interests him or her and develop a plan for his or her personal involvement in addressing the issue or learning about the area. The student must, through papers or other presentations, evaluate and reflect upon his or her volunteer service or paid work experience. Such volunteer service or paid work may include, but is not limited to, a business or governmental internship, work for a nonprofit community service organization, or activities on behalf of a candidate for public office. The hours of volunteer service or paid work must be documented in writing, and the document must be signed by the student, the student's parent or guardian, and a representative of the organization for which the student performed the volunteer service or paid work.

Examples of recommended categories of community service/volunteer hours include:

- service to a governmental agency,
- service to a not-for-profit local, national or international organization,
- service to a school or school organization,
- service to a religious organization, or
- other as approved by the principal (or designee).

All service/volunteer activities should be documented on the letterhead or approved form of the organization and presented to the appropriate person designated at each school. As was stated above, the principal (or designee) is responsible for approval of submitted community service/volunteer hours.

For students that are interested in participating in community service or service learning, please discuss with your school counselor.

6. Community Service

Student community service is defined as community service activities that are non-curriculum based and are recognized by and/or arranged through the school. The community service:

- generally, does not include explicit learning objectives or organized reflection or critical analysis activities,
- may include activities that take place off of school grounds or may happen primarily within the school,

- may be carried out as school-wide events, separately organized school programs, or projects conducted by school-sponsored clubs (i.e., Girls/Boys Clubs, National Honor Society), and
- may not be earned for service required as part of a court action.

Examples of community service activities could include cleaning up a local park, visiting the elderly, or collecting and distributing food to those in need.
The hours that a high school student devotes to the Florida Debate Initiative, also known as the Central Florida Debate Initiative, the YMCA Youth and Government program, the American Legion Boys State program, the American Legion Girls State program, or other similar programs approved by the commissioner shall count towards the service work requirement for the Florida Bright Futures Scholarship Program. F.S. 1003.44

C. Honors and Advanced Courses of Study

Each high school offers Academically Challenging Curriculum to Enhance Learning (ACCEL) options: whole-grade and midyear promotion, subject matter acceleration, virtual instruction in higher grade-level subjects, the Credit Acceleration Program, and early graduation. Specific options and details for each student are available from the guidance counselor at the school. (1002.3105 F.S., 1003.4281 F.S.)

1. Honors or Advanced Course Definition

The following types of courses are deemed honors or advanced level (not all types are offered in Suwannee County) and are subject to the placement criteria as cited:

- Preliminary International Baccalaureate (Pre-IB) courses,
- International Baccalaureate (IB) courses,
- International General Certificate of Secondary Education (IGCSE) courses,
- Advanced International Certificate of Education (AICE) courses,
- Dual Enrollment (DE) courses,
- Advanced Placement (AP) courses, or
- Honors level and AP courses offered by Florida Virtual School that are taken as part of a student's learning path.

2. Honors or Advanced Course Placement

The Suwannee County School District criteria for honors or advanced course placement are any one of the following:

- Grades - A grade of C or better in the previous honors course. Students earning a grade of A in the previous standard course may be recommended for honors course placement. Teachers will conference with students to offer guidance for appropriate placement.

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- State Assessment - Level 4 or 5(above grade level) in appropriate area on Mathematics for placement in honors mathematics and science classes on Reading for placement in honors English, social studies or foreign language.

School administration and guidance counselors in consultation with teachers may administratively allow placement in honors or advance courses.

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. The Superintendent has designated the principal as the final authority in placement decisions. 1012.28 (5), F.S.

3. Dropping Honors or Advanced Courses

If a student is enrolled in an honors or AP **full**-credit course, the student may only drop the course within the first five class meetings, or he/she may NOT drop the course until the end of the semester and only if the following conditions exist:

- a grade of D or F
- completion of a parent conference during each grading period
- demonstration of the student seeking consistent academic assistance
- space available in a comparable course
- other conditions with administrative approval.

If a student is enrolled in an honors or AP **half**-credit course, the student may only drop the course after the end of the first nine weeks grading period and only if the following conditions exist:

- a grade of D or F
- completion of a parent conference
- demonstration of the student seeking consistent academic assistance
- space available in a comparable course
- other conditions with administrative approval.

D. Advanced Placement

Florida Statute 1007.27(5) provides for Advanced Placement (AP) as the enrollment of an eligible secondary student 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.

AP students are exempt from the payment of any fees associated with taking an AP course. However, schools will impose a fee of the cost of the AP examination, plus 5%, when students who are registered for the examination do not participate. Registration for AP exams takes place in November of each year.

E. Dual Enrollment/Early Admission

Florida Statute 1007.27 governs Dual Enrollment. The dual enrollment program is defined as enrollment of an eligible secondary 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. Through an articulation agreement, SCSD students attend dual enrollment courses at a district approved institution. SCSD is currently zoned under North Florida College. Students through appropriate waiver may petition to attend other institutions.

Suwannee County School District assumes tuition, fees, and materials for students for dual enrollment for fall and spring term only. Summer term expenses are not provided for by the district.

Not all post-secondary courses qualify for dual enrollment. Applied academics for adult education instruction, developmental education, and other forms of pre-collegiate instruction, as well as physical education courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, are **ineligible** for inclusion in the dual enrollment program. Recreation and leisure studies courses shall be evaluated individually in the same manner as physical education courses for potential inclusion in the program.

Dual enrollment shall be offered on the high school campus whenever possible. A Dual Enrollment Question and Answer document is available at: https://www.fldoe.org/core/fileparse.php/5421/urlt/DualEnrollmentFAQ.pdf.

Home education students shall have equal access to dual enrollment as public-school students. Home education students must present evidence to the postsecondary institution that the home education program is in compliance with s. 1002.41, F.S. It is not a statutory requirement that home education students present a transcript at the time of entry to the dual enrollment program; however, there may be educational benefits to the student for sharing his or her education background. Each postsecondary institution must enter into a Home Education Articulation Agreement with each student seeking enrollment in a dual enrollment course and the student's parent.

1. Dual Enrollment - Prerequisites

- Students must first meet district qualifications for honors course placement to be considered for dual enrollment or early admission.
- Students must demonstrate readiness for college-level coursework if the student is to be enrolled in college courses. Students in grades 11 and 12 must have passed their state assessments required for graduation or earned a concordant score to be considered college-ready.

- Career dual enrollment is limited to students enrolled in courses/programs leading to industry certification.
- Students must have a 3.0 unweighted GPA for college credit dual enrollment or early admission courses, or a 2.0 unweighted GPA for career non-college–credit certificate courses.
- Exceptions to the required GPAs may be granted if the school and community college agree and the terms of the agreement are contained within the dual enrollment articulation agreement.

To continue participation in college-credit dual enrollment or early admissions, students must maintain a 3.0 unweighted high school GPA and the minimum postsecondary GPA established the post-secondary institution.

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 or early admissions 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.

2. Dual Enrollment - Qualifying Placement Test Scores

Dual enrollment and early admission students are exempt from the Florida College System degree admissions requirements. (1007.263 F.S.)

TEST		PERT	SAT	ACT	Next-Generation ACCUPLACER		Classic Learning Test (CLT)
					Through July 2022	Since August 2022	Since August 2023
READING		106	24	19	245	256	38 (Sum of Verbal Reasoning and Grammar/Writing Sections)
WRITING/ENGLISH		103	25	17	245	253	
MATH	MAT 1033 MGF 1106 MGF 1107 STA 2023	114	24	19	242 (QAS)	261 (QAS)	16 (Quantitative Reasoning Section)
	MAC 1105	123	26.5	21	N/A	263-275 (AAF)	TBD

A combination of scores is accepted. Scores that are more than two years old may not be used for initial placement, 1008.30, Florida Statute. Rule 6A-10.0315 Demonstration of Readiness for College-Level Communication and Computation.

3. Dual Enrollment – Process for Enrollment

High Schools will notify students and parents of the registration windows and information necessary for enrollment.
Students are responsible for obtaining information and returning applications to the high school counselor by the specified date each term. The high school counselor will submit the dual enrollment applications to the appropriate Dual Enrollment Coordinator at the college.
STUDENTS MUST REGISTER THROUGH THEIR SCHOOL COUNSELORS.
Deadlines for dual enrollment are annually published in the SCSD/NFC Articulation Agreement and are available in school guidance offices.

Students that enroll in dual enrollment courses will need to be willing to follow the college's published academic calendar. SCSD student holidays may or may not be observed by the college, please make sure that any anticipated conflicts are discussed with the college prior to enrollment.

4. Dual Enrollment - Student Materials

Students enrolled through a district high school are exempt from the payment of registration, tuition and lab fees. Core subject textbooks assigned for use within dual enrollment courses shall be made available free of charge to district dual enrollment students, assigned as all other school textbooks checked out from the high school media center.

Students should order textbooks through their high school counselor at the time of registration. Timely registration will allow for materials being provided on time for the beginning of classes. All dual enrollment textbooks should be returned to the school media center by the next SCSD school day following the last day of the college course.

Due to the re-use of dual enrollment materials, it is imperative that dual enrollment students return their books to the high school media center on time. Students that do not turn their dual enrollment textbooks back in to the media center will be fined the replacement cost of the book, as with any other textbook.

Students who drop classes after textbook procurement will be responsible for the cost incurred to the district for the textbook(s).

Students who are approved by the school and are enrolled into dual enrollment courses after the first three weeks of the enrollment window are responsible for the purchase of textbooks and instructional materials with reimbursement upon course completion. Students must provide the school counselor with the textbook receipt to receive reimbursement.

Suwannee County School District does not pay for courses or textbooks for summer courses.

5. Dual Enrollment - Transportation

Students taking dual enrollment courses on a postsecondary campus or on a high school campus outside of regular school hours must provide their own transportation.

6. Dual Enrollment and Graduation

Students enrolled in three-year 18-credit ACCEL graduation program or the traditional four-year program are eligible for dual enrollment credit. However, all dual enrollment courses must be taken and completed prior to the student's completion of credits/graduation.

7. Enrollment in College Courses for College Credit Only

Students enrolled in postsecondary instruction not creditable toward a high school diploma shall be required to assume the cost of instructional materials and fees.

8. Career Dual Enrollment

Students may also participate in career dual enrollment for courses leading to a postsecondary career certificate and an industry certification. Many industry certifications will articulate to college credit toward a degree. A listing of articulated industry certifications may be found at https://www.fldoe.org/academics/career-adult-edu/career-technical-edu-agreements/industry-certification.stml

9. Sentinel Scholars Program at North Florida College

Beginning in 2019-2020, the Sentinel Scholars Collegiate Academy is a pilot program between the Suwannee County School District and North Florida College. Students in the program will have additional dual enrollment opportunities allowing the student access to courses needed to graduate from high school with an A.A. degree from NFC.

For more information, contact the school principal or school counselor.

F. Career Academies

Each secondary school will provide career academies, defined as strategic educational training opportunities. Often referred to as "career and professional academies," each will offer a research-based program that will integrate a rigorous academic curriculum with an industry-driven career curriculum. These small learning communities will ensure outcomes and skills based on viable careers, occupations and industry needs. The academic focus of individual career academies shall be determined cooperatively among the school district, postsecondary institutions, and local workforce board.

Students may receive a standard high school diploma with merit designation upon passing at least one industry certification in a career-themed course. Students that earn scholar

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designation may also earn merit designation under diploma guidelines. Industry certification where appropriate and, often, postsecondary credit may apply where applicable articulation agreements exist. Each career academy shall use existing infrastructure whenever possible and shall include, at a minimum, the following:

- student awareness of available career programs and the corresponding occupations into which such programs lead,
- student development of individual academic and career plans as specified in s. 1003.4156 F.S.,
- integration of academic and career skills in the secondary curriculum,
- student retention in school through high school graduation, and
- career education curriculum articulation with corresponding postsecondary programs in the career center or community college, or both.

The Career Academy model must contain three critical structural elements:

- a small learning community, comprising a group of students within the larger high school who take classes together for at least two years, taught by a team of teachers from different disciplines,
- a college preparatory curriculum with a career theme, enabling students to see relationships among academic subjects and their application to a broad field of work, and
- partnerships with employers, the community, and local colleges, bringing resources from outside the high school to improve student motivation and achievement.

The goals of Suwannee County Career Academies and Career Themed Courses are to:

- Ensure student success – All Suwannee County career academy graduates will possess the skills and tools necessary to be successful in college, career and the global economy.
- Provide relevant curriculum and assessment – The academy team will develop and implement project-based curricula that engage students in real-world relevance focused around the career theme.
- Ensure meaningful business engagement – The academy team will seek to develop business engagement to the highest level with a focus on student success.

To accomplish these goals, each career themed course/academy must:

- provide a rigorous, standards-based academic curriculum integrated with a career curriculum,
- enhance each student's capacity to excel,
- include an emphasis on work habits and work ethics,
- include one or more partnerships with postsecondary institutions, businesses, industry, employers, economic development organizations, or other appropriate partners from the local community,

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    - provide creative and tailored student advisement, including parent participation and coordination with middle schools, to provide career exploration and education planning,
    - provide a career education certification on the high school diploma,
    - provide instruction in careers designated as high growth, high demand, and high wage by the local Workforce Development Board, Chamber of Commerce and/or program advisory committees,
- Deliver academic content through instruction relevant to the career, including intensive reading and mathematics intervention with an emphasis on strengthening reading for information skills,
- offer applied courses that combine academic content with technical skills,
- provide instruction resulting in competency, certification or credentials in workplace skills, including, but not limited to, communication skills, interpersonal skills, decision making skills, the importance of attendance and timeliness in the work environment and work ethics.

Such partnerships must provide opportunities for:

- instruction from highly skilled professionals,
- internships, externships and on-the-job training,
- a postsecondary degree, diploma or certificate,
- the highest available level of industry certification, and
- maximum articulation of credits upon program completion.

G. School-to-Work Transition

All schools (elementary, middle, and high) shall document the manner in which they have prepared students to enter the workforce, including information regarding the provision of accurate, timely career and curricular counseling to students. This information shall include a delineation of available career opportunities, educational requirements associated with each career, educational institutions that prepare students to enter each career, and student financial aid available to enable students to pursue any postsecondary instruction required to enter that career. Schools shall also delineate school procedures for identifying individual student interests and aptitudes which enable students to make informed decisions about the curriculum that best addresses their individual interests and aptitudes while preparing them to enroll in postsecondary education and enter the workforce.
Beginning in grade 6, this information shall include recommended high school coursework that prepares students for post-secondary success. The information shall be made known to parents and students annually through inclusion in the school's handbook, manual, or similar documents or other communications regularly provided to parents and students.

H. Course Credit Substitutions and Exemptions

1. Interscholastic Sports Substitution

Participation in interscholastic sports at the junior varsity or varsity level, for two full seasons, will satisfy the one credit requirement in physical education. All students who choose to satisfy their physical education requirements by playing an interscholastic sport must complete additional credits in elective courses to meet the 24 credits required by the state for graduation. It is no longer required that students pass a competency test to utilize this option.

2. JROTC Substitution

Completion of ROTC I and II can be used to waive both the physical education/Hope and the fine and performing or practical arts graduation requirements. Students using this waiver are still required to complete 24 credits for the standard diploma. These substitutions may not meet the qualifications for Bright Futures.

a. Physical Education/HOPE Waiver

Students enrolled in a Reserve Officer Training Corps (ROTC) course with a significant drill component shall satisfy the Physical Education graduation requirement with a grade of C or better in ROTC I and II. A waiver number of 1500450 shall be applied to ROTC I, and a waiver number of 1500460 shall be applied to ROTC II. Students will receive the grades and credits for ROTC I and II, and will be exempt from taking the HOPE course. No grade or credit will be received for the HOPE course. Students must pass both ROTC I and II with a grade of C or better in order to be eligible for the waiver of the physical education/HOPE graduation requirement

b. Fine and Performing Arts/Practical Arts Waiver

Completion of one semester with a grade "C" or better in marching band class, physical activity class that requires participation in marching band activities as an extracurricular activity, or in a dance class will satisfy one-half credit in physical education or one-half credit in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an IEP or Section 504 plan.

3. Marching Band Substitutions

Requirements for a Standard High School Diploma. "Completion of 2 years of marching band shall satisfy the one-credit requirement in physical education ~~or~~ and the one-credit requirement in performing arts." However, it cannot be used to satisfy the personal fitness requirement or adaptive PE under an IEP.

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4. 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/1920PACourses.pdf

5. Career Education Course Substitutions

Course Substitutions Section 1003.4282, F.S., authorizes the substitution of up to two (2) mathematics credits (MA) and one (1) equally rigorous science (EQ) credit toward high school graduation for earning certain industry certifications. In order to qualify for an exemption, a student must earn a certification for which there is a statewide articulation agreement at the time the certification was earned. The eligible industry certifications for which there are active agreements may be found at http://www.fldoe.org/academics/career-adult-edu/career-technical-eduagreements/industry-certification.stml.
It is important to note that a student would need to earn three separate industry certifications tied to college credit in order to earn the maximum three substitution credits (two for math, one for science). The school district determines which industry certifications, for which there is valid statewide articulation agreement at the time the certification was earned, can yield course substitutions for mathematics and science.

Course Substitution Number	Course Substitution Title	Graduation Code Awarded*
1200998	Industry Certification Math Substitution 1	MA
1200999	Industry Certification Math Substitution 2	MA
2000999	Industry Certification Science Substitution	EQ

*These substitutions cannot be used to award graduation codes of A1, GE, or BI, as mandated by statute.

6. Computer Science Course Substitutions

High school computer science courses of sufficient rigor, as identified by the commissioner, such that one credit in computer science and the earning of related industry certifications constitute the equivalent of up to one credit of the mathematics requirement, with the exception of Algebra I or higher-level mathematics, or up to one credit of the science requirement, with the exception of Biology I or higher-level science, for high school graduation. Computer science courses and technology-related industry certifications that are identified as eligible for meeting mathematics or science requirements for high school graduation shall be included in the Course Code Directory. F.S. 1007.2616

High school computer technology courses in 3D rapid prototype printing of sufficient rigor, as identified by the commissioner, such that one or more credits in such courses and related industry certifications earned may satisfy up to two credits of mathematics required for high

school graduation with the exception of Algebra I. Computer technology courses in 3D rapid prototype printing and related industry certifications that are identified as eligible for meeting mathematics requirements for high school graduation shall be included in the Course Code Directory. F.S. 1007.2616

7. Credit in English and World Language for Transfer Students

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.

8. Florida Seal CAPE and Vocational Scholarships

The Bright Futures Scholarship Program consists of four awards: the Florida Academic Scholarship, the Florida Medallion Scholarship, the Florida Gold Seal CAPE Scholarship, and the Florida Gold Seal Vocational Scholarship. Details and eligibility requirements can be found at the Bright Futures website https://www.floridastudentfinancialaidsg.org/SAPHome/SAPHome?url=home

I. Assessment

1. State Assessments

Florida Statute 1008.22 - Participation in the statewide testing program is mandatory for all K-12 students attending public schools. The assessment of English Language Arts shall be administered annually in grades 3-10, and the science assessment is given in grades 5 and 8. The assessment of mathematics shall be administered annually in grades 3-8.

Beginning with the 2022-2023 school year, the end-of-year comprehensive progress monitoring assessment administered pursuant to s. 1008.25(8)(b)2. is the statewide, standardized ELA assessment for students in grades 3 through 10 and the statewide, standardized Mathematics assessment for students in grades 3 through 8.

End of course assessments (EOC) in Algebra I, Geometry, Biology 1, US History, and M/J Civics are also assessed when the course is completed and the score earned is 30% of the final grade in the course.

Beginning with the 2021-2022 school year, students taking the United States Government course are required to take the assessment of civic literacy identified by the State Board of Education pursuant to s. 1007.25(4). Students earning a passing score on the assessment are exempt from the postsecondary civic literacy assessment required by s. 1007.25(4). This EOC will NOT be 30% of the final grade in the course.

2. Concordant and Comparative Scores for State Assessment

Florida Statute 1003.4282 specifies to graduate from high school, students must earn passing scores on state assessments or passing scores on standardized tests that are concordant with passing scores on state assessments, as defined by State Board Rule 6A-1.09422. This rule was revised in June, 2018. Based on the new rule, concordant and comparative scores shall be applied to the statewide assessment program as follows:

Concordant Scores for Grade 10 Reading or ELA Assessment

Beginning with students who entered grade 9 in the 2010-11 school year and ending with students who entered grade 9 in the 2017-18 school year, students and adults who have not yet earned their required passing score on the Grade 10 FCAT 2.0 Reading Assessment or the Grade 10 FSA/FAST ELA Assessment, as applicable, may meet this testing requirement to qualify for a high school diploma by earning a concordant passing score on the respective section of the SAT or ACT. For eligible students, the concordant passing scale score shall be a score equal to or greater than four hundred and thirty (430) on the 200 to 800 scale for the SAT Evidence-Based Reading and Writing (EBRW) section, twenty-four (24) on the 10 to 40 scale of the SAT Reading Subtest section, or nineteen (19) on the 1 to 36 scale on the ACT Reading section. Eligible students may also use the new concordant scores set below.

Students and adults who are in the 2022-23 graduating class, including students who entered grade 9 in the 2019-20 school year, and who have not yet earned the required passing score on the the grade 10 statewide, standardized ELA assessment may meet this testing requirement to qualify for a high school diploma by earning a concordant passing score on the EBRW section of the SAT, the Reading subtest of the SAT or the ACT, or the average of the English and Reading subject test scores for the ACT. For eligible students, the concordant passing scale score for the SAT EBRW shall be a score equal to or greater than four hundred and thirty (430) on the 200 to 800 scale, and the concordant passing scale score for the SAT Reading subtest shall be equal to or greater than twenty four (24) on the 10 to 40 scale. The concordant passing scale score for the Reading section of the ACT shall be a score equal to or greater than ninteen (19) on the 1 to 36 scale, and the concordant passing score on the average of the English and Reading subtest scores of the ACT shall be a score equal to or greater than eighteen (18) on the 1 to 36 scale. For the average of the ACT English and Reading subtests, if the average of the two subject test scores results in a decimal of .5, the score shall be rounded up to the next whole number. The scores for the English and Reading subject tests on the ACT are not required to come from the same test administration.

Beginning with students who entered grade 9 in the 2020-21 school year, students and adults who have not yet earned their required passing score on the grade 10 statewide,

standardized ELA assessment may meet this testing requirement to qualify for a high school diploma by earning a concordant passing score on the EBRW section of the SAT, or the average of the English and Reading subject test scores for the ACT, or the sum of the Verbal Reasoning and the Grammar/Writing sections of the Classic Learning Test (CLT). For eligible students, the concordant passing scale score for the SAT EBRW shall be a score equal to or greater than four hundred and eighty (480) on the 200 to 800 scale, the concordant passing scale score for the average of the English and Reading subject test scores on the ACT shall be a score equal to or greater than eighteen (18) on the 1 to 36 scale, and the concordant passing scale score for the sum of the Grammar/Writing and the Verbal Reasoning subject tests of the CLT shall be a score equal to or greater than thirty-six (36) on the 0 to 80 scale. For the ACT, if the average of the two subject test scores results in a decimal of .5, the score shall be rounded up to the next whole number. The scores for the English and Reading subject tests on the ACT or the Grammar/Writing and Verbal Reasoning subjects tests on the CLT are not required to come from the same test administration.

2. Beginning with students who entered grade nine in the 2025-2026 school year, or students who entered grade nine in the 2023-2024 through 2024-2025 school years and have not yet earned a concordant score, students and adults who have not yet earned their required passing score on the grade ten statewide, standardized ELA assessment may meet this testing requirement to qualify for a high school diploma by earning a concordant passing score on the Reading and Writing section of the SAT, the Reading and Writing section of the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), the Reading and Writing section of the PSAT 10, the average of the English and Reading subject test scores for the ACT, the average of the English and Reading subject test scores for the PreACT Secure, the sum of the Verbal Reasoning and the Grammar/Writing sections of the Classic Learning Test (CLT), or the the sum of the Verbal Reasoning and the Grammar/Writing sections of the CLT10. For eligible students, the concordant passing scores are as follows:

Assessment	Assessment Scale	Concordant Score
SAT Reading and Writing section	200-800	490
PSAT/NMSQT Reading and Writing section	160-760	470
PSAT 10 Reading and Writing section	160-760	470
ACT English and Reading subject tests (averaged)	1-36	18
PreACT Secure English and Reading subject tests (averaged)	1-36	18
CLT Grammar/Writing and Verbal Reasoning subject tests (sum)	0-80	39
CLT10 Grammar/Writing and Verbal Reasoning subject tests (sum)	0-80	39

For the ACT, if the average of the two subject test scores results in a decimal of .5, the score shall be rounded up to the next whole number. The scores for the English and Reading subject tests on the ACT or the Grammar/Writing and Verbal Reasoning subjects tests on the CLT are not required to come from the same test administration.

Comparative Scores for the Algebra I EOC Assessment

Beginning with students entering grade 9 in the 2011-12 school year and ending with students who entered grade 9 in the 2017-18 school year, students and adults who have not yet earned their required passing score on the Algebra 1 EOC assessment, may meet this testing requirement to qualify for a high school diploma by earning a comparative passing score on the Mathematics section of the Postsecondary Education Readiness Test (PERT). For eligible students, the comparative passing scale score for the PERT shall be a score equal to or greater than ninety-seven (97) on the 50 to 150 scale. Eligible students may also use the new comparative scores set below.

Students and adults who are in the 2022-23 graduating class, including students who entered grade 9 in the 2019-20 school year, and who have not yet earned the required passing score on the Algebra 1 EOC assessment may meet this testing requirement to qualify for a high school diploma by earning a comparative passing score on the Math section of the PERT, the PSAT/NMSQT, the SAT or the ACT, or on the statewide, standardized Geometry EOC assessment. For eligible students, the comparative passing scale score shall be a score equal to or greater than one hundred and fourteen (114) on the 50 to 150 scale for the PERT Mathematics section, equal to or greater than four hundred and thirty (430) on the 160 to 760 scale for the PSAT/NMSQT Math section, equal to or greater than four hundred and twenty (420) on the 200 to 800 scale for the SAT Math section, equal to or greater than sixteen (16) on the 1 to 36 scale for the ACT Math section, or equal to or greater than an achievement level 3 on the level 1 to level 5 achievement level scale for the statewide, standardized Geometry EOC assessment.

Beginning with students who entered grade 9 in the 2020-21 school year, students and adults who have not yet earned their required passing score on the Algebra 1 EOC assessment may meet this testing requirement to qualify for a high school diploma by earning a comparative passing score on the Math section of the PSAT/NMSQT, the SAT or the ACT, on the statewide, standardized Geometry EOC assessment, or on the Quantitative Reasoning section of the CLT. For eligible students, the comparative passing scale score shall be a score equal to or greater than four hundred and thirty (430) on the 160 to 760 scale for the PSAT/NMSQT Math section, equal to or greater than four hundred and twenty (420) on the 200 to 800 scale for the SAT Math section, equal to or greater than sixteen (16) on the 1 to 36 scale for the ACT Math section, equal to or greater than an achievement level 3 on the 1 to level 5 achievement level scale for the statewide, standardized Geometry EOC assessment, or equal to or greater than eleven (11) on the 0 to 40 scale for the CLT Quantitative Reasoning section.

Beginning with students who entered grade nine in the 2025-2026 school year or students who entered grade nine in the 2023-2024 through 2024-2025 school years and have not yet earned a comparative score, students and adults who have not yet earned their required passing score on the Algebra 1 EOC assessment may meet this testing requirement to qualify for a high school diploma by earning a comparative passing score on the Math section of the SAT, PSAT/NMSQT, PSAT 10, ACT, or the PreACT Secure, the Quantitative Reasoning section of the CLT or the CLT10,

or on the statewide, standardized Geometry EOC assessment. For eligible students, the comparative passing scores are as follows:

Assessment	Assessment Scale	Comparative Score
SAT Math section	200-800	420
PSAT/NMSQT Math section	160-760	430
PSAT 10 Math section	160-760	430
ACT Math section	1-36	16
PreACT Secure Math section	1-36	16
CLT Quantitative Reasoning section	0-40	14
CLT10 Quantitative Reasoning section	0-40	14

When a student or adult earns a passing score on the respective section of the alternative assessment used to meet the graduation requirement(s), it shall be recorded in their cumulative record. A student or adult who has met all other high school graduation requirements but has taken and failed one or more standardized, statewide assessments associated with a graduation requirement (the grade 10 Reading, the grade 10 ELA, or the Algebra 1 EOC) shall be awarded a standard high school diploma if the student or adult earns or has earned a concordant or comparative score for an alternative assessment. A student or adult may retest until they earn a passing score on the respective statewide assessment or a concordant or comparative score on an alternative assessment.

Students with disabilities may be provided test modifications or accommodations in accordance with the provisions of Rule 6A-1.0943, F.A.C. Requirements for the alternate assessment for students with significant cognitive disabilities are established in Rule 6A-1.0943, F.A.C.

English Language Learners (ELLs) may be provided test accommodations in accordance with the provisions of Rule 6A-6.09091, F.A.C. Requirements for the annual English language proficiency assessment for ELLs are established in Rule 6A-6.09021, F.A.C.

3. Assessment - Dependent Children of Military Personnel

Florida Statute 1000.36 - 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 state assessment, shall satisfy the assessment requirement for a standard high school diploma.

4. PSAT Assessment for 10th Graders

Each secondary school provides for the administration of the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) to all enrolled 10 students. A written notice for grade 10 students shall be provided to each parent that shall include the opportunity to exempt his or her child from taking the assessment.

5. Assessment Opportunities for Home Education Students

Opportunities to take state assessment tests (FSA/FAST reading, writing, and EOC assessments) are available to home education students. Arrangements should be made through the district's Assessment Coordinator at 386-647-4646.

6. Assessment Opportunities for Private School Students

Private school students are **not** eligible for state and district level standardized assessments through the Suwannee County School District, unless they are attending the private school funded through one of the scholarship opportunities currently available through the Florida Department of Education. However, beginning in 2017-2018, private schools may apply to the state to offer the Florida Assessments at their schools. Students wishing to participate in state assessments should consult with their private school regarding the availability on their campus.

7. Assessment and Transfer Students

Algebra I Transfer Requirement - Florida Statute 1003.4282 (7) allows beginning with the 2012-2013 school year, if a student transfers to a Florida public high school from out of country, out of state, a private school, or a home education program and the student's transcript shows a credit in Algebra I, 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 Elementary and Secondary Education Act.

FSA/FAST ELA Grade 10 Requirements - 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 statewide, standardized grade 10 Reading assessment or the grade 10 ELA assessment, or earn a concordant score.

Other EOC Requirements to Award Credit - If a transfer student's transcript shows a final course grade and course credit in Algebra I, Geometry, Biology I, or United States 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.

J. Remediation and Intensive Requirement for Secondary Students

Each student who does not meet specific levels of performance in reading, writing, science, social studies, and/or mathematics may 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. Remedial instruction shall continue until performance expectations are met as documented by demonstrating mastery, passing the state assessment(s) or graduating from high school.

1. Intensive Instruction Definition

"Intensive instruction," whenever used in this document, means instruction that is deeply concentrated on very specific skills and is systematic and explicit, in other words, "Tier 3" reading intervention. Such intensive instruction should be in addition to the comprehensive initial instruction all students receive. Intensive instruction is associated with the following characteristics:

- diagnosis/prescription targeted to specific skill development,
- variety of opportunities for repetitions,
- smaller chunks of text or content,
- guided and independent practice,
- skill development and practice integrated into all activities,
- frequent monitoring,
- criterion-based evaluation of success, and
- delivered by teachers who are certified or endorsed in reading.

Remedial instruction during middle and high school may not be in lieu of English and mathematics credits taken for graduation. When Intensive Reading or Intensive Mathematics is used for remediation, at the high school level it is counted as an elective credit.

2. Content of Remedial Instruction

All remedial instruction shall include effective, research-based standards-driven instruction. Each school shall use the materials listed in its section of the District's Reading Plan as resources for remediation in reading.

3. Length of Remediation

Each student who does not meet minimum performance expectations for the statewide assessment tests in reading, writing, science, social studies, and mathematics is encouraged to continue remedial instruction or supplemental instruction until expectations are met or the student graduates from high school or is not subject to compulsory school attendance.

4. Placement in Intensive Reading

For each year in which a student scores below grade level on the state reading assessment, the following year the student may be enrolled in an intensive reading course or a content area course in which reading strategies are delivered. The determination shall be made by diagnosis

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of reading need by the student's teachers and school personnel considering previous state reading performance. Intensive Reading courses shall be designed and offered pursuant to the District's Reading Plan. Please refer to http://www.fldoe.org/academics/standards/just-read-fl/

5. Placement for Math Remediation

For each year in which a student scores below grade level on the state mathematics assessment, the student may be required to take a mathematics remediation course the following year. The determination shall be made by diagnosis of math skills need by the student's teachers and school personnel considering previous state math assessment performance. These courses may be taught through applied, integrated, or combined courses or through online instruction. Remediation may also be provided within the student's regularly scheduled math class**.**

6. Parent Refusal for Remediation

The school district has the authority and responsibility to advise a student's course of study. Statute requires a school to develop an MTSS plan in consultation with the parent, but it does not require parental approval, nor does it give the parent the right to veto an MTSS plan. The school is held accountable for the student's success and may implement an MTSS plan 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 remedial strategies detailed in the MTSS because he or she believes the strategies are unnecessary or inappropriate, the parent may appeal 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 Reading Plan located at www.justreadflorida.com.

7. College Readiness - PERT

Schools are no longer required to evaluate the college readiness of all students before the beginning of grade 12, however schools may administer the Postsecondary Education Readiness Test (PERT) or equivalent test identified in State Board Rule 6A-10.0315, F.A.C., to all students needing to demonstrate college readiness for participation in programs such as dual enrollment, career and technical programs.

High schools are required to advise students that have taken the assessment of any identified deficiencies.

Regardless of postsecondary preparatory requirements, students must also meet all other graduation requirements. The purpose of the postsecondary preparatory instruction

requirement is (1) to prepare students for entry level college credit courses as well as gainful employment and (2) to reduce the number of high school graduates needing college remediation before enrolling in college-level courses.

State Board Rule 6A-10.0315 established approved placement assessments and cut scores for entry into college level coursework as provided in the table below:

TEST		PERT	SAT	ACT	Next-Generation ACCUPLACER		Classic Learning Test (CLT)
					Through July 2022	Since August 2022	Since August 2023
READING		106	24	19	245	256	38 (Sum of Verbal Reasoning and Grammar/Writing Sections)
WRITING/ENGLISH		103	25	17	245	253	
MATH	MAT 1033 MGF 1106 MGF 1107 STA 2023	114	24	19	242 (QAS)	261 (QAS)	16 (Quantitative Reasoning Section)
	MAC 1105	123	26.5	21	N/A	263-275 (AAF)	TBD

A combination of scores is accepted. Scores that are more than two years old may not be used for initial placement, 1008.30, Florida Statute. Rule 6A-10.0315 Demonstration of Readiness for College-Level Communication and Computation.
Students who demonstrate readiness by achieving the minimum test scores established by the State Board and enroll in a Florida College System institution within two years of achieving such scores shall not be required to retest or enroll in remediation when admitted to any Florida College System institution.
To eliminate adding additional graduation requirements, schools could schedule students for English IV: Florida College Prep (1001405), a 1 credit high school course which may be used as one of the four English courses required for graduation.

K. Progress Monitoring

Florida Statute 1008.25(4)(b) One of three types of progress monitoring shall be developed in consultation with the parent/guardian for any student not meeting district or state proficiency levels in reading, writing, science, social studies, or math. Consultation is defined as a conference, a conversation via email, phone, or written exchange. School personnel shall use all available resources to achieve parent understanding of, and cooperation with, the progress monitoring requirements.
The three types of progress monitoring from which to choose are as follows:

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

All progress monitoring shall be tailored to identify the individual assistance deemed necessary to remedy a student's diagnosed deficiencies. The progress monitoring must clearly identify:

(1) the specific diagnosed academic need(s) to be remediated,
(2) the success-based intervention strategies to be used,
(3) how, when, how often, by whom and how long intensive remedial instruction is to be provided, and the monitoring and reevaluation activities to be employed.

Schools shall monitor the progress of students needing reading intervention a minimum of three times a year and adjust interventions based on data.

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IV. GRADING AND NOTIFICATION PROCEDURES

A. Reporting Student Progress

1. Report Cards

Florida Statute 1003.33 - 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 grade the following:

- the student's academic performance in each class or course in grades K through 12 based on examinations as well as written papers, class participation, and other academic performance criteria
- the student's performance or nonperformance at his or her grade level,
- the student's conduct and behavior, and
- the student's attendance, including absences and tardiness

A student's final report card for a school year shall contain:

- a statement indicating end-of-the-year status regarding performance or nonperformance at grade level
- acceptable or unacceptable behavior and attendance
- promotion or non-promotion

All schools shall use the district's approved report card as the primary means of reporting student progress.

Report cards shall be issued at the end of each grading period on uniform dates as adopted annually on the official school year calendar. 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.

Florida Statute 1003.33 states that District school boards shall not allow schools to exempt students from academic performance requirements 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.

Report cards shall not be delayed or grades withheld from the permanent record for failure to pay assessment for destroyed, lost, or damaged books or for any other reason (SCSB Policy 7.081).

Classroom grades will be posted within five (5) days to provide current assessment of student progress.

2. Notification of Progress – Interim Reports

According to F.S. 1003.02, Parents of public school students shall be apprised at regular intervals of the academic progress and other needed information regarding their child.

Interim progress reports shall be issued to all students 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.

High schools will notify parents in writing at the end of each school year of a high school student that is not maintaining an on-time track toward graduation with their 9th grade cohort.

In addition, parents of seniors will be notified at the end of the first semester of their child's failure to maintain an academic standing necessary for graduation.

Progress reports shall not be delayed or grades withheld from the permanent record for failure to pay assessment for destroyed, lost, or damaged books or for any other reason (SCSB Policy 7.081).

B. Middle and High School Grading System

1. Grading Scale

Florida Statute 1003.437 specifies that grading system and interpretation of letter grades used to measure student success in grade 6 through grade 12 courses.

Letter Grade	Numerical Scores	Grade Point Average Value	Definition
A	90% – 100%	4.0	Outstanding Progress
B	80% - 89%	3.0	Above Average Progress
C	70% - 79%	2.0	Average Progress
D	60% - 69%	1.0	Lowest Acceptable Progress
F	0% - 59%	0.0	Failure
I	0%	0.0	Incomplete

2. Grade Weighting

~~Suwannee County School District utilizes an unweighted grading system. All courses are calculated in the student's GPA using the GPA values in the grading system provided by 1003.437 F.S.~~

Students who entered grade 9 in the cohort year of 2025-2026 and prior will continue use the unweighted grading system using the grade point average policy applicable to their cohort through

graduation.

Effective beginning with students who enter grade 9 in the 2026-2027 school year and thereafter, in accordance with s. 1003.437, F.S., and high school coursework taken by middle grades students in the 2026-2027 school year and thereafter, the following applies:

1. An additional weight of 0.5 will be applied, upon student completion, to each honors course (as designated in the Florida Course Code Directory and Instructional Personnel Assignments database as an honors level course and is aligned to Florida's state academic standards.)
2. An additional weight of 0.5 will be applied, upon student completion, to each secondary education course that leads to an industry certification (as defined in s. 1003.4203, F.S.)
3. An additional weight of 1.0 will be applied to each accelerated course (as defined in s. 1007.27, F.S., including dual enrollment, which includes career dual enrollment and early admission, as provided for in s. 1007.271, F.S., the College Board Advanced Placement Program, the International Baccalaureate Program, the Advanced International Certificate of Education Program, upon completion by the student, and the Florida Advanced Courses and Tests (FACT))

(Students who earned high school credit while in middle school prior to the 2026-2027 school year will have their weighted credit re-calculated to be in alignment with this rule upon entering high school in the 9th grade.

(c) Weighted grades and grade point averages will be calculated using the following statewide 5.0 weighted grading scale:

Unweighted Grade	Standard Course Value	Honors/Secondary Industry Certification Course Weight	Accelerated Course Weight
A	4.0	4.5	5.0
B	3.0	3.5	4.0
C	2.0	2.5	3.0
D	1.0	1.5	2.0
F	0.0	0.0	0.0

3. High School Grade Calculation

Single period, .5 credit course meeting for a traditional semester of 18 weeks (two 9-week terms):

Each term grade is calculated on 40-40-20 basis, 40% for the first nine weeks, 40% for the second nine weeks, and 20% for the semester exam.

Single period, 1.0 credit course meeting for the entire year of 36 weeks (two 18-week semesters).

Each semester grade is determined on a 40-40-20 basis, 40% for the first semester, 40% for the second semester, and 20% for the final exam.

Single period, 1.0 credit 36-week course that has a state End-of-Course (EOC) assessment:

Final grade for the course is based on ~~17.5% for each quarter~~ 35% for each semester and 30% for the state EOC assessment. Participation in all state-wide assessments is a graduation requirement. In the event that a student misses the state EOC, the course will receive a grade of incomplete until the assessment is taken.

4. Semester and Final Exams – Grades 6-12

To be in compliance with F.S. 1008.22 and the Suwannee County School District Instructional Evaluation Plan, all courses in grades 6-12 without a state-mandatory EOC are required to have an End-of-Course assessment or semester/final exam. When possible, common assessments should be utilized by course/grade level. The exam can be teacher developed, district developed or part of an advanced program organization.

SCSD schools shall not grant student exemptions from midterm, semester or final exam based on attendance. F.S. 1003.33

C. Grade Forgiveness

1. Forgiveness of High School Credit taken in Middle School

Florida Statute 1003.4282 (5) 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 will 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.

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

For a grade of A or B, the course and grade cannot be forgiven; it 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. (1003.4282(5), F.S.)

2. Grade Forgiveness for High School Students 1003.4282 (5) F.S.

Florida Statute 1003.4282 (5) 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 a comparable course or same course. 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.

3. Grade Forgiveness using State Assessments

Students that qualify for grade forgiveness can retake a state EOC and request a recalculation of their course grade. The new grade will be calculated with the new EOC score as the required 30%.

In 2017, the Algebra 2 EOC was discontinued. Students that took Algebra 2 during the 2016-2017 school year that qualify for grade forgiveness by receiving a final Algebra 2 grade of D or F can request to have their Algebra 2 grade recalculated without their EOC in the calculation. If the new calculation results in a C or higher, the student may replace the grade without repeating the course. This provision is only available to provide equity due to the state's elimination of the retake option for the Algebra 2 EOC.

D. 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, 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 enters a NCAA Division II college or university is required to complete 16 core courses. For information on the rules, visit https://web3.ncaa.org/hsportal/exec/links?linksSubmit=ShowActiveLinks.

E. Parent/Student/Teacher Notifications and Public Reporting

1. Notification of Student Retention

Parents shall be notified in writing when it is apparent that the student may need to be retained. Ongoing communication with the parents shall be maintained.

2. 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.

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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.

3. 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. District level personnel shall notify the principal of any student who has been charged with a criminal offense.

4. Public Notification of Student Progress

Florida Statue 1008.25 (9) b states that the district shall publish annually on the district website the following information on the prior school year:

- the provisions of the law relating to student progression and the district School Board's policies and procedures on student retention and promotion,
- by grade, the number and percentage of all students in grades 3-10 performing at Levels 1 and 2 on the reading portion of the state assessment,
- by grade, the number and percentage of all students retained in grades KG-10,
- information on the total number of students who are promoted for good cause by each category of good cause, and
- any revisions to the district School Board's policy on retention and promotion from the prior year.

5. Notification of Student's Annual Progress

Each year, schools shall provide parents with a report of the progress of the student toward achieving state and district expectations for proficiency in English Language Arts, science, social studies, and mathematics, including the student's results on each statewide assessment test and the coordinated screening and progress monitoring system. This report traditionally accompanies the last report card of each year but may be sent at an earlier date as determined

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by the school. In addition, progress reporting information shall be provided to parents in writing and will be accessible through secure, web-based options.

6. Notification of Remediation

Parent notification shall be documented when a student is being remediated in English Language Arts, science, social studies, 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.

7. Notification of Assignment to Remedial Classes in Middle School

Parents of middle school students with below proficiency scores on the state assessment in reading and/or math shall be notified when their student is placed in an intensive reading or intensive mathematics class or a content-area class focused on reading strategies in lieu of an elective. The notification shall explain that placement in the course is based on the student's need to master standards in reading and/or math as evidenced by a score of Level 1 or Level 2 on the most recent state assessment.

8. Notification of Acceleration, academic, and career planning options

At the beginning of each school year, notify students in or entering high school and the students' parents, in a language that is understandable to students and parents, of the opportunity and benefits of advanced placement, International Baccalaureate, Advanced International Certificate of Education, and dual enrollment courses; career and professional academies; career-themed courses; the career and technical education pathway to earn a standard high school diploma under s. 1003.4282(10); work-based learning opportunities, including internships and apprenticeship and pre-apprenticeship programs; foundational and soft-skill credentialing programs under s. 445.06; Florida Virtual School courses; [1]and options for early graduation under s. 1003.4281, and provide those students and parents with guidance on accessing and using Florida's online career planning and work-based learning coordination system and the contact information of a certified school counselor who can advise students and parents on those options.

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V. GRADUATION

A. Early High School Graduation

Florida Statute 1003.4281 provides students with the option of early graduation and receipt of a standard high school diploma if the student earns 24 credits and meets the graduation requirements set forth in F. S. 1003.4282. "Early Graduation" means graduation from high school in less than 8 semesters. Suwannee County School District will not prohibit a student who meets the requirements from graduating early.

A student who graduates early may continue to participate in school activities and social events and attend and participate in graduation events with the student's cohort, as if the student were still enrolled in high school. A student who graduates early will be included in class ranking, honors, and award determinations for the student's cohort. A student who graduates early must comply with Suwannee County School Board rules and policies regarding access to the school facilities and grounds.

If eligible for Bright Futures Scholarship under F.S. 1009.53-1009.53 (8), a student who graduates from high school midyear may receive an initial award in the spring term following the student's graduation.

For more information on early graduation, please see the school administration or school counselor.

B. Standard High School Diploma

Florida Statute 1003.4282 provides the requirements for the Florida Standard Diploma. Suwannee County School District presents students and their parents with the three-year and four-year high school graduation options.

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

- a four-year 24-credit standard program,
- a four-year 24-credit standard program, with Scholar Designation
- a four-year 24-credit standard program, with Industry Scholar Designation
- a four-year 24-credit CTE graduation pathway option
- a three-year 18-credit acceleration program.

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

GPA Requirement: All students, regardless of the graduation program, must still earn a 2.0 grade point average on a 4.0 scale.

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Assessment Requirement: Students must achieve passing scores (or concordant scores) on the Grade 10 Florida Standards Assessment or FAST English Language Arts and required Algebra 1 EOC assessments to graduate with a standard diploma. 1003.4282 F.S. Students must also participate in the state EOC assessments where the results constitute 30 percent of the final course grade in the following subjects: Biology I, Geometry, and U.S. History.

1. 24-Credit Program

As explained in Florida Statue 1003.4282, this standard Florida graduation 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.

This 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.

4 Credits of English Language Arts (ELA)
○ ELA 1, 2, 3, 4 ○ ELA honors, AP, AICE, IB, and dual enrollment courses may satisfy this requirement.
4 Credits of Mathematics
○ One of which must be Algebra I ○ One of which must be Geometry ○ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry)
3 Credits of Science
○ One of which must be Biology I ○ Two of which must be equally rigorous science courses ○ Two of the three required credits must have a laboratory component. ○ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I). ○ An identified rigorous computer science course with a related industry certification substitutes for up to one science credit (except for Biology I).
3 Credits of Social Studies
○ One credit in World History ○ One credit in U.S. History ○ 0.5 credit in Economics ○ 0.5 credit in U.S. Government

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1 Credit Fine and Performing Arts, Speech and Debate, or Career and Technical Education
1 Credit Physical Education – to include the integration of health
8 Elective Credits (7.5 required for students entering grade 9 in the 2023-2024 school year and thereafter (SB 1054)
.5 Credit Financial Literacy (required for students entering grade 9 in the 2023-2024 school year and thereafter (SB 1054)

2. *Standard High School Diploma Designations*

According to Florida Statute 1003.4285, each standard high school diploma shall include, as applicable the following designation:

a. Scholar Designation

In addition to the requirements of F.S. 1003.4282, in order to earn the Scholar designation, as student must satisfy the following requirements:

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

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 assessment and earns the minimum score to earn college credit.

b. Industry Scholar Designation

In addition to the requirements of F.S. 1003.4282, in order to earn the Industry Scholar designation, as student must satisfy the following requirements:

- Attain one or more industry certifications from the list established under s. 1003.492, F.S.

3. *Florida Seal of Biliteracy Program*

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Florida Statute 1003.432 defines the requirements for the Florida Seal of Biliteracy to recognize a high school graduate who has attained a high level of competency in listening, speaking, reading and writing in one or more foreign languages in addition to English. The Florida State Board of Education rule 6A-1.09951 defines the requirements for obtaining the seal. There are two classifications for the Florida Seal of Biliteracy – Gold and Silver.

a. Gold Seal of Biliteracy

The Gold Seal of Biliteracy will be awarded to a high school student who has earned a standard high school diploma and who:

- Earns four foreign language course credits in the same foreign language with a cumulative 3.0 GPA or higher on a 4.0 scale
- Earns a score of Level 4 or higher on the Grade 10 English Language Arts (ELA) Florida Standards Assessment (FSA) or FAST ELA
- Achieves a qualifying score on a foreign language assessment
    - SAT Subject Test – 700 or higher
    - CLEP Level 1 Language Exam – Spanish (63 or higher), French (59 or higher), German (60 or higher)
    - IB Language Exam – 5 or higher
    - AP Language Exam – 4 or higher
    - AICE Subject Test – A, B, C, D,
    - ASLPI – 4 or higher
    - SLPI: ASL – Advanced Plus or higher
    - ACTFL Assessment/Interview – Advanced Low or higher
    - STAMP4S – Advanced Low or higher
    - ALIRA – I-5 or higher
- Additional information on alternative requirements to testing have been provided by the State Board of Education at https://www.flrules.org/gateway/ruleno.asp?id=6a-1.09951

b. Silver Seal of Biliteracy

The Silver Seal of Biliteracy will be awarded to a high school student who has earned a standard high school diploma and who:

- Earns four foreign language course credits in the same foreign language with a cumulative 3.0 GPA or higher on a 4.0 scale
- Achieves a qualifying score on a foreign language assessment
    - SAT Subject Test – 600 or higher
    - CLEP Level 1 Language Exam – Spanish (50-62), French (50-58), German (50-59)
    - IB Language Exam – 4 or higher
    - AP Language Exam – 3 or higher
    - AICE Subject Test – A, B, C, D, or E
    - ASLPI – 3 or higher

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    - SLPI: ASL – Intermediate Plus or higher
    - ACTFL Assessment/Interview – Intermediate Mid or higher
    - STAMP4S – Intermediate Mid or higher
    - ALIRA – I-2 or higher
  - Additional information on alternative requirements to testing have been provided by the State Board of Education at www.fldoe.org

A high school student that did not enroll in, or complete, foreign language courses, shall be awarded four foreign language high school credits, upon attaining at least the minimum score or performance level for the Silver Seal of Biliteracy.

4. Florida Seal of Fine Arts

Requirements for the Florida Seal of Fine Arts

The Florida Seal of Fine Arts Program was established within the Department of Education to recognize high school graduates who have met exemplary benchmarks in fine arts coursework. The purpose of the Florida Seal of Fine Arts Program is to encourage students to develop an exemplary level of proficiency in the performing or visual arts.

Pursuant to Section 1003.4321, Florida Statutes, beginning with the 2024-2025 school year, the Florida Seal of Fine Arts shall be awarded to a high school student who has earned a standard high school diploma; successfully completed at least three year-long courses in dance, music, theatre, or the visual arts with a grade of "A" or higher in each course or earned three sequential course credits in such courses with a grade of "A" or higher in each course; and meets a minimum of two of the following requirements:

1. Successfully completes a fine arts International Baccalaureate, advanced placement, dual enrollment or honors course in the subjects listed in the paragraph above with a grade of "B" or higher.
2. 2. Participates in a district or statewide organization's juried event as a selected student participant for 2 or more years.
3. 3. Records at least 25 volunteer hours of arts-related community service in his or her community and presents a comprehensive presentation on his or her experiences.
4. 4. Meets the requirements of a portfolio-based program identifying the student as an exemplary practitioner of the fine arts.
5. 5. Receives district, state or national recognition for the creation and submission of an original work of art. The term "work of art" means a musical or theatrical composition, visual artwork, or choreographed routine or performance

5. Three-Year 18-Credit ACCEL Program

The Academically Challenging Curriculum to Enhance Learning (ACCEL) options are defined in Florida Statute 1002.3105. The requirements of this program are identical to the 24-credit standard diploma program option in the preceding chart except:

- 1 credit in physical education is not required
- 3 electives are required (instead of 8)
- 18 total credits minimum (student may earn additional credits)

6. Additional 18-Credit Graduation Program Guidelines

Students selecting the three-year 18-credit program shall be treated equally with students graduating via the minimum 24-credit general high school graduation program in all ways, including eligibility for valedictorian, salutatorian, Talented 20, and Bright Futures.

Students enrolled in the three-year 18-credit graduation program, shall not be excluded from activities traditionally provided for graduating students during their anticipated graduation year.
A student who graduates early must comply with district school board rules and policies regarding access to the school facilities and grounds during normal operating hours. F.S. 1003.4281 (3).

Schools shall not establish requirements for accelerated three-year high school graduation programs in excess of the requirements in statute 1003.4281.

A student choosing the three-year 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 choose the three-year graduation program may still qualify for acceleration programs (e.g., Advanced Placement and dual enrollment) and for a Florida Bright Futures Scholarship if they meet the eligibility and/or admissions requirements for those programs and scholarships. They can participate in the National Merit Scholarship Program if they take the PSAT/NMSQT in either the next-to-last year or the last year they are enrolled in high school. Those who take the PSAT/NMSWT in their last year of high school will be entering competition for awards to be offered as they are completing their first year of college.

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

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. 1003.4295, F.S.

Prior to selecting the 18-credit graduation program, the following requirements must be met:

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- 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. This explanation may be presented at school-wide parent/student meeting nights and/or open house functions.
- The student shall submit to the guidance counselor a signed parental consent to enter the three-year accelerated graduation program.
- The student shall have met the state assessment requirements for graduation

7. Career and Technical Education Pathway to Graduation

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. F.S. 1003.4282

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.

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

- Meet the requirements for ELA, math, science, and social studies
- Complete two credits in career and technical education
- The courses must result in a program completion and an industry certification
- Complete two credits in work-based learning programs
- A student may substitute up to two credits of electives, including one-half credit in financial literacy, for work-based learning program courses to fulfill this requirement. http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/pathways-option.stml

8. High School Equivalency Diploma Program (GED)

Florida Statute 1003.435 allows for any student who is at least 18 years old and who has not earned a standard diploma may earn a High School Equivalency Diploma by passing the Test of General Educational Development (GED).

Any candidate for the 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 must obtain an Age Waiver Application for GED Testing from the Adult Education Department at RIVEROAK Technical College (386) 647-4200.

A district school board may not require a student who has reached the age of 16 to take any course before taking the examination unless the student fails to achieve a passing score on the GED practice test as established by State Board of Education rule.

Prior to a student entering the GED preparatory program, the following rules apply:

- The regular high school program is terminated and withdrawn.
- The student is no longer eligible to participate in any high school function or activity reserved for students. High School activities include, but are not limited to, the following: graduation exercise, prom, and athletic events, etc.

C. High School Diplomas for Honorably Discharged Veterans

According to F.S. 1003.4286, and pursuant to rules adopted by the State Board of Education in consultation with the Department of Military Affairs, the Commissioner of Education may award a standard high school diploma to an honorably discharged veteran who has not completed high school graduation requirements. For more information on applying for this diploma, go to https://www.fldoe.org/academics/career-adult-edu/veterans-diplomas.stml

D. Graduation Requirements for Grade 11/12 Transfer Students

1. Florida Statute 1003.433 specifies that 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/FAST or concordant scores with score levels to receive a standard diploma**.**

They must also meet the requirements for State End-of-Course assessments in math. If the transcript shows a math credit that requires a passing state assessment, then the student must pass the assessment unless:

- the student earned a comparative score,
- passed an out-of-state subject assessment, or
- passed an out-of-state statewide mathematics assessment.

2. In addition, students must attend the last semester or have earned at least 25% of their required credits from the graduating school.

E. Military Dependent Transfer Students

Florida Statute 1000.36 - 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:

A. 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.
B. States shall accept exit or end-of-course exams required for graduation from the sending state, national norm-referenced tests, or alternative testing, in lieu 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.
C. If a military student transfers at the beginning of our 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, of 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.

F. High School Graduation Awards

1. Valedictorian and Salutatorian Awards

In consideration for Valedictorian and Salutatorian status, the following criteria must be met:

- Student must qualify to receive a standard high school diploma with scholar designation, beginning with students entering 9th grade during the 2014-2015 school year.
- For students who entered grade 9 in the cohort year of 2025-2026 and prior, senior class rank (Valedictorian & Salutatorian inclusive) shall be based on a 4.0 unweighted grade point average on all courses taken for high school credit to two decimal places unrounded.
  Effective beginning with students who enter grade 9 in the 2026-2027 school year and thereafter, senior class rank (Valedictorian & Salutatorian inclusive) shall be based on a 5.0 weighted grade point average on all courses taken for high school credit to two decimal places unrounded.

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- Calculations of GPAs for valedictorian and salutatorian shall be based upon coursework completed by the last day of the school year.
- Students graduating from a three-year 18 Credit Graduation Program are eligible for Valedictorian and Salutatorian status.
- Must complete the necessary coursework and test requirements to potentially qualify for Bright Futures Scholarship Awards at the Florida Academic or Medallion levels.
- Must be enrolled the entire year of graduation (includes early admission and school board approved courses provided through virtual instruction programs)
- Must earn credit in the following honors/advanced level courses:
    - (4) English
    - (4) Math
    - (3) Science
    - (3) Social Studies
    - (2) Credits in the same Foreign Language

Prior to the 2014-2015 school year, all high school taken at the middle school level for high school credit were considered honors level courses. Effective 2014-2015, high school courses earning high school credit at the middle school level will only receive honors credit when coded using the honors course codes listed in the state's course code directory.

Grade forgiveness shall not be allowed for Valedictorian or Salutatorian consideration beginning with students entering 9th grade in the 2014-2015 school year.

2. Honors Graduates

If a school chooses to delineate honor graduates, students who entered grade 9 in the cohort year of 2025-2026 and prior the following criteria shall be used based on unweighted grade point average (GPA) calculated on coursework completed by the last day of the school year:

- Summa Cum Laude: students with an unweighted GPA of 3.90 to 4.0
- Magna Cum Laude: students with an unweighted GPA of 3.70 to 3.89
- Cum Laude: students with an unweighted GPA of 3.50 to 3.69
- Honors: students with an unweighted GPA of 3.00 to 3.49
-

Effective beginning with students who enter grade 9 in the 2026-2027 school year and thereafter, the criteria shall be based on weighted grade point average (GPA) calculated on coursework completed by the last day of the school year.

3. Florida Bright Futures Scholarship Program

In 1997, the Florida Legislature created the Florida Bright Futures Scholarship Program and declared it 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 State Legislature votes on the program 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.

G. Participation in the Graduation Ceremony

To be eligible to participate in the graduation ceremony, a student must ~~meet one of the following requirements:~~

- ~~completion of~~ complete all graduation requirements ~~(student will receive diploma).~~

Graduates of Suwannee Virtual School will participate in a graduation ceremony separate from the other high schools in Suwannee County.

For Suwannee Opportunity School students, participation in graduation will be at the Principal's discretion.

Graduation regalia worn at all graduation activities, including Baccalaureate and Graduation, must have prior approval of the Principal.

H. Military Dress at Graduation

A school may not prohibit a student from lawfully wearing the dress uniform of any of the Armed Forces of the United States or of the state at his or her graduation ceremony. F.S. 1001.43(8) The Suwannee County School District will not prohibit the wearing of a military uniform under the adopted cap and gown.

Students who are sworn into a branch of the U.S. military and receive military cords as part of that commitment are permitted to wear these cords as part of their graduation regalia.

VI. EXCEPTIONAL STUDENT EDUCATION

A. Eligibility and Programs

Suwannee County School District actively seeks to locate students with needs for exceptional student education. The term "exceptional student" includes, but is not limited to, students participating in the following programs:

- Autism Spectrum Disorder
- Deaf or Hard of Hearing

- Developmentally Delayed
- Dual-Sensory Impaired
- Emotional/Behavioral Disability
- Gifted
- Hospital/Homebound
- Language Impaired
- Orthopedically Impaired
- Other Health Impaired
- Specific Learning Disabled
- Speech Impaired
- Traumatic Brain Injured
- Visually Impaired
- Intellectual Disability

State Board Rule determines the requirements for eligibility for a program as provided in the district Exceptional Student Education Policies and Procedures manual (SP&P). A copy of each school district's SP&P can be found at the following link:

https://beessgsw.org/#/spp/Institution/public

B. Student Performance Goals and Objectives

The Multi-Tiered System of Supports (MTSS) Student Support Team or its equivalent shall monitor all students having difficulty meeting promotional requirements carefully. Eligibility for an Exceptional Student Education program may be considered upon completion of appropriate interventions and activities.

Individual Education Plan (IEP) teams determine the appropriate ESE program placement for students with disabilities based on their individual needs. An ESE teacher or other service provider in the Least Restrictive Environment (LRE) as determined by the IEP team will provide specially designed instruction. In most cases, this will be in the regular education classroom with their non-disabled peers but some students with disabilities may require instruction in a separate environment for a portion of the day.

C. Curriculum and Instruction

The Instructional Accommodations for students with disabilities 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 environment, and special communication systems or assistive technologies. These accommodations must be developed and documented on the student's IEP.

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Most students with disabilities can achieve general state content standard mastery pursuant to rule 6A-109401, F.A.C. Effective accommodations must be in place to support involvement of students with disabilities in general education. Students in exceptional student education programs who are using general state content standards to attain a standard diploma will have to meet the same requirements. The student's Individual Education Plan (IEP) will address the areas of academic need and accommodations to the general curriculum. Students with disabilities participate in supplemental and intensive instructional supports as prescribed by the district's K-12 Comprehensive Reading Plan,

The general state content standards are the foundation of curriculum, instruction, and assessment for all Florida students. However, students with significant cognitive disabilities utilize Access Points to access the general curriculum. Access Points consist of skills that are clearly linked to the general education content but the content is reduced in depth and complexity to provide access to the standards, while still providing rigor and challenging academic expectations.

Students with disabilities who are receiving instruction based on the access point standards for students with significant cognitive disabilities will participate in the Florida Alternate Assessment. IEP teams are responsible for determining whether a student with a disability will be instructed on the general Florida Standards, assessed with the FSA/FAST/EOC assessments or the Access Points Standards, and assessed with the Florida Alternate Assessment (FSA) as outlined in Rule 6A-1.0943 (5), Florida Administrative Code.

D. Reporting Student Progress

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

1. Report Cards and Grading

- A student's placement in an Exceptional Student Education Program may not be designated on the report card due to FERPA (Family Education Rights and Privacy Act).
- Students with disabilities must receive a report regarding progress toward IEP goals and objectives along with the report card.

- 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.
- A student with a disability shall not be penalized with a lower grade for using accommodations.

E. Assessment of Student Performance

The general expectation of state and district assessment systems is that all students participate in assessment for accountability purposes students must be afforded the appropriate accommodations for assessment. Testing should result in an accurate reflection of the individual's educational achievement. However, a student's disability may be such that alternate assessment measures would be more meaningful and appropriate than participating with accommodations in assessments provided by the state or district.

1. State and Local Assessment

State Board rule 6A-1.0943, FAC provides the basis for accommodations to Florida's statewide assessment system for students with disabilities who have an IEP.
Students classified solely as gifted shall not receive any special test accommodations.

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

- Accommodations should facilitate an accurate demonstration of what the student knows or can do.
- Accommodations should not provide the student with an unfair advantage or interfere with the validity of a test; the underlying skills that are being measured by the test must not be changed.
- Accommodations must be the same or nearly the same as adaptations used by the student in completing classroom instruction and assessment activities.
- Accommodations must be necessary for enabling the student to demonstrate knowledge, ability, skill or mastery.

All students, including those with disabilities, must participate in the state's assessment and accountability system. Students with disabilities shall participate in the same state and district assessments as their general education peers, including the FSA/FAST, and EOC exams. If students with disabilities receive testing accommodations, the accommodations must be listed in the student's Individual Education Plan (IEP) and be utilized regularly during classroom

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instruction and assessment. Allowed accommodations are listed in the procedure's manual for each specific test.

Legislation provides for a waiver of the FSA/FAST as a requirement for graduation with a standard high school diploma for students with disabilities, and an IEP, whose abilities cannot be accurately measured by the statewide assessments. The individual education plan team may request a waiver of the FSA/FAST requirement for a stand high school diploma for those students identified in the Enhanced New Needed Opportunity for a Better Life and Education for Students with Disabilities Act (ENNOBLES) wo also meet the requirements set for in Sections 1003.4282. Students with disabilities with Section 504 plans are not eligible for a waiver.

2. Alternate Assessment Guidelines

The use of an alternate assessment is an individual decision for students who have been excluded from taking the general statewide or district assessments and have cognitive disabilities that limit their ability to achieve the State Performance Standards. Alternate assessment for students in exceptional education will mirror the assessments of students participating in district and state assessment programs at each grade level by subject area. The standards assessed at the appropriate grade levels will be based on the State Performance Standards Access Points for students with significant cognitive disabilities.

The Statewide Alternate Assessment for students in grades 3-11 that addresses the State Performance Standards Access Points for students with significant cognitive disabilities will be utilized to determine the appropriate level of the student. For kindergarten-grade two students, an approved alternate assessment or combination of alternate assessments will be given. The alternate assessment will include scoring criteria that clearly identifies how the student's performance is to be judged.

Documentation of the alternate assessment will include: student name, date of assessment, person conducting assessment, and score received by the student or descriptions(s) of behavior observed and description of activities and scoring criteria used to judge student performance.

The alternate assessment results will be reported to the parent around the same time period as other state assessment reports are sent out. Alternate assessment results will also be used to plan the student's IEP, report progress toward mastery of annual goals, and plan the instructional program for the next year.

a. State Board of Education Exemption

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Upon receipt of a written request from the superintendent, the Commissioner may exempt an exceptional student or one who has been determined to be a person with a disability pursuant to Rule 6A-19.001(6), FAC, from meeting specific requirements for graduation, due to extraordinary circumstances which would cause the results of the testing to not represent the student's achievements, but rather reflect the student's impaired sensory, manual, speaking or psychological process skills. The written request must document the specific extraordinary circumstances, which prevents the students from meeting the requirements of 1008.22 F.S.

F. Standards and Promotion Criteria

For students enrolled in exceptional student education programs, promotion or movement between grades and levels (primary, intermediate, secondary) will be a reflection of successful completion of IEP goals and objectives, mastery of State Performance Standards, chronological age, or social-emotional maturity.

1. Decisions to promote are made by the principal based on the recommendation of the IEP Team. Participation in the regular state assessment program shall be available to all exceptional students. Articulation staffing's shall be held on students moving from school to school (ex. PK-K, Elementary-Middle, Middle-High).

G. Graduation Requirements - Standard Diploma

A standard high school diploma will be awarded to students who meet the requirements as referenced in the secondary education section of this Student Progression Plan, demonstrate mastery of the State Performance Standards that apply, and pass such demonstrated test. School boards shall provide accommodations to basic courses, as necessary, to assure exceptional students the opportunity to meet the graduation requirements for a standard diploma. School boards shall modify vocational courses and programs of study, as necessary, to assure exceptional students the opportunity to meet graduation requirements for a standard diploma.

1. Accommodations to basic courses shall not include modifications to the curriculum frameworks or student performance standards. When modifying vocational courses, the particular outcomes and student performance standards, which a student must master to earn credit, must be specified on the student's individual educational plan.
2. Accommodations to basic or vocational courses may include any of the following:
    a. The instructional time may be increased or decreased
    b. Instructional methodology may be varied.
    c. Special communications systems may be used by the teacher or the student.

d. Classroom and district test administration procedures and other evaluation procedures may be adjusted as specified in Rule 6A-1.0943, FAC., to accommodate the student's disability.

3. When making accommodations to basic courses, the school board shall use one of the following strategies:
    a. Assignment of the exceptional student to an exceptional education class for instruction in a basic course with the same student performance standards as those required of non-exceptional students, or
    b. Assignment of the exceptional student to a basic education class for instruction which accommodates the student's exceptionality.
4. The IEP team shall determine which of these strategies to employ based on an assessment of the student's needs and shall reflect this decision in the student's Individual Educational Plan. Course accommodations will be used to facilitate student participation in the general curriculum to the extent possible. At least one regular education teacher will be involved in IEP development and the determination of course accommodations.
5. Students failing the state assessment will be remediated and/or retested at the time designated by the state during the eleventh or twelfth grade. Juniors or seniors not passing the state assessment, but having successfully completed courses that meet standard diploma graduation requirements and whose abilities cannot be accurately measured by the statewide assessment test, may meet waiver options as a requirement for a standard high school diploma. Waiver requirements include students:
    a. who are currently juniors or seniors in high school with an Individual Educational Plan (IEP),
    b. who have met the graduation requirement of 24 academic credits option or the 18 credits option with a cumulative 2.0 or better grade point average (GPA) and any other district requirements,
    c. who have taken the 10th grade ELA state assessment at least once in the 10th grade and taken an alternate standardized test to provide the opportunity to earn concordant passing scores on state assessments.

    d. For whom the Individual Educational Plan (IEP) team determines that the state assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations.

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6. The State of Florida no longer offers an option of a Special Diploma for students with disabilities.

7. **Florida Standard Diploma High School Graduation Options for Students Entering 9th Grade in 2014-2015 and After – CHART**

24 credit standard diploma option available to all students, including students with disabilities.	24 credit standard diploma option with academic and employment requirements, available only to students with disabilities.	24 credit standard diploma option available only to students with significant cognitive disabilities, who take access courses and the alternate assessment.*
4 Credits English Language Arts (ELA)		
ELA I, II, III, IV ELA honors, Advanced Placement (AP), Advanced International Certificate of education (AICE), International Baccalaureate (IB), and dual enrollment courses may satisfy this requirement.	Must earn credits for all of the courses listed in the first column May substitute a CTE course with content related to English for English IV.	Must earn credits for all of the courses listed in the first column May substitute access courses for general education courses May substitute a CTE course with content related to English for English IV.
4 Credits Mathematics		
One of which must be Algebra I and one of which must be Geometry. Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry)	Must earn credits for all of the courses listed in the first column. May substitute a CTE course with content related to mathematics for one mathematics credit (except for Algebra I and Geometry).	Must earn credits for all of the courses listed in the first column. May substitute access courses for general education courses. May substitute a CTE course with content related to mathematics for one mathematics credit (except for Algebra I and Geometry).

3 Credits Science		
One of which must be Biology I, two of which must be equally rigorous science courses. Two of the three required credits must have a laboratory component.	Must earn credits for all of the courses listed in the first column. May substitute a CTE course with content related to science for one science credit (except for Biology I).	Must earn credits for all of the courses listed in the first column. May substitute access courses for general education courses. May substitute a CTE course with content related to science

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An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I). An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I).		for one science credit (except for Biology I).
3 Credits Social Studies		
1 credit in World History 1 credit in U.S. History .5 credits in U.S. Government .5 credits in Economics with Financial Applications	Must earn credits for all of the courses listed in the first column. May substitute a CTE course with content related to social studies for one social studies credit (except for U.S. History).	Must earn credits for all of the courses listed in the first column. May substitute access courses for general education courses. May substitute a CTE course with content related to social studies for one social studies credit (except for U.S. History).

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1 Credit Fine and Performing Arts, Speech and Debate, or Career and Technical Education**
8 Elective Credits (7.5 Elective Credits required for students entering grade 9 in the 2023-2024 school year and thereafter)

1 Credit Physical Education to include the integration of health
.5 Credit in Personal Financial Literacy (required for students entering grade 9 in the 2023-2024 school year and thereafter)
Students must earn a 2.0 grade point average on a 4.0 scale and pass statewide assessments unless a waiver of assessment results is granted by the IEP team.

*Parental consent is required before a student may take access courses.

**Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory at https://www.fldoe.org/policy/articulation/ccd/2023-2024-course-directory.stml.

VII. 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, and social studies. Upon enrollment, an ELL student must have verification of the DEUSS (date entered US Schools).

The ELL Committee, which is composed of the principal or designee, an ESOL/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 course 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,
- progress, attendance and retention reports, and
- number of years the student has been enrolled in the ESOL Program.

When new students arrive to Suwannee County School District from other countries without appropriate educational documentation (transcripts, report cards), the student will be placed in an age appropriate setting. Placement may not be made solely upon English Language proficiency.

B. Assessment, Retention and Promotion

1. Assessment

In general, all ELLs participate in the state's assessment and accountability system. As part of the Federal legislation, all ELLs shall be assessed annually in reading, writing, listening and speaking. The state assessment for English Language Learners in Florida is the WIDA ACCESS.

2. Retention

Retention of an ELL is based on unsatisfactory performance in reading, writing and mathematics as determined by the Student Support Team, in conjunction with the ELL Committee. Students cannot be retained based solely on English language acquisition.

3. Promotion of English Language Learner (ELLs) in Grades 6-11

Promotion of an ELL student is based on satisfactory student performance in reading, writing, mathematics, science, and other requirements as set by the district and the state. ELL students not meeting district promotion criteria due to their limited English proficiency may be recommended for promotion by the Student Support Team, which will meet jointly with the ELL Committee. The student's parent or guardian shall be invited to attend.

The other academic progress and benchmark mastery of an ELL student in reading, writing, mathematics, and requirements set forth by the district and the state, are determined through appropriate modifications to formal and informal assessments and on modifications to instruction provided to the ELL student.

4. Promotion in Grade 12

Pursuant to Section 1003.433(3), F.S., beginning with the 2022-23 school year, students who have been enrolled in an English Speakers of Other Languages (ESOL) program for less than 2 school years and have met all requirements for the standard high school diploma except for passage of any assessment required for graduation as specified by Section 1003.4282 or 1008.22, F.S., or alternate assessment is eligible for a standard high school diploma if the student:

(a) Passes the required assessment or alternate assessment after having received English language instruction offered by a public school during the summer following the student's senior year through an instructional model for English Language Learners.

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(b) Beginning with the 2022-23 school year, meets the requirement to pass the statewide, standardized grade 10 ELA assessment by satisfactorily demonstrating grade-level expectations on a formative assessment that generates a score or metric that can be interpreted as a measure of grade 10 level achievement in ELA.

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.

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VIII. APPENDIX A-Student Transfer Classroom Request

Request for Approval to Transfer Classroom

Applicant Information

Parent/Guardian Name:		Date:	
Student Name:			
	Last	*First*	*M.I.*
Grade Level: _____	Name of Teacher _____		
Name of Course:			

☐	Contacted Teacher	☐	Parent Conference	☐	Contacted School Based Administrator	☐	My child holds an IEP

Reason for Request:

Additional Comments:

Parent/Guardian Signature	*Date*

Approval

This request has been approved:		School Official :	

Signature of New Teacher	*Date*

Denial

This request has been denied:		School Official :	

Signature of School Official	*Date*

Florida Statue 1003.3101 provides parents with additional educational choice options. However, this does not give the parent the right to choose a specific classroom teacher.

IX. APPENDIX B-Required Instruction

A. Required Instruction

Florida Statute, 1003.42 provides for required courses and instruction to ensure that students meet State Board of Education adopted standards. Most specifically, 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.

State Board of Education Rule 6A-1.09412 Course Requirements - Grades K-12 Basic and Adult Secondary Programs reads: A course description directs district personnel by providing the essential content and course requirements for each course in grades K-12 contained in the "Course Code Directory and Instructional Personnel Assignments" adopted by Rule 6A-1.09441, F.A.C. Course requirements approved by the State Board of Education and are (available) online.

The Course of Study for the Suwannee County School System shall consist of subjects and courses selected from the current edition of the Course Code Directory and Instructional Personnel Assignments (CCD) published annually by the State of Florida, Department of Education.

Student schedules may reflect course code numbers by subject or as self-contained as appropriate. Regardless of scheduling techniques minimum time requirements for instruction shall be met as outlined above and include courses from a school Course of Study approved annually.

All classes will provide appropriate instruction designed to ensure that students meet Florida Standards. Careers and vocational awareness will be integrated into the curriculum. Technology will be an integral tool in the elementary instructional program. Students will understand and utilize technology as a source of information and an application of data for problem-solving. Members of the public-school instructional staff shall use approved materials and resources to teach the following:

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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.

(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. The second week in November shall be designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.

Holocaust Remembrance Day on January 27th every year. It further provides that the day "may be observed in the public schools of this state." It further provides that the day "may be observed

in the public schools of this state." Furthermore, the bill provides, "Instruction on the harmful impacts of the Holocaust and anti-Semitism and the positive contributions of the Jewish community to humanity may be provided as part of the public-school instruction on 'Holocaust Remembrance Day.'" This is separate and distinct from "Holocaust Education Week," which occurs during the second week of November every year.

(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. Instructional materials shall include the contributions of African Americans to American society. Students shall develop an understanding of the ramifications of prejudice, racism, and stereotyping on individual freedoms, and examine what it means to be a responsible and respectful person, for the purpose of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions. Instruction shall include the roles and contributions of individuals from all walks of life and their endeavors to learn and thrive throughout history as artists, scientists, educators, businesspeople, influential thinkers, members of the faith community, and political and governmental leaders and the courageous steps they took to fulfill the promise of democracy and unite the nation. Instructional materials shall include the vital contributions of African Americans to build and strengthen American society and celebrate the inspirational stories of African Americans who prospered, even in the most difficult circumstances. Instructional personnel may facilitate discussions and use curricula to address, in an age-appropriate manner, how the individual freedoms of persons have been infringed by slavery, racial oppression, racial segregation, and racial discrimination, as well as topics relating to the enactment and enforcement of laws resulting in racial oppression, racial segregation, and racial discrimination and how recognition of these freedoms has overturned these unjust laws. However, classroom instruction and curriculum may not be used to indoctrinate or persuade students to a particular point of view inconsistent with the principles enumerated in subsection (3) or the state academic standards.

(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

a. Injury prevention and safety.
b. Internet safety.
c. Nutrition.
d. Personal health.
e. Prevention and control of disease.
f. Substance use and abuse.
g. Prevention of child sexual abuse, exploitation, and human trafficking.

2. For students in grades 7 through 12, teen dating violence and abuse. This component must include, but not be 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.

3. For students in grades 6 through 12, awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy.

4. Life skills that build confidence, support mental and emotional health, and enable students to overcome challenges, including:

a. Self-awareness and self-management.
b. Responsible decision-making.
c. Resiliency.
d. Relationship skills and conflict resolution.
e. Understanding and respecting other viewpoints and backgrounds.
f. For grades 9 through 12, developing leadership skills, interpersonal skills, organization skills, and research skills; creating a resume, including a digital resume; exploring career pathways; using state career planning resources; developing and practicing the skills necessary for employment interviews; workplace ethics and workplace law; managing stress and expectations; and self-motivation.

(o) 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.

(p) The study of Hispanic contributions to the United States.

(q) The study of women's contributions to the United States.

(r) The nature and importance of free enterprise to the United States economy.

(s) A character-development program in the elementary schools, similar to Character First or Character Counts, which is secular in nature. Beginning in 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 through 12 shall, at a minimum, include instruction on developing leadership skills, interpersonal skills, organization skills, and research skills; creating a resume; developing and practicing the skills necessary for employment interviews; conflict resolution, workplace ethics, and workplace law; managing stress and expectations; and developing skills that enable students to become more resilient and self-motivated.

(t) 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 Veterans' Day and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans when practicable.

(u) The study of the history of Asian Americans and Pacific Islanders

(v) Students in grades 6-12 will receive instruction on the effects of social media 1003.42 F.S.

For students in grades 6 through 12, the social, emotional, and physical effects of social media. This component must include, but need not be limited to, the negative effects of social media on mental health, including addiction; the distribution of misinformation on social media; how social media manipulates behavior; the permanency of sharing materials online; how to maintain personal security

and identify cyberbullying, predatory behavior, and human trafficking on the Internet; and how to report suspicious behavior encountered on the Internet.

A character development program that incorporates the values of the recipients of the Congressional Medal of Honor and that is offered as part of a social studies, English Language Arts, or other school-wide character building and veteran awareness initiative meets the requirements of paragraphs (s) and (t).

Any student whose parent makes 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.

In addition, to the required instruction above, the following instruction will be provided in grades 6-12:

B. American Founders' Month

Florida Statute 683.1455
The month of September of each year has been designated as "American Founders' Month". This allows the governor to issue a proclamation recognizing "America Founders' Month" and urging various groups, including public and private educational institutions, to recognize and observe the month, inviting state, county and local governmental officials to participate.

C. Patriotic Programs

Florida Statute 1003.44
Suwannee County School District shall require:

- programs of a patriotic nature to encourage greater respect for the government of the United States and its national anthem and flag, subject always to other existing pertinent laws of the United States or of the state.
- When the national anthem is played, students and all civilians shall stand at attention, men removing the headdress, except when such headdress is worn for religious purposes.

- The pledge of allegiance to the flag, "I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all," shall be rendered by students standing with the right hand over the heart.
- The pledge of allegiance to the flag shall be recited at the beginning of the day in each public elementary, middle, and high school in the state.

Any teacher or administrator is permitted to read, or to post in a public school building or classroom or at any school-related event, any excerpt or portion of the following historic material: the national motto; the national anthem; the pledge of allegiance; the Constitution of the State of Florida, including the Preamble; the Constitution of the United States, including the Preamble; the Bill of Rights; the Declaration of Independence; the Mayflower Compact; the Emancipation Proclamation; the writings, speeches, documents, and proclamations of the presidents of the United States, the signers of the Constitution of the United States and the Declaration of Independence, and civil rights leaders; and decisions of the United States Supreme Court.

However, any material that is read, posted, or taught pursuant to this provision may be presented only from a historical perspective and in a nonproselytizing manner.

When less than an entire document is used, the excerpt or portion must include as much material as is reasonably necessary to reflect the sentiment of the entire document and avoid expressing statements out of the context in which they were originally made.

If the material refers to laws or judicial decisions that have been superseded, the material must be accompanied by a statement indicating that such law or decision is no longer the law of the land.
No material shall be selected to advance a particular religious, political, or sectarian purpose.

D. Human Trafficking

State Board of Education Rule 6A.-1.094123

Suwannee County School District will annually provide instruction to students in grades K-12 related to child trafficking prevention and awareness. The District's implementation plan shall be posted on the website annually by December 1.

6A-1.094123 Child Trafficking Prevention Education.

(1) It is the intent of the State Board of Education that every school in Florida be a "Child Trafficking Free Zone."

(2) School districts must annually provide instruction to students in grades K-12 related to child trafficking prevention and awareness.

(3) Using the health education standards adopted in Rule 6A-1.09401, F.A.C., Student Performance Standards, the instruction for child trafficking prevention will advance each year through developmentally appropriate instruction and skill building.

(4) Age-appropriate elements of effective and evidence-based programs and instruction to students in grades K-12 related to child trafficking prevention and awareness and must address, at a minimum, the following topics:

(a) Recognition of signs of human trafficking;

(b) Awareness of resources, including national, state and local resources;

(c) Prevention of the abuse of and addiction to alcohol, nicotine, and drugs;

(d) Information on the prevalence, nature, and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance; and

(e) Information on how social media and mobile device applications are used for human trafficking.

(5) In order to assist with instruction, the department will maintain a human trafficking webpage, located at http://www.fldoe.org/schools/healthy-schools/human-trafficking.stml, with information about the education described in this rule; resources on abuse, including sexual abuse, and human trafficking prevention for professional learning purposes; and materials for parents, guardians, and other caretakers of students.

E. Mental and Emotional Health Education

State Board of Education Rule 6A.-1.094121

(1) 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.

(2) Using the health education standards adopted in rule 6A-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 and must address, at a minimum, the following topics:

(a) Recognition of signs and symptoms of mental health disorders;

(b) Prevention of mental health disorders;

(c) Mental health awareness and assistance;

(d) How to reduce the stigma around mental health disorders;

(e) Awareness of resources, including local school and community resources;

(f) The process for accessing treatment;

(g) Strategies to develop healthy coping techniques;
(h) Strategies to support a peer, friend, or family member with a mental health disorder;
(i) Prevention of suicide; and
(j) Prevention of the abuse of and addiction to alcohol, nicotine, and drugs.

(3) By December 1 of each year, each school district must submit an implementation plan to the commissioner at MentalHealthEducation@fldoe.org and post the plan on the school district website. The implementation plan must include:
(a) The specific courses in which instruction will be delivered for each grade level;
(b) The professional qualifications of the person delivering instruction; and
(c) A description of the materials and resources utilized to deliver instruction.

(4) By July 1 of each year, each school district must submit an annual report to the commissioner at MentalHealthEducation@fldoe.org. The report must verify completion of the instruction and include:
(a) The specific courses in which instruction will be delivered for each grade level;
(b) The professional qualifications of the person delivering instruction; and
(c) A description of the materials and resources utilized to deliver instruction.

F. Substance Use and Abuse

6A-1.094122 Substance Use and Abuse Health Education.
(1) School districts must annually provide instruction to students in grades K-12 related to youth substance use and abuse health education.

(2) Using the health education standards adopted in Rule 6A-1.09401, F.A.C., Student Performance Standards, the instruction for substance use and abuse education will advance each year through developmentally appropriate instruction and skill building.

683.3343, Florida Statutes, in which it designates August 21 of each year as "Fentanyl Awareness and Education Day." The Department of Health, local governments, public schools, and others "are encouraged to sponsor events to promote awareness of the dangers of fentanyl and potential overdoses, including, but not limited to, education on the prevention of fentanyl abuse and addiction; the availability of local school and community resources for drug prevention and any processes involved in accessing those resources; and health issues, including information about substance use and abuse, specifically youth substance use and abuse."

G. Disability history and awareness instruction

1003.4205 Disability history and awareness instruction.

(1) Each district school board may provide disability history and awareness instruction in all K-12 public schools in the district during the first 2 weeks in October each year. The district school board shall designate these 2 weeks as "Disability History and Awareness Weeks."

(2)(a) During this 2-week period, students may be provided intensive instruction to expand their knowledge, understanding, and awareness of individuals with disabilities, the history of disability, and the disability rights movement. Disability history may include the events and timelines of the development and evolution of services to, and the civil rights of, individuals with disabilities. Disability history may also include the contributions of specific individuals with disabilities, including the contributions of acknowledged national leaders. The instruction must include the following material:

1. For kindergarten through grade 3:
   a. Conversations on bullying. Such conversations may address what students should do if they are being bullied; what they should do if they see someone being bullied; why bullying is not the victim's fault; what different types of bullying look like; the possibility that a friend could be a bully; or the school's antibullying policy.
   b. Activities to teach about physical disabilities.
2. For grades 4 through 6, information about autism spectrum disorder.
3. For grades 7 through 9, information about hearing impairments.
4. For grades 10 through 12, information on different types of learning and intellectual disabilities.

The Department of Education may consult with the Evin B. Hartsell Foundation to further develop the material required under subparagraphs 1.-4.

(b) The instruction may be integrated into the existing school curriculum in ways including, but not limited to, supplementing lesson plans, holding school assemblies, or providing other school-related activities. The instruction may be delivered by qualified school personnel or by knowledgeable guest speakers, with a particular focus on including individuals with disabilities.

(3) The goals of disability history and awareness instruction include:

(a) Better treatment for individuals with disabilities, especially for youth in school, and increased attention to preventing the bullying or harassment of students with disabilities.

(b) Encouragement to individuals with disabilities to develop increased self-esteem, resulting in more individuals with disabilities gaining pride in being an individual with a disability, obtaining postsecondary education, entering the workforce, and contributing to their communities.

(c) Reaffirmation of the local, state, and federal commitment to the full inclusion in society of, and the equal opportunity for, all individuals with disabilities.

H. 9/11 Heroes' Day

(1) The Governor has proclaim September 11 of each year is "9/11 Heroes' Day," which shall be suitably observed in the public schools of the state as a day honoring those who perished in the September 11, 2001, attacks, including 2,763 people at the World Trade Center, 189 people at the Pentagon, and 44 people on United Airlines Flight 93, and the 25,000 people maimed or fatally injured on or after that date, and which shall be suitably observed by public exercise in the State Capitol and elsewhere as the Governor may designate.

(2) If September 11 falls on a day that is not a school day, "9/11 Heroes' Day" shall be observed in the public schools in the state on the preceding school day or on such school day as may be designated by local school authorities.

(3) Beginning in the 2023-2024 school year, middle school and high school students enrolled in the civics education class required by s. 1003.4156 or the United States Government class required by s. 1003.4282(3)(d), respectively, must receive at least 45 minutes of instruction on "9/11 Heroes' Day" topics involving the history and significance of September 11, 2001, including remembering the sacrifice of military personnel, government employees, civilians, and emergency responders who were killed, wounded, or suffered sickness due to the terrorist attacks on or after that date, including, but not limited to:

(a) The historical context of global terrorism.

(b) A timeline of events on September 11, 2001, including the attacks on the World Trade Center, the Pentagon, and United Airlines Flight 93.

(c) The selfless heroism of police officers, firefighters, paramedics, other first responders, and civilians involved in the rescue and recovery of victims and the heroic actions taken by the passengers of United Airlines Flight 93.

(d) The unprecedented outpouring of humanitarian, charitable, and volunteer aid occurring after the events of September 11, 2001.

(e) The global response to terrorism and importance of respecting civil liberties while ensuring safety and security.

NONDISCRIMINATION STATEMENT

The Suwannee County School Board does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Ronnie Gray Equity Coordinator
1740 Ohio Ave. South, Live Oak, FL 32064
(386) 647-4644

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