EVERY STUDENT. EVERY DAY!

SARASOTA County Schools

2025-2026

STUDENT PROGRESSION PLAN

THE SCHOOL DISTRICT OF SARASOTA COUNTY, FL
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Our Vision

To be the premier education provider, empowering every student to thrive in an ever-changing world through innovation and continuous advancement.

Our Mission

Engage, Empower, & Elevate
Every Student, Every Day!

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GENERAL STATEMENTS

VISION and MISSION

Our Vision
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Our Mission
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Every Student, Every Day!

STUDENT PROGRESSION PLAN [F.S. 1008.25(2)]

Each Florida district school board is required to establish a comprehensive plan for student progression that explains a student's progression from one grade to another based on the student's mastery of the standards in s. 1003.41
The Sarasota County Schools' Student Progression Plan is based on mastery of English Language Arts, mathematics, science, and social studies standards.
Sarasota County School Board Approval Required Public Notice F.S. 1008.25(10)(b)
The School Board of Sarasota County, Florida will annually publish on the district website and in the local newspaper the following information on the prior school year:

1. The provisions of this section relating to public school student progression and the district school board's policies and procedures on student retention and promotion.
2. By grade, the number and percentage of all students in grades 3 through 10 performing at Levels 1 and 2 on the statewide, standardized English Language Arts assessment.
3. By grade, the number and percentage of all students retained in kindergarten through grade 10.
4. Information on the total number of students who were promoted for good cause, by each category of good cause as specified in F.S. 1008.25(7)(b).
5. Any revisions to the district school board's policies and procedures on student retention and promotion from the prior year

ADMISSION, ENROLLMENT, AND TRANSFERS [F.S.1003.21]

Voluntary Pre-Kindergarten (VPK)

To be eligible for VPK, students must reside in Florida and be 4 years old on or before September 1 of the current school year. A child who will be five years of age after February 1 and before September 2 is eligible for VPK or kindergarten if there was no prior enrollment in either program. However, the school district does not accept postponed enrollments.

The VPK program is offered during the school year (540 instructional hours) and during the summer (300 instructional hours) at selected elementary school sites. No fees are charged for VPK's required instructional hours. Seats are limited, and early application at the home zoned school is encouraged.

Each VPK program has the flexibility to structure daily hours per week to meet the required number of instructional hours and it is the responsibility of the parent/guardian to provide transportation to VPK. The VPK program is not special education and does not provide specially designed instruction or related services. The VPK Program has policies related to attendance and discipline.

Parents/guardians must have documentation of the following:

- evidence of child's date of birth,
- a VPK Certificate of Eligibility from the Early Learning Coalition (ELC)
- evidence that the parent/guardian are legal residents of Florida
- evidence of immunizations, and
- evidence of a medical examination completed within the last twelve months

Kindergarten
Students must be five years of age on or before September 1 of the school year. Parents/guardians must have documentation of the following:

- evidence of child's date of birth,
- evidence that the parent/guardian are legal residents of the school's attendance area or have district-approved registration through the School Choice procedures,
- evidence of immunizations, and
- evidence of a medical examination completed within the last twelve months.

First Grade
Prior to placement in first grade, students are required to:

- be six years of age on or before September 1 of the school year and have been enrolled in a public school or
- be six years of age on or before September 1 of the school year and have successfully completed the requirements for kindergarten in a private school from which the district accepts transfer of academic credit or
- otherwise meet the criteria through Academic Challenging Curriculum to Enhance Learning (ACCEL).

Grades 2-10
The grade placement of any student transferring from another state or private school will be determined by the principal (or designee) of the receiving school. Grade placement should be based on a combination of factors including, but not limited to, age at the time of enrollment, transcripts and/or other available and relevant academic history.

Grades 11-12 [F.S.1003.433]
Students in grade 11 or 12 who enter a Florida public school from out of state or out of country shall not be required to spend additional time in high school to meet Florida high school course requirements if the student has met all requirements of the school district, state, or country from which he/she is transferring. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition. To receive a Florida standard high school diploma, a transfer student must earn an unweighted 2.0 grade point average and pass the statewide, standardized assessment in English Language Arts and Mathematics or have state

approved concordant scores and/or other alternate assessments scores. Florida End of Course exams are required unless specific assessments have been taken in the state the student transfers from and are accepted in the State of Florida. The school counselor and registrar will determine the course and assessment requirements for the transferring student.

Homeless Students
Students who lack a fixed, adequate and regular nighttime residence are protected under the McKinney-Vento Act and are entitled to provisions outlined in Sarasota County Schools School Board Policy 5.14. Children and youth in this school district who experience homelessness, including those not currently enrolled due to homelessness, will have equal access to the same free, public education including a public preschool education, as provided to other children and youths, and other services needed to ensure an opportunity to meet the same challenging state academic achievement standards to which all students are held, and to fully participate in the district's academic and extracurricular activities

Student Re-Enrollment
A student eighteen years of age or older who has interrupted his or her education and who subsequently desires to enter Sarasota County Public Schools shall physically enroll in an adult education program. The student may not enroll in a regular high school. In extenuating circumstances, a principal may recommend an exception to this policy to the Chief of Secondary Schools. Extenuating circumstances for students may include but not be limited to temporary medical conditions, homelessness or housing instability, pregnancy or parenting, or involvement with child welfare or juvenile justice. It is recognized that some students, particularly those with extensive trauma histories, may require additional time and educational support to meet graduation requirements.
Students may not be enrolled in a regular high school for more than 10 semesters unless the principal approves the enrollment beyond 10 semesters. The principal will consider the reason the student wants to continue high school, the educational progress to date, and the commitment to education. Semesters begin when the student first enrolls in grade 9 at any public or private school. Grade level is determined by credits earned, not semesters. The graduation cohort is determined by the year a student enters grade 9.

Students may not enroll/reenroll in a regular high school if they cannot meet the graduation requirements to graduate by their 20th birthday, unless enrollment is approved by the principal.

A student who has earned a high school or equivalent diploma in their native country may not enroll in a high school.

For a student with an individual education plan, during the transition planning process pursuant to s. 1003.5716 will declare an intent to graduate from high school with either a standard high school diploma or a certificate of completion. A student with a disability who does not satisfy the standard high school diploma requirements under this section shall be awarded a certificate of completion. A student with a disability who has an individual education plan that prescribes special education, transition planning, transition services, or related services through 21 years of age may continue to receive the specified instruction and services.

The Superintendent or designee is authorized to assign a student to any program or school as deemed to be in the best interest of the student or school district.

Transfers from Out-of-State Schools or Out-of-Country Schools [F.S. 1003.433]
Students who transfer from an out-of-state or out-of-country school must meet age requirements for admission to Florida public schools. The grade placement shall be age-appropriate for English Language Learner (ELL)/Limited English Proficient (LEP) students.
Students who transfer from an out-of-state school or another country who met the age requirements in that state/country may be admitted if parent/guardians provide documentation of:

- Proof of residency from that state/country at the time of their child's enrollment
- Child's date of birth
- Immunization
- A medical examination completed within the last twelve months
- An official transcript or letter from school authorities which shows a record of attendance, academic information, and grade placement of the student

For students transferring from a foreign school, credits will be evaluated based on comparability to local courses in terms of course length and content in some cases, communication with the previous school will be necessary and a translation of transcripts required. Students transferring from another country shall receive English credit (Language Arts) for primary language study. English or a language other than student's native language as it appears on a foreign transcript will be reflected as foreign language credit.

The grade placement shall be age appropriate for students identified as ELL students who were born in a foreign country and are registering for the first time in Sarasota County Schools and who do not have academic records for placement. Students from a foreign country registering at a high school and who have academic records (i.e., credit transcript) from their country of origin will be placed accordingly. If no documentation is available nor is there a possibility of the previous school sending a transcript, grade level placement will be age appropriate **[6A-6.0902 F.A.C.]**. Students who cannot complete credits by their 20th birthdate will be referred to an adult education program and/or provided information about other options during an ELL Committee Meeting. Appendix XIV includes the process for determining the placement for high school aged students.

A foreign-born student who completed their high school requirements and/or was issued a diploma or certificate of completion from their country of origin may not be registered for high school.

Transfers from Home Education and Private Schools
When a student who meets legal age requirements transfers from a home education program, personalized education program (PEP), or private school, the principal (or designee) is responsible for appropriate grade level/program placement. Placement in the same grade as that recommended by the former school is not automatic. Student performance during the first quarter of enrollment will be considered in accordance with Florida Administrative Code 6A-1.09941. A placement decision may be made in consultation with teachers, other appropriate staff members, and parents/guardians.

A student entering a Sarasota County school from a home education program must present documentation (i.e., the student's portfolio with dated samples of work, official transcripts from district approved accredited programs and curriculum logs) which indicates the courses in which the student received home instruction. Parent/guardians shall provide to the school a detailed course description for each course, indicating objectives, instructional materials, and methods of student performance evaluation. Courses will be evaluated based on comparability to

local courses in terms of course length and content. If the receiving school cannot validate course/credit attainment through a portfolio assessment, the student shall be placed in an age-appropriate course(s). High School credits shall not be given solely based on time spent in a home education program. The decision regarding credits will be made by the high school principal or their designee.

Work or credits from non-accredited home schools, private schools (other than affiliated institutions), as well as tutorial agencies, and correspondence school programs, shall be validated by performance assessment conducted during the first grading period. If requested, home education students shall be provided up to ninety days to prepare for the required assessment(s).

A transferring student 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. For students who do not meet this requirement, any of the following alternatives may be used by the district to validate credits:

- Portfolio evaluation by principal or designee.
- Written recommendation by a Florida-certified teacher selected by the parent/guardian and approved by the principal.
- Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools.
- Demonstrated proficiencies on nationally normed subject area assessments.
- Written review of the criteria utilized for a given subject provided by the former school.

The district's Office of School Choice and Charter Schools and the respective district Curriculum and Instruction Department will assist with the evaluation of student credit. If letter or numerical grades were not awarded at the prior school, the student will be awarded a grade that is equivalent to his/her end-of-course summative performance in the next sequential course. The final decision regarding credit is the responsibility of the school principal.

Transfer of High School Credits

The following procedures shall govern transfer of credit: all evidence of work or credits earned at another public school, community college, or university offered for acceptance shall be based on an official transcript authenticated by the principal (or designee).

Credits earned through accredited institutions will be automatically approved. Credits from non-accredited schools will be evaluated based on comparability to local courses in terms of course length and content in some cases, communications with the previous school will be necessary and a translation of transcripts required. Courses that cannot be reasonably aligned with the requirements of the courses listed in the Florida DOE Course Code Directory may be accepted as transfer elective credit.

The Sarasota County grade weighting system will apply to all courses that are equivalent to or that are identified in the Florida DOE Course Code Directory as level 3 courses and designated as weighted courses by the Sarasota County District School Board.

Transfer of Credit for Foreign Exchange Students
Foreign Exchange students (entering on a J-1 Visa and participating in an approved exchange program listed in the most current Council on Standards for International Education Travel [CSIET] Advisory List) who wish to enroll in a Sarasota County school must show proof of English Language proficiency in listening, speaking, reading, and writing prior to enrolling. Foreign exchange students do not qualify for Title III supplementary services or accommodations.

Foreign exchange students (non- U.S. citizens) shall be given the option of accepting the grades earned in course work at the local district school or accepting a pass/fail designation. Special note: Acceptance of pass/fail would prohibit student eligibility for all interscholastic competition due to the inability to calculate and meet the minimum 2.0 grade point average requirement.

Foreign exchange students from other countries (in an approved exchange program listed in the most current CSIET Advisory List) shall receive a valid transcript of their work while in the district when departing from Sarasota County schools. Students enrolled through the Foreign Exchange Program are not eligible to receive a diploma from a Sarasota County School.

Students who wish to enroll in a Sarasota County school and who have been foreign exchange students (i.e., U.S. citizens who left the U.S.A. through a CSIET approved outbound program for one or more years) must present a valid transcript or original report card upon their registration in a Sarasota County school. All grades for these high school students will have the option to be converted to pass/fail. Special note: Acceptance of pass/fail would prohibit student eligibility for all interscholastic competition due to the inability to calculate and meet the minimum 2.0 grade point average requirement.

Transfer of Dependent Children of Active Military Personnel [F.S. 1000.36 and F.S. 1003.05]
It is the purpose of the Interstate Compact on Educational Opportunity for Military Children to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parent/guardians by:

- Facilitating the timely enrollment of children of military families and ensuring that they are not placed at a disadvantage due to difficulty in the transfer of education records from the previous school district or variations in entrance or age requirements.
- Facilitating the student placement process through which children of military families are not disadvantaged by variations in attendance requirements, scheduling, sequencing, grading, course content, or assessment.
- Facilitating the qualification and eligibility for enrollment, educational programs, and participation in extracurricular academic, athletic, and social activities.
- Facilitating the on-time graduation of children of military families.
- Providing for the adoption and enforcement of administrative rules implementing this compact.
- Providing for the uniform collection and sharing of information between and among member states, schools, and military families under this compact.
- Promoting coordination between this compact and other compacts affecting military children.
- Promoting flexibility and cooperation between the educational system, parent/guardians, and the student in order to achieve educational success for the student.

SCREENING ACTIVITIES FOR ALL NEW ENROLLEES

Kindergarten students will participate in the STAR Early Literacy upon entry into kindergarten within 30 instructional days. Students in grades K-12 may need to participate in additional screening activities to assist with grade level placement. Screening may include, but is not limited to, the following measures and observations of:

- Academic performance (Grades)
- Communication competence
- Social/emotional behavior
- Health and physical development
- Previous academic records (transcripts)

Students entering school from a foreign nation or from a public, private, or home school, and who are not able to provide a valid transcript or original report cards, shall identify and describe all courses taken in previous years.

ATTENDANCE [F.S. 1003.24]

All students must attend a full day of instruction unless approved otherwise by the principal in consideration of extenuating circumstances. Students enrolled in the Sarasota County schools are obligated to attend classes regularly and punctually and to participate in classroom activities.

- **Excused Absences:** Schools shall require written or electronic explanations or personal communication from parent/guardians when students are absent. This should occur upon the student's return to school. Absence from instructional time to attend a school function is considered excused if that absence is part of an approved school program such as those services provided by exceptional student education or student services personnel. All other absences from school shall be considered unexcused.

Failure to provide requested documentation will result in unexcused absences. In the case of excessive absences, upon request of the principal a parent/guardian must provide documentation (doctor's statement) of a student's illness.

Students who have an excused absence(s) from instructional time will be provided the opportunity to demonstrate mastery of student performance standards using either the same or an equivalent method as provided during the missed instructional time. Students are guaranteed the right to make up work at full credit and to demonstrate mastery of such student or course performance standards as may have been introduced and/or measured during their excused absence. Such demonstration of mastery of student performance standards shall take place within a reasonable period as specified by the Code of Student Conduct. If a student has an excused absence from one or more classes, the teacher may permit the student to complete make-up work in traditional ways (e.g., in class or outside of school). The student and/or their family is responsible for asking the teacher for assignments and make-up tests. The teacher shall specify a reasonable period for completion of make-up work. In no case shall the time be less than one full calendar day for each day missed.

- **Unexcused Absences:** All absences, which have not been specifically identified as excused, are unexcused absences. A student who has 10 unexcused absences within 90 calendar days must be reported to the school principal, or designee, that the student may be exhibiting a

pattern of nonattendance. [F.S. 1003.26] In addition, the parent/guardian may be subject to criminal prosecution under Florida law [F.S. 1003.24].

Students will be afforded an opportunity to make up work for an unexcused absence. There may be some academic penalty in accordance with the Code of Student Conduct.

When students are late to school or leave school early without an adequate excuse the tardy or early dismissal will be unexcused.

No Academic Exceptions Based on Attendance [F.S.1003.33]
Schools shall not 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 (e.g., final exams).

STUDENTS RIGHTS TO INSTRUCTION [F.S. 1000.05]

All Sarasota School District classes shall be available to all. This is not intended to eliminate the provision of programs designed to meet the needs of students with limited proficiency in English, gifted students, students with disabilities or programs tailored to the students with specialized talents or skills.

No student will be denied appropriate use of his/her primary language. No national language minority or English Language Learner/Limited English Proficient student shall be subjected to any disciplinary action based on his/her use of a language other than English.

Any student who believes that he/she has been denied participation in or access to an educational program or activity, or has otherwise been discriminated against for any other reason not related to his/her individual capabilities, may file a grievance according to the procedure established in School Board policy and published in the brochure entitled Policy Against Discrimination for Employees/Applicants/Students, which may be accessed at: https://www.sarasotacountyschools.net/o/scs/page/271-policy-prohibiting-discrimination-and-harassment.
In cases of alleged discrimination and/or harassment, nothing in this policy shall prohibit a student, applicant for admission to an educational program or service, or parent/guardian from pursuing a grievance through the complaint and/or grievance procedures as may be established by federal and/or state statutes or regulations. No student, applicant for admission to an educational program or service, parent/guardian, or employee shall be subject to adverse action in retaliation for having filed a grievance or for having testified, assisted, or participated in any manner in an investigation, proceeding, or hearing conducted under the authority of this policy.

INSTRUCTIONAL PROGRAM

The instructional programming in Sarasota County Schools is directly correlated to the State standards. In addition, the following components are also considered in designing curriculum: the instructional methods, materials, and assessments. See Appendix A for additional information pertaining to required instruction in Florida schools.

DIGITAL MATERIALS AND CAPE CERTIFICATIONS [F.S. 1003.4203]

Sarasota County Schools offer digital materials, CAPE Digital Tool certificates, and CAPE industry certifications for students in pre-kindergarten through grade 12 to enable students to attain digital literacy skills. The digital materials, CAPE Digital Tool certificates, and CAPE industry certifications may be integrated into subject area curricula, made available through open-access options, or deployed through online or digital computer applications.

Digital and instructional materials, including software applications, are available to students with disabilities who are in prekindergarten through grade 12.

ASSESSMENT [F.S. 1008.22]

The primary purpose of the student assessment program is to provide student academic achievement and learning gains data to students, parent/guardians, teachers, school administrators, and school district staff. This data is to be used by districts to improve instruction; by students, parent/guardians, and teachers to guide learning objectives; by education researchers to assess national and international education comparison data; and by the public to assess the cost benefit of the expenditure of taxpayer dollars.

Students in grades K-12 will participate in ongoing state, district, and classroom assessments including reading, math, writing, social studies, science, and career and technical education. These assessments will include the use of diagnostic measures and progress monitoring tools.

Statewide Assessment
The Florida statewide, standardized assessments in English Language Arts (ELA) and Writing (Grades 4 – 10 only) shall be administered annually in Grades 3-10. Student grade level classification will determine the grade level at which the assessment is administered. The Florida statewide, standardized assessments in Mathematics shall be administered annually in Grades 3-8. Student grade level classification and/or mathematics course enrollment will determine which grade level the assessment is administered. The Florida statewide, standardized assessment for Science shall be administered in Grades 5 and 8. End of Course (EOC) examinations are administered to students enrolled in Algebra 1, Geometry, Civics, Biology, U.S. History, Access Algebra 1, Access Geometry, Access Civics, Access Biology, and Access U.S. History. Participation in the statewide testing program is mandatory for all K-12 students attending public schools. [F.S.1008.22(3)]

Each student who does not achieve a Level 3 or above on the statewide, standardized English Language Arts assessment, the statewide, standardized Mathematics assessment, or the Algebra 1 EOC assessment may be recommended for remedial instruction to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance. [F.S. 1008.25(4)(a)]. To meet graduation requirements, students must pass the grade 10 statewide, standardized assessment in English Language Arts and the Algebra 1 EOC. Concordant scores can be used to meet the graduation requirement for English Language Arts and comparative scores for the Algebra 1 EOC examination.

DROPOUT PREVENTION AND ACADEMIC INTERVENTION PROGRAMS [F.S. 1003.53]

Dropout prevention and academic intervention programs may differ from traditional educational programs and schools in scheduling, administrative structure, philosophy, curriculum, or setting and shall employ alternative

teaching methodologies, curricula, learning activities, and diagnostic and assessment procedures in order to meet the needs, interests, abilities, and talents of eligible students. Students are identified to receive services through the dropout prevention and academic intervention program based on one of the following criteria:

- The student is academically unsuccessful as evidenced by low test scores, retention, failing grades, low grade point average, falling behind in earning credits, or not meeting the state or district achievement levels in reading, mathematics, or writing.
- 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 school board's code of student conduct.
- The student is identified by a school's early warning system.

Student participation in such programs shall be voluntary. District school boards may, however, assign students to a disciplinary program for disruptive students or an alternative school setting or other program pursuant to s. 1006.13.

COMMUNICATION TO PARENTS, LEGAL GUARDIANS, AND STUDENTS

Annually, the school district will report to parents/guardians in a language they understand, unless clearly not feasible, the following information:

- the progress of each student toward achieving state and district expectations for proficiency in reading and mathematics; and
- the results of each statewide assessment test; and
- the evaluation of each student's progress based on classroom work, observations, tests, and other relevant information that is entered regularly in the online grade, which is visible in the parent portal.

Teachers must contact parent/guardian(s) by phone call, email or letter any time during a grading period when it is apparent that the student may fail. Formal notification may include progress reports as well as letters, documented phone calls, report cards and parent conferences. The opportunity for a conference with the teacher or principal must be provided to the parent/guardian of any student who may be retained.

REPORT CARDS [F.S. 1003.33]

Each district school board shall establish and publish policies requiring the content and regular issuance of student report cards for all elementary school, middle school, and high school students. The online Parent Portal includes report cards and other information related to students. These report cards must clearly depict and grade:

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

A student's final report card for a school year shall contain information indicating end-of-the-year status regarding performance or nonperformance at grade level, acceptable or unacceptable behavior and attendance, and promotion or non-promotion.

Schools may not 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.

For students that enroll without transfer grades, quarterly report card grades will not be issued for any student who has been enrolled for fewer than 20 school days during the marking period. In such cases, the student's academic progress will be monitored and documented through teacher observations, informal assessments, and participation records. Once the student reaches the 20-day enrollment threshold, standard grading procedures will resume.

- If a student remains enrolled through the end of the semester, teachers will use all available data—including class participation, assignments, informal assessments, and observed progress—to determine an appropriate semester grade.
- The semester grade will reflect the student's performance from the time of enrollment forward and will be recorded on the student's transcript as applicable.
- If the student continues into the next grading period, they will receive regular quarterly grades moving forward, in accordance with the standard grading timeline.

This allows teachers adequate time to assess students' understanding and performance based on meaningful engagement with instructional content.

ENGLISH LANGUAGE LEARNERS

English Language Learners (ELL), including refugees and other immigrants, racial and national origin minority students, shall be entitled to equal access to programs and services other than ESOL, such as, but not limited to compensatory, exceptional, early childhood, pre-first grade, vocational, adult education, dropout prevention, extended day, and supportive services regardless of the funding sources. [6A- 6.0908].

A variety of instructional techniques and instructional media consistent with the needs of individuals or student groups shall be utilized. Varied instructional strategies, special communications equipment, or adjustment of methods of evaluation may be used to accommodate those students in exceptional student education and/or alternative education programs, and English Language Learners.

English Language Learners may not receive a failing grade if instructional strategies, materials, and assessments have not been adjusted to make content comprehensible to meet their instructional and linguistic needs. In addition, these variations and strategies must be documented in teacher lesson plans. School administrators in charge of teacher evaluation are responsible for ensuring that teachers are providing comprehensive and appropriate instruction and assessment to ELL students.

An English Language Learner's teacher, parent or parent's designee, or other school personnel may request the convening of an ELL Committee at any time after the end of the student's first semester in the program to identify any special problems which may be hindering a student's progress in ESOL. An ELL Committee shall make

appropriate recommendations, as necessary, for the revision of the student's ELL Student Plan. The nature and basis of such changes, if any, shall be documented in each student's ELL Student Plan. [6A-6.0904 F.A.C.] All written and oral communication between a school district's personnel and parent/guardians of current or former English Language Learners shall be in the parent/guardians' primary language or other mode of communication commonly used by the parent/guardians unless clearly not feasible. [6A-6.0908 F.A.C.] National origin minority or English Language Learners shall not be subjected to any disciplinary action because of their use of a language other than English. [6A-6.0908 F.A.C.]

English Language Learners, who by the end of grade 12 fail to meet the grade 10 statewide assessment achievement requirement, shall be provided appropriate programming as specified in Rule 6A-6.0909, F.A.C. Students who have been enrolled in an ESOL program for less than 2 years and have met all requirements for the standard high school diploma except for passage of any must-pass assessment or alternate assessment may:

- Receive immersion English language instruction during the summer following their senior year. Students receiving such instruction are eligible to take the required assessment or alternate assessment and receive a standard high school diploma upon passage of the required assessment or alternate assessment.
- Meet the requirement to pass the statewide, standardized grade 10 English Language Arts assessment by satisfactorily demonstrating grade-level expectations on formative assessments in accordance with board rule. [F.S. 1003.433]

ENGLISH FOR STUDENTS OF OTHER LANGUAGES (ESOL) [F.S. 1003.56]

English for Speakers of Other Languages (ESOL) services are designed to meet the communicative, academic, and social needs of English Language Learners (ELL) as defined in F.S. 1003.56.

Services will be provided as outlined in the District ELL/LEP Plan. Sarasota District schools will provide ELL students with comprehensive instruction that is equal in amount, sequence, and scope as that provided to non-ELL students. [6A-6.0904] Any student with a "Yes" on their Home Language Survey upon registration will be assessed to determine English proficiency. Any student in grades K through 12 who scores within the limited English proficient range as determined by the publisher's standards on a Florida Department of Education approved aural and oral language proficiency test or scores below the English proficient level on a Florida Department of Education approved assessment in listening and speaking, will be classified as an English Language Learner and will be provided appropriate services [6A-6.0902].

Basic ESOL instruction may be provided in heterogeneous classroom settings, such as multiple language groups. No ELL student will be retained solely due to a lack of English language proficiency. [6A-6.0904 F.A.C] English Language Learners shall receive an instructional program which includes basic ESOL instruction and understandable instruction in basic subject areas which align to state adopted English Language Development (ELD) standards, WIDA standards. Basic ESOL programs shall include instruction to develop social and academic language in speaking, listening, reading, and writing. [6A-6.0904 F.A.C] The focus of instruction shall be substantive subject matter knowledge parallel and comparable to that provided to English proficient students in basic subject areas, consistent with the State standards as incorporated by reference in Rule 6A-6.0904, F.A.C and English Language Proficiency Standards consistent with Rule 6A- 6.0903, F.A.C. Such instruction shall be delivered by qualified instructional staff and incorporate appropriate instructional materials.

An English Language Learner shall be provided basic ESOL programming for the minimum number of hours per day or week, as specified in the ELL student plan. The ELL plan shall specify the amount of basic ESOL instruction which may include sheltered or developmental language arts necessary to attain equality of participation with English proficient students in language arts. The English Language Learner shall not receive less than the total amount of instruction received by an English proficient student at the same grade level. [6A-6.0904 F.A.C.]

English Language Learners (ELL) shall be given credit toward fulfilling Language Arts promotion and graduation requirements for each Language Arts through ESOL course completed satisfactorily. ELL students shall be given elective credit for Developmental Language Arts – Reading (DLA-R) and for English Language Development (ELD).

The district will enroll ELL students who are reading below grade level in English and who score Level 1 or Level 2 on the English Language Arts portion of Statewide, standardized assessment in courses appropriate to their level of English proficiency and reading ability. Diagnostic assessment, placement, progress monitoring and evaluation of performance in reading will be conducted as specified in the district's K-12 Comprehensive Reading Plan and ACCESS for ELLs state assessment results.

EXCEPTIONAL STUDENT EDUCATION

Sarasota County Schools embraces every learner, fostering inclusion and maximizing the potential to transform lives. Our mission in Exceptional Student Education is to create a future where all learners emerge as empowered and successful individuals by embracing the belief that every student has the right to an education and ensuring that no potential goes undiscovered or untapped. Sarasota County Schools provides every learner with an inclusive, supportive, and transformative educational experience. Through collaboration, innovation, and unwavering commitment, environments are engineered so every student can thrive academically, socially, and emotionally.

Program Placement for Students with Disabilities

The placement of a student into an exceptional student education (ESE) program is a transparent process that must comply with procedures established in the Exceptional Student Education Policies and Procedures ESE P&P document. This ensures that every student's needs are carefully considered and met.

1. The placement of a student into an exceptional student education (ESE) program is a collaborative process. Placement is determined by a staffing committee, which assesses the student's eligibility, and a parent/guardian or guardian consents to Exceptional Student Education.
2. The Individual Education Plan (IEP) team will use the IEP document to make appropriate placement decisions based on the student's individual needs.
3. The IEP team determines Extended School Year (ESY) services for students with disabilities.

The general education setting is the first consideration when determining placement for students with disabilities (SWD). Core instruction should be delivered in the general education classroom to the maximum extent appropriate. Sarasota County Schools will provide a free appropriate public education (FAPE) to students with disabilities through the end of the school year in which the student turns 22, or, at the discretion of Sarasota County Schools, until the end of the school semester or year in which the student turns 22 Rule 6A-6.0328(1), F.A.C., (F.S. 1001.02(1), F.S. 1003.4282, F.S. 1008.22).

Accommodations for Students with Disabilities

Any student who has been evaluated and determined to have a disability under IDEA or Section 504 may receive accommodations based on the individual needs of the student, as documented on the IEP or Section 504 plan. Accommodations are changes in how the student accesses information and demonstrates performance. Students use accommodations to increase, maintain, or improve academic performance. Accommodations do not alter course content or expectations for achievement of grade-level state standards. (Rule 6A-6.03411(1)(a), F.A.C.)

Extended School Year for Students with Disabilities

Extended school year (ESY) services are special education and related services provided to students with disabilities beyond the regular 180-day school year. Under the Individuals with Disabilities Education Act (IDEA), at 34 CFR 300.309, the school district must provide ESY services if a student needs those services to receive a free appropriate public education (FAPE). Any student eligible to receive special education services may be eligible for ESY. ESY services are provided at no cost to parent/guardians. A student's need for ESY is determined annually by the student's individual educational plan (IEP) team, including the parent/guardian(s). Specific requirements and procedures must be followed. Refer to the Exceptional Student Education Policies and Procedures ESE P&P.

ELEMENTARY SCHOOL (GRADES VPK – 5)

CURRICULUM AND INSTRUCTION [F.S.1003.42]

The course of study in elementary school includes instruction in the four core academic areas of language arts, mathematics, science, and social studies. Elementary students may also receive instruction in music, art, physical education and health, media/library skills, and technology. All instruction is centered on State standards. Instruction required by statute is included in Appendix A.

INSTRUCTIONAL SUPPORT

Schools are expected to provide various levels of support, with school district assistance, to meet the individual needs of students. These levels of support may include but are not limited to extended school year, dropout prevention services, tutorial programs, reading intervention, before/after-school instruction and other extended day services, tutoring, mentoring, class size reduction, and intensive skills development programs.
All diagnostic, placement, progress monitoring, and reading program strategies will be conducted in accordance with the Sarasota K-12 Comprehensive Evidence-based Reading Plan as required by Rule 6A-6.053 F.A.C. or F.S. 1003.4201

Students who scored Level 1 or Level 2 on past state-wide standardized Reading assessments will also receive remediation. This responsive instruction and/or structured intervention(s) may be part of a required English Language Arts course or in addition to the required course.

Procedures and guidelines are in place at each school to offer Academically Challenging Curriculum to Enhance Learning (ACCEL) options: whole-grade and mid-year promotion, subject matter acceleration, virtual instruction in higher grade-level subjects, and the Credit Acceleration Program (CAP). Program specifics are available through the student's school counselor. Such placement shall be made after review and approval by the school principal (or designee) and school counselor. [F.S. 1002.3105]

DAILY UNINTERRUPTED ELEMENTARY READING BLOCK INSTRUCTION

All elementary students receive a minimum of 90 minutes of scientifically based reading instruction daily which includes the components of reading: oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension. The balance of these components may vary depending on the developmental level of the students at that grade level. The 90 minutes may include but are not limited to whole group, small group, or independent formats and the integration of science and social studies content.

PHYSICAL EDUCATION

Students in kindergarten through grade 5 and for students in grade 6 who are enrolled in a school that contains one or more elementary grades shall receive 150 minutes of physical education each week for so that on any day during which physical education instruction is conducted there are at least 30 consecutive minutes per day.

RECESS

Students in kindergarten through grade 5 shall receive 100 minutes of supervised, safe, and unstructured free-play recess each week so that there are at least 20 consecutive minutes of free-play recess per day.

PROGRESS MONITORING [F.S. 1008.25]

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 English Language Arts, science, or mathematics. Though notification will be provided to parent/guardian via the FOCUS parent portal, consultation is defined as a conference, a conversation via email, phone, or written exchange. School personnel shall use all available resources to achieve parent/guardian understanding of, and cooperation with, the progress monitoring requirements.

The three types of progress monitoring are:

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

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:

- the specific diagnosed academic need(s) to be requiring intervention,
- the evidence-based intervention strategies to be used,
- how, when, how often, by whom and how long intensive remedial instruction is to be provided,
- a measurable objective, and
- the monitoring and reevaluation activities to be employed. Schools shall monitor the progress of students needing reading intervention a minimum of three times per year and adjust interventions based on data.

Additional Educational Choice Options [F.S. 1003.3101]
Each school district board shall establish a transfer process for a parent/guardian to request his or her child be transferred to another classroom teacher. This section does not give a parent/guardian the right to choose a specific classroom teacher. A school must approve or deny the transfer within 2 weeks after receiving a request. If a request for transfer is denied, the school must notify the parent/guardian and specify the reasons for the denial. An explanation of the transfer process is available in the student handbook.

GRADING AND REPORTING PROCEDURES [F.S. 1003.33]

The teacher shall be the authority in assigning each student a grade. The report card is an evaluation of the student's progress towards mastery of State standards. Report cards shall be issued quarterly.

The elementary report card contains a narrative explanation of the grading system. The format and grading information will look different for kindergarten and grade 1 than for grades 2-5. The teacher will be the authority in assigning each student a grade.

The subjects that are included on the elementary report cards are Language Arts, Mathematics, Social Studies, Science, Art, Music, and Physical Education.

Language Arts is a subject composed of the following strands:

- Foundations
- Reading
- Communication
- Vocabulary

Mathematics is composed of the following strands:

- Number Sense and Operations
- Fractions
- Algebraic Reasoning
- Measurement
- Geometric Reasoning
- Data Analysis and Probability

Parent-teacher conferences shall be scheduled as requested by parent/guardians and/or teachers.

Report Cards - Performance Grade
Grades K and 1 only will use a Performance Standards Grade Key based on student mastery of the State standards. The Performance Standards Grade Key uses the following rubric:

- 4 = The student has an **advanced** understanding and **exceeds** *end of year*, grade level standard mastery. A student receiving a 4 demonstrates this advanced knowledge at school.
- 3 = The student demonstrates **mastery** on *end of year*, grade level standard. A student receiving a 3 shows solid knowledge and has proficient understanding of concepts and skills.
- 2 = The student is **approaching** *end of year*, grade level standard mastery. A student receiving a 2 understands basic skills and concepts but is not yet fully independent. The student is applying concepts and skills with increasing success.
- 1 = The student is **beginning** progress towards *end of year*, grade level standard mastery, but is not yet independent. A student receiving a 1 may benefit from additional support*.
- L = The student has **limited** progress towards *end of year*, grade level standard mastery. A student receiving a “L” may benefit from additional support*.
- NA = Not assessed at this time. May be used when the teacher feels he/she has not yet sufficiently addressed the instructional process for specific report card standards. Once a teacher assesses a student’s performance on a standard, it must be evaluated each subsequent quarter.

Report Cards - Academic Grade

The academic grade represents the achievement made on mastery of grade level content. The designation included on the quarterly report card will indicate the student's progress towards mastery of State standards predominately for that level. Kindergarten and Grade 1 students will not receive academic grades. The grades reflecting achievement for academic subjects in grades 2-5 with numerical equivalents will be:

A	**90-100%**	**Outstanding Achievement**
B	**80-89%**	**Above Average Achievement**
C	**70-79%**	**Average Achievement**
D	**60-69%**	**Lowest Acceptable Achievement**
F	**59% and below**	**Failure**

The academic grades reflecting achievement for art, music and physical education in Grades 2-5 will use the following rubric:

- O = Outstanding Achievement
- G = Good Achievement
- S = Satisfactory Achievement
- U = Unsatisfactory Achievement

Grades K-1 students will not receive academic grades for art, music, and physical education.

Report Cards - Achievement Level

Students will receive an achievement level for Language Arts, Mathematics, Science, and Social Studies in grades 2-5. The designation of on, above, or below level is explained in the following rubric:

- Above Level: The student is consistently performing and being instructed at an instructional level above what is expected for the current grade placement.
- On Level: The student is performing and being instructed at the expected instructional level for the current grade placement.
- Below Level: The student is consistently performing and being instructed at an instructional level below what is expected for the current grade placement. The strategies and/or materials used are also below grade level.

Report Cards - Effort Grade

An effort grade will be given each quarter in grades K-5. Student effort will be indicated by the following codes:

- E (Excellent) - Demonstrates consistent outstanding participation. Strives beyond classroom expectations with class assignments and homework. Is highly motivated and well organized.
- G (Good) - Participates much of the time. Completes class assignments and homework. Is attentive, motivated, and organized.
- S (Satisfactory) - Usually participates. Completes class assignments and homework. Is attentive.

- N (Needs Improvement) - Rarely participates. Frequently does not complete assignments or homework. Is often inattentive and poorly organized.
- NA - Not assessed at this time.

Report Cards - Teacher Comments
Teacher comments on the report card can be generated for each subject area for students in grades 2-5. This may include comments about a student's work habits.
Teacher comments on the report card can be generated in English Language Arts for students in K-1. The report cards for students in grade K and grade 1 also address the Responsibilities of the Learner which are indicated by a yes/no.

GRADE CHALLENGE

No grade or evaluation shall be changed except where an obvious mathematical or clerical error has been made, and the teacher cannot be contacted through normal communication efforts. In the event a grade or evaluation is challenged, the following procedure shall be followed. The teacher's principal shall investigate the challenge, and:

- The grade or evaluation stands, OR
- The grade or evaluation goes to review.

The challenged grade or evaluation will be reviewed by a panel consisting of members with expertise in the area under challenge. Panel members consist of representatives selected by the teacher (1), the Superintendent (1) or designee, and one selected jointly by the Superintendent and teacher. The review panel shall investigate the challenge and render a binding judgment.

ASSESSMENT [F.S. 1008.22]

The primary purpose of the student assessment program is to provide student academic achievement and learning gains data to students, parent/guardians, teachers, school administrators, and school district staff. This data is to be used by districts to improve instruction; by students, parent/guardians, and teachers to guide learning objectives; by education researchers to assess national and international education comparison data; and by the public to assess the cost benefit of the expenditure of taxpayer dollars.

Students in Grades K-12 will participate in ongoing state, district, and classroom assessments including reading, math, writing, social studies, and science.

Participation in the statewide testing program is mandatory for all VPK-12 students attending public schools. [F.S.1008.22(3)]

The statewide, standardized assessment in English Language Arts (ELA) shall be administered three times during the school year for Grades VPK-10. The statewide, standardized assessment in Writing shall be administered once during the school year in Grades 4 – 5. Student grade level classification will determine which grade level the statewide, standardized assessment is administered. The statewide, standardized assessment in Mathematics shall be administered three times during the school year for Grades VPK-5. Student grade level classification and/or mathematics course enrollment will determine which grade level the statewide, standardized assessment in

Mathematics is administered. The Statewide, standardized assessment for science shall be administered in Grade 5.

Each student must participate in the statewide, standardized assessment program required by statute. Each student who does not achieve a Level 3 or above on the statewide, standardized English Language Arts assessment or the statewide, standardized Mathematics assessment may be recommended for responsive instruction and/or structured interventions to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance. [F.S. 1008.25(4)(a)] Students will participate, as appropriate, in the screening, diagnostic assessment, intervention, remediation, and enrichment processes as published in the district's K-12 Comprehensive Reading Plan.

READING DEFICIENCY AND PARENTAL NOTIFICATION [F.S. 1008.25(5)]

Any student in a Voluntary Prekindergarten Education Program provided by a public school who exhibits a substantial deficiency in early literacy skills and any student in kindergarten through grade 3 who exhibits a substantial deficiency in reading or the characteristics of dyslexia based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments; or teacher observations must be provided intensive, explicit, systematic, and multisensory reading interventions immediately following the identification of the reading deficiency or the characteristics of dyslexia to address his/her specific deficiency or dyslexia. Within 45 days of available score report the parent/guardian of any student who exhibits a substantial deficiency in reading, must be notified in writing of the following:

- That the child has a substantial deficiency in reading, including a description and explanation, in terms understandable to the parent/guardian, of the exact nature of the student's difficulty in learning and lack of achievement in reading.
- A description of the current services to be provided to the child.
- A description of the proposed intensive intervention and supports that will be provided to the child that are designed to remediate the identified area of deficiency.
- That if the child's deficiency is not remediated by the end of grade 3, the child must be retained unless exempt from mandatory remediation for good cause.
- Strategies, including multisensory strategies, through a read-at-home plan the parent/guardian can use in helping his or her child succeed in reading.
- The statewide, standardized English Language Arts assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parent/guardians and the school district in knowing when a child is reading at or above grade level and ready for grade promotion.
    - The district's specific criteria and policies for a portfolio and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts.
    - A school must immediately begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention or upon the request of the parent/guardian, whichever occurs first.
- The district's specific criteria and policies for mid-year promotion. Mid-year promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.

- Information about the student's eligibility for the New Worlds Reading Initiative under s. 1003.485 and information on parent/guardian training modules and other reading engagement resources available through the initiative.

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

MATHEMATICS DEFICIENCY AND PARENTAL NOTIFICATION [F.S. 1008.25(6)]

Any student in a Voluntary Prekindergarten Education Program provided by a public school who exhibits a substantial deficiency in early mathematics skills and any student in kindergarten through grade 4 who exhibits a substantial deficiency in mathematics or the characteristics of dyscalculia based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments; or teacher observations must immediately following the identification of the mathematics deficiency, be provided systematic and explicit mathematics instruction to address his or her specific deficiencies through either daily targeted small group mathematics intervention based on student need or supplemental, evidence-based mathematics interventions before or after school, or both, delivered by a highly qualified teacher of mathematics or a trained tutor. The parent of a student who exhibits a substantial deficiency in mathematics must be immediately notified in writing of the following:

- That his or her child has been identified as having a substantial deficiency in mathematics, including a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in mathematics.
- A description of the current services that are provided to the child.
- A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of mathematics deficiency.
- Strategies, including multisensory strategies and programming, through a home-based plan the parent can use in helping his or her child succeed in mathematics. The home-based plan must provide access to the resources identified.

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

PROMOTION [F.S. 1008.25 (2)]

Except for grade 3, promotion to the next higher-grade level should be based upon the following factors:

- Adequate progress in reading, writing, mathematics, science, and social studies as demonstrated by student performance as measured by statewide, standardized assessments and/or district and classroom assessments. Measures of adequate progress may include but are not limited to standardized assessments, classroom performance assessments, performance tasks, computer assisted instruction, and reading comprehension level.

- Specific levels of adequate progress in English-Language Arts, Mathematics, Science, and Social Studies are defined for grades kindergarten through 5.

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion F.S. 1008.25(7)(a).

No promotion or retention decisions may be made for any individual student classified as ELL/LEP based solely on a score on any single assessment instrument, whether such assessment instrument is part of the statewide assessment program or of a district's formal assessment process. A formal retention recommendation regarding an ELL/LEP student may be made through action of an ELL/LEP committee. This committee meeting is held prior to Good Cause decision for grade 3 affecting ELL/LEP students.

Grade Level Progression Guides are available to summarize progress monitoring data. These charts identify levels of academic performance as documented by grade appropriate academic measures (e.g., phonemic awareness, phonics, fluency probes, observation of reading, iReady data, and Statewide, standardized assessment scores). Students in grade 3 will be promoted to grade 4 by scoring level 2 or higher on the Statewide, standardized assessment in English Language Arts or by meeting a Good Cause Exemption. Level 3 or higher on the English Language Arts Statewide, standardized assessment is considered satisfactory or higher. (F.S.1008.22)

MID-YEAR PROMOTION OF STUDENTS RETAINED IN GRADE THREE [F.S. 1008.25]

Any student in Grade 3 who has been retained at least once in grades K-3 may be eligible for mid-year promotion. The principal will recommend mid- year promotion for all eligible students. The Chief of Elementary Schools will review and sign all mid-year promotion recommendations.

Promotion on or Before November 1: A retained Grade 3 student may be recommended for promotion if the student has mastery of third grade reading skills as presented in the State standards for English Language Arts. Evidence is as follows:

- Satisfactory performance on locally selected standardized assessment(s) measuring State standards for English Language Arts.
- Satisfactory performance on a state approved alternative assessment as delineated in State Board Rule 6A-1.094221.
- Successful completion of portfolio elements that meet state requirements.

To promote a student mid-year using a student portfolio, there must be evidence of the student's mastery of third grade State standards for English Language Arts. Sarasota County Schools use a district developed and state approved portfolio which is aligned to the portfolio requirements of the Florida Department of Education. The student's portfolio must meet the following requirements:

- Be selected by the school district and the child's teacher.
- Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom.
- Include evidence of mastery of the standards assessed by the grade three English Language Arts Statewide, standardized assessment as required by Rule 6A-1.094221, F.A.C. Evidence

can include successful completion of multiple choice items and text-based responses, chapter or unit tests from the district or school adopted core reading curriculum, or the state-provided third grade student portfolio. Portfolios should contain 60% literary and 40% informational texts.

- Be signed by the teacher and the principal as an accurate assessment of the child's mastery of the required reading skills.

Promotion after November 1: Students may be recommended for promotion to Grade 4 at any time from November 1 until the last school day of the first semester.

A retained Grade 3 student may be recommended for promotion based on the student's mastery of third grade tested State standards for English Language Arts and mastery of the State standards for fourth grade consistent with the month of promotion to fourth grade.
A Progress Monitoring Plan for any retained third grade student who has been promoted mid-year to fourth grade must continue to be implemented and monitored for the entire academic year.

RETENTION

If a student's reading deficiency is not remediated by the end of grade 3 as demonstrated on the statewide assessment test in reading for grade 3, the student must be retained unless determined to be exempt for good cause. In addition, students who receive a failing grade or have excessive absences may be considered for retention. The district school board may only exempt students from mandatory retention for good cause in grade 3.

Third Grade Good Cause Exemption from Mandatory Retention [F.S. 1008.25(7)(b)]
A third-grade student cannot be promoted to grade 4 unless they score Level 2 or higher on the English Language Arts portion of the Statewide, standardized assessment or meet a Good Cause Exemption. Students without a score on the English Language Arts portion of the Statewide, standardized assessment must also meet a Good Cause Exemption to be promoted to grade 4.

Requests for Good Cause Exemptions for grade 3 shall be submitted to the school principal with appropriate documentation. The principal shall review and discuss the recommendation and make the determination as to whether the student should be promoted or retained. If the principal determines that the student meets the requirements for a Good Cause Exemption and should be promoted, the principal shall make such recommendation in writing to the superintendent. The superintendent or designee shall accept or reject the principal's recommendation in writing.

Good Cause Exemptions are limited to the following:

1. Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Languages program based on the initial date of entry into a school in the United States.
2. Students with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of statute. (F.S.1008.212)

3. Students who demonstrate an acceptable level of performance on an alternative standardized reading or English Language Arts assessment approved by the State Board of Education.
4. A student who demonstrates through a student portfolio that he or she is performing at least at Level 2 on the statewide, standardized English Language Arts assessment.
5. Students with disabilities who take the statewide, standardized English Language Arts assessment and who have an Individualized Education Plan, or a Section 504 plan that reflects that the student has received intensive instruction in reading or English Language Arts for more than 2 years but still demonstrates a deficiency and was previously retained in pre-kindergarten, kindergarten, grade 1, grade 2, or grade 3.
6. Students who have received intensive reading intervention for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in pre-kindergarten, kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. A student may not be retained more than once in grade 3.

Retention for Students in Grades K, 1, 2, 4, and 5
Students who receive a failing grade or have excessive absences may be considered for retention.
English Language Learners, students with a 504, or students with an IEP may not receive a failing grade if instructional strategies, materials, and assessments have not been adjusted to make content comprehensible to meet their instructional and/or linguistic needs. In addition, these variations and strategies must be documented. School administrators in charge of teacher evaluation are responsible for ensuring that teachers are modifying instruction and assessment to providing comprehensive instruction to respective students.

No promotion or retention decision may be made for any individual student classified as ELL/LEP based solely on a score on any single assessment instrument, whether such assessment instrument is part of the statewide assessment program or of a district's formal assessment process. A formal retention recommendation regarding an ELL/LEP student may be made through the action of an ELL/LEP committee.

Retention decisions for students will be made on a case-by-case basis with the principal having the final decision. Students who are retained will be provided with an intensive program that is different from the previous year's program which can include, but is not limited to, adapting to a student's learning style, change in teacher, change in delivery models, or other assistance. An intensive program includes Tier 2 and Tier 3 interventions.

In cases when a student has multiple retentions, the district's program specialists shall assist schools and teachers in constructing and implementing an intensive program based on information from diagnostic reading assessments. It must include reading strategies that research has shown to be successful in improving reading among low performing readers.

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

RETENTION WAIVER IN GRADES K, 1, 2, 4, AND 5

A collaborative decision-making team must conduct a case review for students being considered for retention. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

Retention Review Process:
A collaborative decision-making team must conduct a case review for any student being considered for retention.

This team may include the student's teacher(s), school-based support staff, representatives from committees such as the IEP team or ELL committee, and the parent/guardian as applicable.

Parent/Guardian Involvement:
Prior to the final retention decision, parent/guardian conferences must be held to discuss the student's academic progress, interventions provided, and potential outcomes. Parents or guardians will be given the opportunity to provide input and documentation they believe is relevant to the decision. Their input will be considered by the team when making a recommendation.

Final Determination:
The school principal, with input from the school-based team (including but not limited to: the SWST team, IEP or ELL committee, and other relevant staff), will make the final promotion or retention decision. This decision may include a waiver of promotion requirements, with documentation of the rationale and team recommendations (other than grade three) by meeting any of these good cause exemptions:

- Previous retention – a student who has had a prior retention.
- Alternative Programs – a student being considered for placement or currently placed in an approved special program such as ESE, dropout prevention, Section 504, or ESOL may be considered for an exemption. Good cause shall be based on documentation from an ELL/LEP, Section 504 plan, ESE staffing or IEP review committee. The documentation must contain the recommendation and reasons for the student's exemption.
- Attendance – a student with problems of a unique nature that causes extended absences

Right to Appeal:
Parents or guardians maintain the right to appeal a retention decision in accordance with district procedure.

MIDDLE SCHOOL (GRADES 6-8)

CURRICULUM AND INSTRUCTION [F.S.1003.42]

The course of study in middle school includes instruction in the four core academic areas of language arts, mathematics, science, and social studies. Encore courses are also offered in the middle schools. Courses may include, but are not limited to, instruction in the following areas of music, theatre, dance, visual art, physical education, foreign language, career exploration and technology education. All instruction is centered on standards provided by the Florida Department of Education. Individual learning styles, interests and talents help determine students' learning paths while in middle school. Instruction required by statute is included in Appendix A. Students with disabilities are required to meet the same standards as nondisabled students unless a student has met criteria to be instructed in Access Points and participate in the statewide, standardized alternate assessment and parental consent has been obtained based on Rule 6A-1.0943, https://flrules.org/gateway/ruleno.asp?id=6a-1.0943 Florida Administrative Code (F.A.C.), Statewide Assessment for Students with Disabilities.

INSTRUCTIONAL SUPPORT

Schools are expected to provide various levels of support, with school district assistance, to meet the individual needs of students. These levels of support may include but are not limited to extended school year, dropout prevention services, tutorial programs, reading intervention, after-school instruction and other extended day services, tutoring, mentoring, class size reduction, and intensive skills development programs.

Remediation is offered to students who scored a Level 1 and a Level 2 on past state-wide standardized English Language Arts assessments through an intensive remedial course or content area course in which remediation strategies are incorporated into course content delivery. All diagnostic, placement, progress monitoring, and reading program strategies will be conducted in accordance with the Sarasota K-12 Comprehensive Reading Plan as required by Rule 6A-6.053 F.A.C. or 1003.4201. Schools in Sarasota County provide remediation to students who scored a Level 1 or Level 2 on past state-wide standardized Mathematic assessments. This remediation will either be integrated into the student's required mathematics course at the next grade level, or the student will participate in an intensive remedial course.

Procedures and guidelines are in place at each middle school to offer Academically Challenging Curriculum to Enhance Learning (ACCEL) options: whole-grade and mid-year promotion, subject matter acceleration, virtual instruction in higher grade-level subjects, and the Credit Acceleration Program (CAP). Program specifics are available through the student's school counselor. Such placement shall be made after review and approval by the school principal (or designee) and school counselor. [F.S. 1002.3105]

CAREER AND TECHNICAL EDUCATION (CTE)

Each middle school offers a variety of Career and Technical Education courses that offer a rigorous academic curriculum and career themed courses that can lead to CAPE Digital Tool Certificates or Industry Certifications. Cape Digital Tool Certificates [F.S. 1003.4203] enable students to attain and demonstrate digital literacy skills. The CAPE Digital Tool certificates may be integrated into subject area curricula or offered within a separate CTE course or sequence of courses. Parent/guardians are provided information about CTE opportunities and benefits through the middle schools and the school district website.

All middle school CTE courses align with CTE pathways at high schools. To enhance career and academic planning, all middle school students create personalized career profiles through an online career planning system. In conjunction with School Counselors and the online career planning system, Career Advisors, and the school district website, middle school students are informed of the CTE Diploma option.

HIGH SCHOOL CREDIT IN MIDDLE SCHOOL (Subject Matter Acceleration)

In accordance with Florida statutes [F.S. 1003.4156] and [F.S. 1008.22], middle grades students may be enrolled appropriately in high school credit-earning courses. High school credit-earning course grades are recorded every semester on the student transcript. The student's cumulative GPA, or 'Final' GPA, for all courses taken for high school credit is calculated at the end of the semester for ½ credit courses and non-EOC yearlong courses. The courses and their respective GPAs, displayed by year on the transcript, contribute to the 'Final' GPA.

Middle grades 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.

Students who drop a high school course are strongly encouraged to do so during the first grading quarter to avoid academic penalties. Any student dropping a high school course will be returned to a comparable middle school level course.

Based on [F.S. 1003.4282(5)], Sarasota County middle school approved courses for high school credit in middle school may repeat the same or a comparable course to replace a grade of "C", "D", or "F" through grade forgiveness. Lists of approved courses may be obtained from each middle school.

PROGRESS MONITORING [F.S. 1008.25]

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 English Language Arts, science, or mathematics. Consultation is defined as a conference, a conversation via email, phone, or written exchange. School personnel shall use all available resources to achieve parent/guardian understanding of, and cooperation with, the progress monitoring requirements.

The three types of progress monitoring are:

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

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:

- the specific diagnosed academic need(s) to be remediated,

- the success-based intervention strategies to be used,
- 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 twice a year and adjust interventions based on data.

Additional Educational Choice Options [F.S. 1003.3101]
Each school district board shall establish a transfer process for a parent/guardian to request his or her child be transferred to another classroom teacher. This section does not give a parent/guardian the right to choose a specific classroom teacher. A school must approve or deny the transfer within 2 weeks after receiving a request. If a request for transfer is denied, the school must notify the parent/guardian and specify the reasons for the denial. An explanation of the transfer process is available in the student handbook.

GRADING AND REPORTING PROCEDURES [F.S. 1003.33]

The teacher shall be the authority in assigning each student a grade. Evaluation of achievement will indicate progress toward the mastery of the Standards provided by the Florida Department of Education. The report cards are available quarterly and shall contain a narrative explanation of the grading system. Report cards shall be issued quarterly.

English Language Learners, students with a 504, or students with and IEP may not receive a failing grade if instructional strategies, materials, and assessments have not been modified to make content comprehensible to meet their instructional and/or linguistic needs. In addition, these modifications and strategies must be documented. School administrators in charge of teacher evaluation are responsible for ensuring that teachers are modifying instruction and assessment to provide comprehensive instruction to respective students.
Parent-teacher conferences shall be scheduled as requested by parent/guardians and/or teachers.

Academic Grade
The student's final grade in a course will be determined by quarterly academic grades and other relevant performance criteria. Examples of performance criteria include exams, projects, and other demonstrations of mastery of the Standards provided by the Florida Department of Education. Teachers have the responsibility to determine final grades using quarter grades and other evaluations as appropriate. The final grade does not always reflect a simple average of quarter grades. The final grade in courses with an End of Course (EOC) exam is determined by teacher's semester grades and the exam calculation. The EOC exam percentage is determined by the Florida Department of Education.

The grades reflecting achievement in academic courses in grades 6-8 with numerical equivalents shall be:

A	90-100%	Outstanding Achievement
B	80-89%	Above Average Achievement
C	70-79%	Average Achievement
D	60-69%	Lowest Acceptable Achievement
F	59% and below	Failure

Student Work Habits and Effort
Work habit and effort evaluation will be assessed each quarter. The following factors are considered when evaluating student work habits and effort:

- Attends class regularly
- Arrives to class on time
- Comes prepared with required work tools
- Completes assigned homework
- Maintains an assigned notebook or other organization system
- Is dressed appropriately
- Participates in class work and discussions
- Is motivated and organized
- Shows an attitude of cooperation with teacher and fellow students
- Is respectful of others' class participation and opportunities to learn

This evaluation will be indicated by the following codes:

- **E** (Excellent) - Demonstrates consistent outstanding participation. Strives beyond classroom expectations with class assignments and homework. Is highly motivated and well organized.
- **G** (Good) - Participates much of the time. Completes class assignments and homework. Is attentive, motivated, and organized.
- **S** (Satisfactory) - Usually participates. Completes class assignments and homework. Is attentive.
- **N** (Needs Improvement) - Rarely participates. Frequently does not complete assignments or homework. Is often inattentive and poorly organized.
- **--** (Not Evaluated).

Teacher Comments
Teacher comments on the report card can be generated for each subject area.

GRADE CHALLENGE

No grade or evaluation shall be changed except where an obvious mathematical or clerical error has been made, and the teacher cannot be contacted through normal communication efforts. In the event a grade or evaluation is challenged, the following procedure shall be followed. The teacher's principal shall investigate the challenge, and:

- The grade or evaluation stands, OR
- The grade or evaluation goes to review.

The challenged grade or evaluation will be reviewed by a panel consisting of members with expertise in the area under challenge. Panel members consist of representatives selected by the teacher (1), the Superintendent (1) or designee, and one selected jointly by the Superintendent and teacher. The review panel shall investigate the challenge and render a binding judgment.

ASSESSMENT [F.S. 1008.22]

The primary purpose of the student assessment program is to provide student academic achievement and learning gains data to students, parent/guardians, teachers, school administrators, and school district staff. This data is to be used by districts to improve instruction; by students, parent/guardians, and teachers to guide learning objectives; by education researchers to assess national and international education comparison data; and by the public to assess the cost benefit of the expenditure of taxpayer dollars.

Students in grades K-12 will participate in ongoing state, district, and classroom assessments including reading, math, writing, social studies, and science assessments.

Participation in the statewide testing program is mandatory for all K-12 students attending public schools. [F.S.1008.22(3)]

The statewide, standardized assessment for in English Language Arts (ELA) shall be administered three times during the school year in Grades 6-8. The statewide, standardized assessment in Writing shall be administered once during the school year in Grades 6-8. Student grade level classification will determine which grade level the statewide, standardized assessment is administered. The statewide, standardized assessment for Mathematics shall be administered three times during the school year in Grades 6-8. Student grade level classification and/or mathematics course enrollment will determine which grade level the statewide, standardized assessment is administered. Middle school students enrolled in Algebra 1 or Geometry will be administered the End-of-Couse exam. The statewide, standardized assessment for science shall be administered in Grade 8. Additionally, (EOC) examinations are administered to middle school students in the social studies course Civics or Access Civics. Each student must participate in the statewide, standardized assessment program required by statute. Each student who does not achieve a Level 3 or above on the statewide, standardized English Language Arts assessment, the statewide, standardized Mathematics assessment, or the Algebra 1 EOC assessment must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance. [F.S. 1008.25(4)(a)]

Students will participate, as appropriate, in the screening, diagnostic assessment, intervention, remediation, and enrichment processes as published in the district's Comprehensive Evidence-based Reading Plan (CERP).

End of Course Exams

- Algebra 1/Algebra 1 Honors (for HS Credit): Middle school students taking Algebra 1 must take the EOC and it will be 30% of the final grade in the course. These students will not take the corresponding standard subject and grade-level statewide, standardized assessment. Passing the Algebra 1 EOC is a high school graduation requirement. Students who do not take the Algebra 1 EOC exam will be given a grade of 0 for calculation purposes. Students are able to take the EOC through the summer test window for a grade re-calculation.
- Civics: Middle school students take the state End-of Course (EOC) assessment in Civics and it will be 30% of the final grade in the course. Students who do not take the Civics EOC exam will be given a grade of 0 for calculation purposes. Students are able to take the EOC through the summer test window for a grade re-calculation.
- Geometry/ Geometry Honors (for HS Credit): Middle school students taking Geometry must take the EOC and it will be 30% of the final grade in the course. These students will not take the corresponding standard subject and grade-level statewide, standardized assessment.

Students who do not take the Geometry EOC exam will be given a grade of 0 for calculation purposes. Students are able to take the EOC through the summer test window for a grade re-calculation.

PROMOTION [F.S. 1008.25 (2)]

Promotion to the next higher-grade level should be based upon the following factors:

- Adequate progress in reading, writing, mathematics, science, and social studies as demonstrated by student performance as measured by the statewide, standardized assessments and/or
- District and classroom assessments. Measures of adequate progress may include but are not limited to standardized assessments, classroom performance assessments, performance tasks, computer assisted instruction, and reading comprehension level.

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion F.S. 1008.25(7)(a). No promotion or retention decisions may be made for any individual student classified as ELL/LEP based solely on a score on any single assessment instrument, whether such assessment instrument is part of the statewide assessment program or of a district's formal assessment process. A formal retention recommendation regarding an ELL/LEP student may be made through action of an ELL/LEP committee.

To be promoted to grade 6, students are required to be promoted from grade 5.

To be promoted to grade 7, students are required to successfully complete the following courses in grade 6:

- Language Arts
- Mathematics
- Science
- Social Studies

To be promoted to grade 8, students are required to successfully complete the following courses in grade 7:

- Language Arts
- Mathematics
- Science
- Social Studies

To be promoted to grade 9, students are required to successfully complete the following courses in grades 6-8:

- three middle school or higher courses in English which emphasize literature, composition, and technical text,
- three middle school or higher courses in mathematics,
- three middle school or higher courses in social studies, including the study of state and federal government and civics education,
- three middle school or higher courses in science, and

- the equivalent of one class period per day of physical education for one semester of each year is required.

In addition, each year middle school students will complete a series of Career Exploration lessons.
A student transferring into middle grades after the beginning of the second term is not required to meet all Civics/Social Studies requirements if three social studies courses or two year-long courses that include civics have already been completed.

The physical education requirement shall be waived for students who meet one of following criteria [F.S.1003.455]:

- The student is enrolled or required to enroll in a remedial course.
- The student's parent/guardian indicates in writing to the school district that:
  - The parent/guardian requests that the student enrolls 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 more than the mandated requirement.

RETENTION

Students who fail more than two of the four core academic courses (Language Arts, Mathematics, Social Studies, and Science) will be retained. Students will NOT be retained for reasons other than course failures. Grade 8 students may not be promoted to high school until they have successfully passed the 12 core middle school courses.

Students in grade 6 or grade 7 may be conditionally promoted to the next grade if they have failed one course. These students will have the opportunity to recover the failed course during quarter 1 of the following school year. Conditionally promoted students in grade 7 or grade 8 who have not passed all courses of the previous grade must be passing all courses at the end of the first quarter to remain at that grade level. Students failing one or more courses will be returned to previous grade.

Students who attend academic summer school in other states or districts may be conditionally promoted based on transcripts or other data indicating that they have successfully completed remediation. This promotion will be validated through student performance in the first quarter of grade 7 or grade 8 through district and classroom assessments.

No promotion or retention decision may be made for any individual student classified as English Language Learner (ELL)/ Limited English Proficient (LEP) solely on a score on any single assessment instrument, whether such assessment instrument is part of the statewide assessment program or of a formal district assessment process. A formal retention recommendation regarding an ELL/LEP student may be made through action of the school's ELL/LEP Committee.

HIGH SCHOOL (GRADES 9-12)

CURRICULUM AND INSTRUCTION [F.S.1003.42]

All instruction is centered on State adopted academic standards. Individual learning styles, interests and talents help determine students' learning paths while in high school. Instruction required by statute is included in Appendix A.

A course title on a student schedule and transcript means that the student is receiving planned instruction by a teacher following the course content as defined in the State of Florida Course Descriptions or CTE Frameworks.

INSTRUCTIONAL SUPPORT

Schools are expected to provide various levels of support, with school district assistance, to meet the individual needs of students. These levels of support may include but are not limited to extended school year, dropout prevention services, tutorial programs, reading intervention, after-school instruction and other extended day services, tutoring, mentoring, class size reduction, and intensive skills development programs.

Intensive intervention through a reading course is required for students who demonstrated a significant reading deficiency per the district's K12 CERP plan as outlined in Rule 6A-6.053, F.A.C., or who are identified as needing intensive intervention in Reading. Students who scored a Level 2 will receive remediation strategies through a content area course. All diagnostic, placement, progress monitoring, and reading program strategies will be conducted in accordance with the Sarasota K-12 Comprehensive Evidenced-based Reading Plan as required by F.S. 1003.4201

Schools in Sarasota County provide remediation for students who scored a Level 1 or Level 2 on past statewide standardized Mathematic assessments. This remediation will either be integrated into the student's required mathematics course at the next grade level, or the student will participate in an intensive course.

Instructional and assessment accommodations must be provided as indicated on an eligible student's 504 Plan or IEP (Individual Education Plan). English Language Learners (ELL) shall be provided accommodations as defined in F.S. 1003.56. A variety of instructional techniques and instructional media consistent with the needs of individuals or student groups shall be utilized. Varied instructional strategies, special communications equipment, or adapted methods of evaluation may be used to accommodate those students in exceptional student education and/or alternative education programs, and ELL, including those students recently exited from the ESOL program. Procedures and guidelines are in place at each school to offer Academically Challenging Curriculum to Enhance Learning (ACCEL) options: whole-grade and mid-year promotion, subject matter acceleration, virtual instruction in higher grade-level subjects, and the Credit Acceleration Program (CAP). Program specifics are available through the student's school counselor. Such placement shall be made after review and approval by the school principal (or designee) and school counselor. [F.S. 1002.3105]

CAREER AND TECHNICAL EDUCATION

Career & Technical Education (CTE) pathways are offered at our high schools through course sequences that prepare students to be college and career ready by providing core academics, industry-standard credentials, and

job-specific technical skills. CTE students experience real-world and hands-on activities helping them to gain specific skills for their future. They can use the equipment, software, and tools that are currently utilized in our local workforce. CTE pathways offered in Sarasota County Schools are aligned to our region's current occupational demands. Our schools have established partnerships with local employers and postsecondary institutions enabling clear roadmaps to certifications, degrees, and sustainable careers.

To enhance career and academic planning, all high school students create personalized career profiles through an online career planning system. In conjunction with School Counselors, Career Advisors, the school district website, and the online career planning system, high school students are informed of the CTE Diploma option, CTE pathways, annual career fairs, and Work-Based Learning opportunities.

Work-Based Learning
All high school students can participate in Work-Based Learning (WBL). Our district offers six types of WBL: Internship, On-The-Job Training, Clinical Rotation, Pre-Apprenticeship, Practicum, and School- Based Enterprise. Through WBL, students gain valuable experiences that reinforce academic instruction by giving students opportunities to apply knowledge and skills in real-world situations. WBL also helps young people to generate income, establish future earning potential, and connect with professionals in the local labor market. Through a State Board of Education established process students can receive WBL or elective credit for participation in Career & Technical Student Organizations (CTSO) activities.

CTE Articulation
Local Articulation Agreements with State College of Florida ensure that students completing identified secondary CTE programs and continue into postsecondary A.S. and A.A.S. degree programs at no cost to students, will receive articulated college credit for prior coursework, providing all articulation criteria are met. These requirements may include industry certification, college end- of-course assessments, portfolio review, and other artifacts that indicate student prior knowledge and are outlined in detail in the Gold Standard Career Pathways Articulation Agreements of Industry Certification to AAS/AS Degree.

HIGH SCHOOL CREDIT [F.S.1003.436]

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

One high school credit is defined in statute as a minimum of 135 hours of bona fide instruction in a designated course of study which contains student performance standards. Courses taught in a block must contain a minimum 120 hours of bona fide instruction in a designated course of study.

No high school student may be granted credit toward high school graduation for enrollment in the following courses or programs: more than a total of nine (9) elective credits in remedial programs, more than three (3) credits in practical arts family and consumer science classes, more than (1) credit in exploratory career and technical courses, or any level 1 courses unless the student's assessment shows a more rigorous course would not be appropriate (this need must be included in the student's IEP and signed by principal, school counselor, student, and parent/guardian).

The School Board of Sarasota County curriculum and approved courses and programs are to be the means for granting credits. Some course substitutions are provided through state statute as follows:

REQUIRED COURSES	**APPROVED SUBSTITUTIONS**
1.0 Credit HOPE (Health Opportunities Through Physical Education)	Participation in two Seasons of an interscholastic sport at the JV and Varsity levels or completion of 2 full years ROTC Participation in 2 years of high school Marching Band course
1..0 Credit of Performing/Fine/Practical Arts/CTE	Completion of 2 full years of ROTC or a course in Career & Technical Education
OTHER COURSE(S) WITH ALLOWABLE SUBSTITUTION	**APPROVED SUBSTITUTIONS**
1.0 credit Physical Science	Successful completion of the JROTC Naval Science Program (Naval Science I, II, III).
Foreign-Born Students entering high school with 1.0 – 4.0 credits in the study of English language	1.0 – 4.0 credits for student's study of a foreign language (in this case, the foreign language is English for that student).
Foreign-Born Students entering high school with 1.0 – 4.0 credits in the study of their own country's primary language	1.0 – 4.0 credits in English (e.g., a French student gets credit for studying French in the same way that an American student gets credit for studying English).
Substitutions listed in Annual DOE Course Code Directory	A student who earns an industry certification for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute the certification for one science credit, except for Biology 1. The same is true for substitution for up to two mathematics credits, except for Algebra 1 and Geometry.

A course that has been used to substitute in one subject area may not be used to substitute for any other subject area. Course substitutions may not count toward State University System admissions requirements or Bright Futures eligibility.

A student enrolled in a full-year course shall receive a full credit if the student successfully completes either the first half or the second half but fails to successfully complete the other half of the course and the averaging of the grades obtained in each result in a passing grade.

A student enrolled in a full-year course shall receive one-half credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would not result in a passing grade.

Additional Educational Choice Options [F.S. 1003.3101]
Each school district board shall establish a transfer process for a parent/guardian to request his or her child be transferred to another classroom teacher. This section does not give a parent/guardian the right to choose a specific classroom teacher. A school must approve or deny the transfer within 2 weeks after receiving a request. If a request for transfer is denied, the school must notify the parent/guardian and specify the reasons for the denial. An explanation of the transfer process is available in the student handbook.

GRADING AND REPORTING PROCEDURES [F.S. 1003.33]

The teacher shall be the authority in assigning each student a grade. Evaluation of achievement will indicate progress toward the mastery of the State adopted academic standards. The student's final grade in a course will be determined by quarterly academic grades and other relevant performance criteria. Examples of performance criteria include exams, projects, and other demonstrations of mastery of standards. Teachers have the responsibility to determine final grades using quarter grades and other evaluations (i.e., midterms, final exams, and End of Course exams) as appropriate. If it is a course that has an End of Course (EOC) exam, then the teacher must use the EOC results as specified when determining the final grade.

English Language Learners, students with a 504, or students with and IEP may not receive a failing grade if instructional strategies, materials, and assessments have not been modified to make content comprehensible to meet their instructional and/or linguistic needs. In addition, these modifications and strategies must be documented. School administrators in charge of teacher evaluation are responsible for ensuring that teachers are modifying instruction and assessment to provide comprehensive instruction to respective students.

Parent-teacher conferences shall be scheduled as requested by parent/guardians and/or teachers. Any parent or guardian, after consulting with the teacher, may request the principal to review any grade given to a student at the end of a reporting period. However, such grade may not be changed or altered by the principal unless there was an apparent error in the grade calculation. If further appeal is requested by the principal, a review panel shall be formed to investigate and render a binding judgment. See "Grade Challenge" for more information.

Academic Grade
The grades reflecting achievement in academic courses in grades 9-12 with numerical equivalents shall be:

A	90-100%	4.0	Outstanding Achievement
B	80-89%	3.0	Above Average Achievement
C	70-79%	2.0	Average Achievement
D	60-69%	1.0	Lowest Acceptable Achievement
F	59% and below	0.0	Failure

The final grade for a full-credit course is the mathematical calculation that includes the Term 1, Term 2 grades, the midterm and final exam. For courses with a state required End of Course examination (EOC), the EOC is 30% of the final grade.

Employability Skills
For each course taken in high school, 20% of the quarter grade shall be based on the development of employability skills. Those skills will include:

- Attendance
- Coming to school or class on time
- Bringing required work tools, such as paper, pen/pencil, textbooks, notebooks, etc.
- Maintenance of an assignment notebook or similar system
- Completion of homework

- Appropriate dress for class
- Attitude of cooperation with teacher and fellow students
- Time in class devoted to the appropriate task

Grade Assignment for Dropped Courses
In a drop/add situation, the receiving teacher assigns the final grade. The teacher of the dropped course will not assign a grade. Courses which are dropped within the add/drop window may not appear on report cards; however, the student information system will retain all drop/add changes. The grade for a dropped course will not be calculated in the Grade Point Averages (GPA) if the course is dropped prior to the end of a semester. Exceptions to these rules may be made only by written request to the principal. In a drop/add situation beyond the first ten school days of the first semester (full-credit course) or the first five school days of the pertinent semester (half-credit course), the principal (or designee) will determine which teacher assigns the grade. The principal may determine that the grade will consist of an average between the teacher of the dropped course and the receiving teacher.

Grade Replacement/Forgiveness [F.S.1003.4282]
Forgiveness policies for required courses shall be limited to replacing a grade of "D" or "F" with a grade of "C" or higher earned subsequently in the same or comparable course. Forgiveness policies for elective courses shall be limited to replacing a grade of "D" or "F" with a grade of "C" or higher earned subsequently in the same or another course. The only exception to these forgiveness policies shall be made for a student in the middle grades who takes any course for high school credit and earns a grade of "C," "D," or "F". In such case, the district forgiveness policy must allow the replacement of the grade with a grade of "C" or higher 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. Student transcripts will reflect the grade replacement/forgiveness process.

In addition, grades for all courses must be included in the GPA calculation unless grade had been forgiven. If upon retaking a course, a student grade improves an "F" to a "D", only the "D" will be calculated in the GPA. If, upon retaking a course, a student earns a second "D", only one "D" will be counted in the student's GPA. If a student earns a second F, only one F is counted in the student's GPA.

Grade forgiveness still applies for courses where participation in the state EOC is required, and the score must count for 30% of the final grade. A student may use grade forgiveness for the course if the student's final course average, with the EOC assessment included as 30%, results in course grade of "D" or "F".

GRADE CHALLENGE

No grade or evaluation shall be changed except where an obvious mathematical or clerical error has been made, and the teacher cannot be contacted through normal communication efforts. In the event a grade or evaluation is challenged, the following procedure shall be followed. The teacher's principal shall investigate the challenge, and:

- The grade or evaluation stands, OR
- The grade or evaluation goes to review.

The challenged grade or evaluation will be reviewed by a panel consisting of members with expertise in the area under challenge. Panel members consist of representatives selected by the teacher (1), the Superintendent (1) or designee, and one selected jointly by the Superintendent and teacher. The review panel shall investigate the challenge and render a binding judgment.

GRADE POINT AVERAGES [F.S. 1003.437]

Grade Point Averages (GPA) are computed as both weighted and unweighted for specific purposes related to athletic eligibility, graduation, class ranking, scholarship opportunities, etc. and are determined by averaging the quality points per credit earned by a student. Pass/fail grades will not be included in GPA calculation. If a student passes the EOC without taking the course and therefore earns the credit, the credit will meet the course graduation requirement but will not be included in the GPA calculation. A grade of T or NG will not be calculated in the cumulative GPA.

High school credit bearing non-EOC course grades are recorded every semester on the student transcript. The student's cumulative GPA, or 'Final' GPA, for all courses taken for high school credit is calculated at the end of the semester for ½ credit courses and non-EOC yearlong courses. The courses and their respective GPAs, displayed by year on the transcript, contribute to the 'Final' GPA.

The achievement of a cumulative unweighted grade point average of at least a 2.0 on a 4.0 scale in the courses need for graduation is required. All courses must be included in unweighted GPA calculation unless the grade has been forgiven. Semester grades will be averaged for the unweighted GPA calculation.

Grade Point Average weight is dependent upon the course, and all weighted courses must be approved by the School Board and in compliance with statutory requirements and articulation agreement(s) with post-secondary institutions.

High School grade point averages shall be calculated on both a weighted and unweighted scale. Students earning credits in honors level courses and all level 3 instructional courses will earn an additional 1.0 quality point. Students earning credit in AP, DE, AICE, and IB courses will earn an additional 1.5 quality points.

All state requirements for reporting grade point averages will be computed and reported on an unweighted scale.

ASSESSMENT [F.S. 1008.22]

The primary purpose of the student assessment program is to provide student academic achievement and learning gains data to students, parent/guardians, teachers, school administrators, and school district staff. This data is to be used by districts to improve instruction; by students, parent/guardians, and teachers to guide learning objectives; by education researchers to assess national and international education comparison data; and by the public to assess the cost benefit of the expenditure of taxpayer dollars.

Students in Grades K-12 will participate in ongoing state, district, and classroom assessments including reading, math, writing, social studies, and science assessments.

Statewide Assessment
The statewide, standardized assessment in English Language Arts shall be administered three times during the school year in Grades 9-10. The statewide, standardized assessment in Writing shall be administered once during the school year in Grades 3-10. Student grade level classification will determine which grade level the statewide, standardized assessment in ELA is administered. End of Course (EOC) examinations are administered to high school students enrolled in Algebra 1, Geometry, Biology and US History.

Participation in the statewide testing program is mandatory for all K-12 students attending public schools. [F.S.1008.22(3)]

Each student who does not achieve a Level 3 or above on the statewide, standardized English Language Arts assessment, or the Algebra 1 EOC assessment must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance. [F.S. 1008.25(4)(a)]

To meet graduation requirements, students must pass the Grade 10 statewide, standardized assessment in English Language Arts and the Algebra 1 EOC. Concordant and comparative scores can be used to meet the graduation requirement for the English Language Arts examination and the Algebra 1 EOC examination.

English Language Learners, who by the end of Grade 12 fail to meet the grade 10 statewide assessment achievement requirement, shall be provided appropriate programming as specified in Rule 6A-6.0909, F.A.C. Any home school student wishing to receive a diploma from his/her districted high school should get specific information about EOC and statewide standardized assessments required for graduation and credits from the School Choice office prior to Grade 10.

Assessment and Graduation Requirements
Assessment Graduation Requirement and Passing Score

Assessment that Students Must Pass to Graduate	Passing Score	30% of Course Grade to Earn Credit
Grade 10 statewide, standardized assessment in ELA	Level 3	NO
Algebra 1 EOC	Level 3	YES

Additional requirements are delineated below:

End of Course Exam	30% of Final Grade	Must Pass EOC for Graduation
Geometry	YES	NO
Biology	YES	NO
U.S. History	YES	NO

Additionally, students who achieve the established concordant and/or comparative scores may use them to satisfy the graduation requirement regardless of the date of the alternative assessment. The following concordant or comparative scores are acceptable for students who entered grade 9 in 2022-2023 and expect to graduate in the 2025-2026 school year:

Grade 10 statewide, standardized assessment in ELA*	
SAT Evidence Based Reading and Writing (EBRW)	490
PSAT/NMSQT or PSAT 10 Reading and Writing	470
ACT English and ACT Reading subject tests • if the average is .5 then round up • the scores averaged do not need to be from the same tests	18
PreACT Secure English and Reading tests	18
CLT or CLT 10 (Classical Learning Test)-Verbal Reasoning and Grammar/Writing (The scores from the Verbal Reasoning and Grammar/Writing subject tests that are used to calculate the sum are not required to come from the same test administration.)	39
Algebra 1 EOC **	
SAT Math	420
PSAT/NMSQT or PSAT 10 Math	430
ACT Math	16
PreACT Secure Math	16
Geometry EOC	Achievement Level 3
Classic Learning Test – Quantitative Reasoning	14

**Out of State Transfer Students may be able to use previous state testing to meet this requirement at the discretion of the principal*
*** Out of State Transfer Students can use previous state testing to meet this requirement if designated on the out of state Algebra 1 reciprocity list*

Alternate Pathway for ELL Students (LY only) to Meet the ELA Graduation Requirement
Pursuant to Section F.S., 1003.433(3), 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.

Students enrolled in Sarasota County Schools with less than two years in an ESOL Program based on entry date in the program must meet at least ONE of the following criteria to satisfy the Grade 10 FSA English Language Arts (ELA) assessment requirement for graduation:

1. Earn a 3 or above on the Grade 10 ELA Retake.
2. Earn a concordant passing score on the respective section of the ACT, Pre-ACT, CLT, PSAT, or SAT.
3. Maintain an overall unweighted GPA of 2.0 or higher AND earn at least a “Level 4” reading score and a “Level 4” composite score on the ACCESS for ELLs 2.0 (WIDA) statewide standardized assessment.
4. Maintain an overall unweighted GPA of 2.0 or higher AND earn a 70% or higher on 6 out of 13 exams within the “FL Customizable Reading Test Bank (Online)” from *My Perspectives ELA Florida English II*.
   (a) Students can have unlimited class time to complete each assessment.
   (b) Students can take the test multiple times.
   (c) Students must complete the assessments at school under the supervision of a certified teacher.
   (d) Be signed by the teacher and the principal as an accurate assessment of the required skills.
5. Earn a passing score (a, b, c, d, e) on the AS Level AICE General Paper Exam.

All the above options should include native language support as needed (flexible setting, flexible scheduling, assistance in the heritage language, approved dictionary, and glossary).

Note: This plan only refers to the ELA requirement for graduation. All other graduations requirements still stand.

Semester Assessments (Mid-Terms and Final Exams/Local End-of-Course Exams)

The purposes of giving the mid-term exams are to provide instruction and experience in preparing for and taking comprehensive, cumulative assessments; to prepare students for post-secondary college course work; and to serve as a validation of mastery of the course content.

The design of exams should provide an overview of the major course content and facilitate connections within and among key concepts and processes of the course work and is not limited to any one method.
All teachers are expected to give a mid-term and a final exam. Courses that require a state administered EOC will not require an additional final exam.

- Students who do not take the Algebra 1, Geometry, US History and Biology EOC exam(s) will be given a grade of 0 for calculation purposes. Students are able to take the EOC through the summer testing window for a grade re-calculation.

PROMOTION

Promotion to the next higher-grade level should be based upon the following factors:

- Adequate progress in reading, writing, mathematics, science, and social studies as demonstrated by student performance.
- District and classroom assessments. Measures of adequate progress may include but are not limited to standardized assessments, classroom performance assessments, performance tasks, computer assisted instruction, and reading comprehension level.

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion F.S. 1008.25(7)(a).

No promotion or retention decisions may be made for any individual student classified as ELL/LEP based solely on a score on any single assessment instrument, whether such assessment instrument is part of the statewide assessment program or of a district's formal assessment process. A formal retention recommendation regarding an ELL/LEP student may be made through action of an ELL/LEP committee. Grade-level Classification Requirements at the **traditional high schools**:

- Classification for grade 9 – promotion from grade 8
- Classification for grade 10 – successful completion of a minimum of 4 Credits
- Classification for grade 11 – successful completion of a minimum of 10 Credits (1.0 English and 1.0 Math)
- Classification for grade 12 – successful completion of a minimum of 16 Credits (2.0 English and 2.0 Math)

Grade-level Classification Requirements at **Suncoast Polytechnical High School**:

- Classification for grade 9 – promotion from grade 8
- Classification for grade 10 – successful completion of a minimum of 6 Credits
- Classification for grade 11 – successful completion of a minimum of 13 Credits (1.0 English and 1.0 Math)
- Classification for grade 12 – successful completion of a minimum of 20 Credits (2.0 English and 2.0 Math)

Grade-level Classification Requirements at **Pine View School**:

- Classification for grade 9 – promotion from grade 8
- Classification for grade 10 – successful completion of a minimum of 6 Credits
- Classification for grade 11 – successful completion of a minimum of 12 Credits (1.0 English and 1.0 Math)
- Classification for grade 12 – successful completion of a minimum of 18 Credits (2.0 English and 2.0 Math)

A transition meeting will be held with middle school and high school counselors and administrators when a grade 8 student is being considered for promotion to high school when all middle school courses have been recovered to include all academic options prior to the end of the first semester.

Schools may promote retained students from grade 9 to 10, grade 10 to 11, or grade 11 to 12 at the end of the first semester upon documentation of the awarding of required make-up credits.

In no case shall this decision to mid-year promote or reclassify grade level be based on age or based on social promotion. For students who are retained, the school will consider placement in an intensive program that is different from the previous year's program and that considers the student's learning style. When students are retained for two or more years, the school will consider other, more intensive, or alternative placements.

ACCELERATION OPTIONS [F.S.1003.4295]

Each high school shall advise each student of courses through which a high school student can earn college credit, including Advanced International Certificate of Education (AICE), College Board Advanced Placement (AP), International Baccalaureate (IB), Dual Enrollment (DE), early admission, CAPE Industry Certification, as well as the availability of course offerings through virtual instruction. Students shall also be advised of the early graduation options under F.S. 1003.4281.

ARTICULATED ACCELERATION MECHANISMS [F.S.1007.27]

Articulated acceleration mechanisms shall include, but are not limited to, dual enrollment and early admission, College Board advanced placement (AP), credit by examination, the International Baccalaureate (IB) Program, and Advanced International Certificate of Education (AICE) Program. Credit earned through Florida Virtual School shall provide additional opportunities for early graduation and acceleration. The following types of courses are deemed articulation acceleration mechanisms:

- Advanced International Certificate of Education (AICE) courses,
- College Board Advanced Placement (AP) courses,
- International Baccalaureate (IB) courses
- Florida Virtual School (FLVS) courses
- Dual Enrollment (DE) courses
- Early Admission to colleges/universities

Advanced International Certificate of Education (AICE)
Cambridge's Advanced International Certificate of Education (AICE) is the enrollment of an eligible secondary student in a Cambridge AS or A Level (AICE) course as described by Cambridge International Examinations. State of Florida community colleges or universities may award credit for an AICE course to students who score a minimum of E on the corresponding AICE exam.
Colleges and universities accept, and award Cambridge AS/A credit based on the policies of the post- secondary school; graduates are responsible for confirming policies with their selected post-secondary school(s). Students enrolled in AICE courses shall be exempted from the payment of any fees.

College Board Advanced Placement (AP)
College Board Advanced Placement (AP) is the enrollment of an eligible secondary student in a College Board Advanced Placement course as described by the College Board. State of Florida community colleges or universities may award credit for an AP course to students who score a minimum of 3 on a 5-point scale on the corresponding AP exam. Colleges and universities accept, and award college credit based on the policies of the post-secondary school; graduates are responsible for confirming policies with their selected post-secondary school(s).

Students enrolled in AP courses may take the AP exam. Sarasota County Schools high school students enrolled in AP courses at their school shall be exempt from the payment of any exam fees. Students who choose to take an AP exam without taking the course are responsible for the AP exam fee. Home school students registered with Sarasota County Schools are responsible for the AP exam fee.

AP courses meet appropriate subject area graduation requirements and are treated the same in relation to Bright Future Scholarship eligibility and State University System admissions.

International Baccalaureate (IB)
International Baccalaureate (IB) is the enrollment of an eligible secondary student in a program that includes a comprehensive curriculum of college level courses.

Students accepted into the IB program must take coursework in six subject groups and the DP core, comprised of the Theory of Knowledge (TOK) course, creativity, activity, service (CAS) which is the service- learning component, and the extended essay. IB certificate students may take exams in specific subject areas after they have completed the first and second level of the course (aka: IB Certificate Candidates). Exams are based on broad general understanding of concepts and fundamental themes. Exams and assessments are both written and oral in format. IB exam scores include teacher internal assessments as well as external assessments constructed, moderated, and marked by educators throughout the world. Students must be enrolled in an authorized IB school to be eligible for an IB diploma or to earn a certificate.

Colleges and universities accept, and award college credit based on the policies of the post-secondary school. Students receiving scores of 4 or above on IB exams may be awarded college credit in those subject areas by the post- secondary institution. Students enrolled in IB courses shall be exempt from the payment of any fees.

Dual Enrollment (DE)
Dual Enrollment is defined as the enrollment of an eligible secondary student in a post-secondary course creditable toward a vocational certificate or an associate or baccalaureate degree. The articulation agreement with the post-secondary institution defines the rules for enrollment and participation. Students may earn high school and college credit simultaneously by enrolling in approved Dual Enrollment courses as specified in the articulation agreements between the School Board of Sarasota County and other accredited post- secondary institutions. Students must take a college credit course worth 3 college credit hours to equal one-half of a high school credit. The State of Florida publishes a dual enrollment equivalency list that states the high school credits earned when taking a specific dual enrollment course. Students are expected to adhere to all deadlines and Dual Enrollment requirements published by participating colleges and universities.

Dual Enrollment credits may affect a student's application status and the number of credit hours available in the lower division program of some colleges and universities. Students may take Dual Enrollment courses during school hours, after school hours, and during the summer term as defined by the articulation agreement with the post-secondary institution.

Students seeking to take career and technical education dual enrollment courses must demonstrate readiness for technical level coursework and have a 2.0 unweighted cumulative GPA for technical credit certificate Dual Enrollment courses.

The maximum course load for Dual Enrollment students will be governed by the current articulation agreement with the post-secondary institutions that is awarding the course credit. Sarasota County adheres to the drop/add procedures and timelines outlined in the Board approved articulation agreements with local post-secondary institutions.

High school students who withdraw after the academic withdrawal deadline or who earn a final grade of a D or a F will not be permitted to enroll in additional dual enrollment courses the following semester. The student who withdraws after the academic withdrawal deadline will receive the grade issued by the college or university, as outlined in the Sarasota County School Board approved articulation agreement.

Accelerated Dual Enrollment (ADE)
The Accelerated Dual Enrollment (ADE) program is a form of dual enrollment through which eligible high school students in grades 11 and 12 enroll at a post-secondary institution on a full-time basis and may lead to an Associate of Arts (AA) degree from the institution. This accelerated option allows the student to concurrently complete high school and college credits at the State College of Florida.

Early Admission to Colleges and Universities
Early Admission is a form of dual enrollment through which eligible secondary students enroll full-time in a post-secondary institution in courses that are creditable toward the high school diploma and the associate or baccalaureate degree. Students on Early Admission are registered and scheduled with the college courses at the high school.

Early Admission to colleges and universities allows the grade 12 student to enroll full time in a college or university provided the student has an unweighted high school weighted grade point average of 3.0 or above, is socially mature, has the joint approval of the high school principal and the college registrar, and has the approval of his/her guardians. The local articulation agreement rules apply for the specific post- secondary institutions. Full-time status is determined by the college or university. Early Admission students are:

- Advised to not enroll for more than 15 credit hours per semester.
- Eligible to receive the appropriate honors designation.

Dual Enrollment and Early Admission students must meet all state and district course and graduation requirements to be awarded a high school diploma from the School Board of Sarasota County.

RETENTION

Teachers must contact guardian(s) by phone call, email or letter any time during a grading period when it is apparent that the student may fail. Formal notification must include progress reports as well as letters, documented phone calls, report cards and parent/guardian conferences. Every effort will be made to provide communication in the child's/parent/guardian's home language, if feasible. The opportunity for a conference with the teacher or principal must be provided to the parent/guardian of any student who may be retained.
At the end of each semester, the parent/guardian or guardian of each student in grades 9, 10, 11, 12 who has an unweighted cumulative grade point average of less than 2.5 shall be notified that the student is at risk of not meeting the requirements for graduation. The notice shall contain an explanation of the policies the district has in place to assist the student in meeting the grade point average requirement.
High schools must further inform parent/guardians of provisions for assisting such students to achieve the required cumulative grade point average. Provisions may include but not be limited to:

- Referral to the School Wide Support Team (SWST)
- Remedial groups within existing classes
- Performance Based Program with credit recovery options for students who qualify
- Remedial programs during the day

Dropout Prevention Programs [Rule 6A-6.0521 F.A.C.]
Graduation requirements for students enrolled in dropout prevention programs are identical to the requirements for other students in grades 9-12. Students who participate in this program and meet the graduation requirements shall receive a Florida Standard High School diploma. Students must:

- Earn passing scores (as defined by the State of Florida) on the statewide, standardized assessments in English Language Arts and Mathematics or scores on other assessments that are approved by the State of Florida AND
- Earn a 2.0 grade point average or better on a 4.0 scale for courses taken while enrolled in the program AND
- Complete the required credits for graduation.

Modifications in courses may take one or more of the following forms: the amount of in-class instruction required to earn a credit may be lengthened or shortened; alternative methods of assessing mastery of performance

standards may be utilized in addition to passing state required assessments. Credits earned through the Dropout Prevention program are not accepted by NCAA for student eligibility.

Student performance standards will be measured on a regular, continuous basis. Such measurements may be made using teacher observations, classroom assignments, and traditional and alternative forms of assessment.

A student will have demonstrated mastery of student performance standards for a district-approved course when through teacher observations, classroom assignments, and examinations, it has been determined that a student has attained a passing score for the course. This score and the procedures to be used to determine semester and yearly averages will be in accordance with the procedures as outlined in this Student Progression Plan and End of Course (EOC) Examinations as mandated by the state. Although course preparation is recommended, students are not required to take the course prior to taking an EOC examination.

GRADUATION PLANS AND DIPLOMA OPTIONS

Seniors will be notified during the first quarter of their senior year regarding credit standing and progress towards fulfilling graduation requirements so that he/she can plan for graduation activities. A written graduation credit check will be completed and discussed with each student so that he/she will be able to complete all required coursework prior to graduation. For senior transfer students, the graduation credit check should be completed as soon as records are received and evaluated by the school counselor. Each year underclassmen will meet with a school counselor in the spring to discuss credit standing and scheduling requirements.
The State of Florida offers plans for students entering high schools to meet graduation requirements for a standard diploma:

1. The traditional Sarasota graduation four-year plan (26 Credits)
2. ACCEL Diploma Option (18 Credits)
3. Early Graduation Standard Diploma (24 Credits)
4. State Standard Diploma (24 Credits)
5. Career and Technical Education Graduation Diploma (18 Credits)
6. AICE Curriculum (26 Credits)
7. IB Curriculum (26 Credits)

The Traditional Four-Year Plan [F.S. 1003.4282]
In Sarasota County, all students entering grade 9 students must earn at least twenty-six (26) credits. Students who complete 26 credits, achieve a cumulative grade point average (GPA) of a 2.0 on a 4.0 scale and earn a passing score on the statewide assessments required for a Florida standard diploma. Specific graduation requirements by cohort can be found in Appendix B.

The following chart provides the high school credit graduation requirements by school:

BHS	NPHS	PVS	RHS	SHS	SVS	SPHS	VHS
26	26	26	26	26	26	28	26

Students who meet certain eligibility criteria may elect to graduate early at the request and agreement of the student and parent/guardian. To facilitate selection of the appropriate graduation plan option as the student enters

grade 9, the school district will provide information to parent/guardians and students related to graduation options. Selection of a graduation option may be completed by the student at any time between grade 9 and grade 12.

Students who attend **Pine View School*** must earn twenty-six (26) credits and meet the following requirements to graduate with a diploma from Pine View School:

- Complete three (3) subsequent levels of a World Language sequence
- Complete seventeen (17) academic credits, including four (4) English, four (4) mathematics, three (3) science, three (3) social studies, and three (3) world language required for graduation. The courses must be taught on-campus and by Pine View faculty (beginning with the graduating class of 2025).

*Students transitioning to Pine View School with high school world language credits earned will be required to take any remaining world language credits, to total three credits, at Pine View School. Additional information, including specific course requirements, can be found in the Pine View School Program of Study.

ACCEL Diploma Option [F.S. 1003.4282]
The accelerated 18 credit ACCEL Diploma Option may be selected by the student and parent/guardian at any time during high school. The requirements of this program are identical to the 24-credit standard diploma program option except:

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

This diploma program requirements may be completed in three years, but students may take longer to complete it. All other graduation requirements for a 24-credit standard diploma must be met.

Students enrolled in the 18-credit standard diploma option shall not be excluded from activities traditionally provided for graduating students during their anticipated graduation year.

Schools shall not establish requirements for the 18-credit high school standard diploma option in excess of the requirements in statute 1003.4282.

Students who choose the 18-credit standard diploma option may still qualify for acceleration programs (e.g., College Board Advanced Placement, dual enrollment, International Baccalaureate and Advanced International Certificate of Education) 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 18-credit standard diploma option 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.

Prior to selecting the 18-credit standard diploma option, 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.

Early Graduation Standard Diploma [F.S. 1003.4282]
A student who wishes to use the 24 credit Early Graduation option may select this plan to graduate prior to the 8th semester of high school. The student is required to complete all course requirements and assessments as specified by the State of Florida.

Parent/guardians and students will meet with the school counselor to discuss and select this option. Post-secondary plans and social- emotional readiness need to be addressed prior to the selection of this plan. Additional information:

- The 24 Credit Early Graduation standard diploma option requires students to earn the 16 core credits required for the standard diploma.
- Eight elective credits are required as well as the assessments and the grade point average that are required for the standard high school diploma.
- All requirements for this diploma MUST be completed before the 8th semester of high school.
- The student will revert to the standard diploma requirements of their high school if all requirements for this plan are not completed before the 8th semester of high school.

State Standard Diploma [F.S. 1003.4282]
The 24 Credit standard diploma option requires students to earn the 16 core credits. In addition, student must earn eight elective credits as well as a passing score on the statewide assessments and the grade point average that is required for the standard diploma. All requirements for this diploma must be completed by the end of the 8th semester of high school.

CTE Diploma [F.S. 1003.4282]
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. The CTE Diploma option requires the student's successful completion of at least 18 credits. A student completing the CTE diploma option must earn at least a cumulative grade point average (GPA) of 2.0 on a 4.0 scale.

For a student to satisfy the requirements of the CTE Diploma, he or she must meet the GPA requirement and:

- Four credits in English Language Arts (ELA). —The four credits must be in English 1, 2, 3, and 4 or equivalent courses. A student must pass the statewide, standardized grade 10 Reading assessment or, when implemented, the grade 10 ELA assessment, or earn a concordant score, to earn a standard high school diploma.
- Four credits in mathematics. — A student must earn one credit in Algebra I and one credit in Geometry. A student who earns an industry certification for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute the certification for one mathematics credit. Substitution may occur for up to two mathematics credits, except for Algebra I and Geometry. A student may earn two mathematics credits by successfully completing Algebra I through two full-year courses. A student who earns a

computer science credit may substitute the credit for up to one credit of the mathematics requirement, except for Algebra I and Geometry, if the commissioner identifies the computer science credit as being equivalent in rigor to the mathematics credit. An identified computer science credit may not be used to substitute for both a mathematics and a science credit. A student who earns an industry certification in 3D rapid prototype printing may satisfy up to two credits of the mathematics requirement, except for Algebra I, if Florida's Commissioner of Education identifies the certification as being equivalent in rigor to the mathematics credit or credits. An identified computer science credit may not be used to substitute for both a mathematics and a science credit.

- A student must pass the statewide, standardized Algebra I EOC assessment, or earn a comparative score, to earn a standard high school diploma.
- Three credits in science. Two of the three required credits must have a laboratory component. A student must earn one credit in Biology I and two credits in equally rigorous courses. A student who earns an industry certification for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute the certification for one science credit, except for Biology. A student who earns a computer science credit may substitute the credit for up to one credit of the science requirement, except for Biology. An identified computer science credit may not be used to substitute for both a mathematics and a science credit.
- Three credits in social studies. A student must earn one credit in United States History; one credit in World History; one-half credit in economics; and one-half credit in United States Government.
- 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.

In addition to the 18 Credit Accelerated Diploma, 24 Credit Early Graduation Diploma option, and the CTE diploma offer opportunities for articulated acceleration are available to shorten the time necessary for a student to complete the requirements associated with a degree or increase the depth of study available for a particular subject. This includes, but is not limited to, Dual Enrollment, Advanced International Certificate of Education, Early Admission, College Board Advanced Placement, Credit Acceleration Program (CAP), Florida Virtual School and the International Baccalaureate Program.

At the beginning of each school year, parent/guardians of students in or entering high school must be notified of the opportunity and benefits of these acceleration mechanisms.

Any student who graduates early may elect to still participate in school and social events and other specifically named events as part of the student's cohort.

Students who have successfully completed all graduation requirements for the option in which they are enrolled (traditional, 18 credit Accelerated Diploma, 24 credit Early Graduation Diploma, CTE Diploma, AICE Curriculum, and IB Curriculum) may graduate. Graduates may return to their school for graduation ceremonies.

Academic Recognitions, Diploma Designations, and Seals
Graduates are recognized for high achievement as follows:

- Distinguished Scholar is an unweighted GPA of 4.0
- Highest Honors is an unweighted GPA of 3.75 to 3.99
- High Honors is an unweighted GPA of 3.5 to 3.74
- Honors is an unweighted GPA of 3.25 to 3.49

Scholar Designation [F.S.1003.4285]
To qualify for a scholar diploma designation on a standard high school diploma, a student must meet all graduation requirements and pass the following statewide, standardized assessments:

- Geometry
- Biology
- US History

In addition, students must also earn the following credits:

- Algebra 2
- Statistics or equally rigorous
- Chemistry or Physics
- One credit in a course equally rigorous to Chemistry or Physics
- Two credits in the same Foreign Language
- At least one credit in a College Board Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, or Dual Enrollment course.

Students who have an ESE waiver for an EOC exam are NOT eligible for a Scholar Designation
If the student is enrolled in a College Board Advanced Placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE) Biology I or U.S. History course and the student takes the respective AP, IB, AICE assessment and earns the minimum score to earn college credit, then the student is exempt from the Biology or US History end of course exam.

Merit Designation [F.S.1003.492]
To qualify for a merit diploma designation on a standard high school diploma, a student must meet the standard high school diploma requirements and attain one or more industry certifications from the list established.

Seals of Biliteracy [F.S.1003.432]
The Seals shall be awarded to a high school student who has earned a standard high school diploma and who has attained a high level of competency in listening, speaking, reading, and writing in one or more foreign languages in addition to English.

There are two options for attaining the seals. A student can be awarded the seal for earning a score or performance level on approved examinations (list available from school counselors) or by satisfying the following criteria:

Criteria	GOLD	SILVER
Credits	4 Foreign Language Course Credits	4 Foreign Language Course Credits
Cumulative GPA in Foreign Language Courses	3.0	3.0
Grade 10 ELA Assessment	Level 3 or higher	NA

Students who meet the minimum (Silver) criteria by earning appropriate scores/performance levels on approved examinations will be awarded 4 foreign language credits.

Certificate of Completion
A student who earns the required 26 credits, 24 credits, or the required 18 credits under s. 1002.3105(5), but fails to pass the assessments required under s. 1008.22(3) or achieve a 2.0 GPA may elect to remain in high school either as a full-time student or a part-time student for up to 1 additional year and receive special instruction designed to remedy his or her identified deficiencies.

No later than January 1, 2026, the department shall develop a document detailing options available to a student who fails to earn a standard diploma under this paragraph. The document must include, but is not limited to, career education or credit programs at a career center or Florida College System institution, adult education to earn a standard diploma or high school equivalency diploma, apprenticeship programs, and the Graduation Alternative to Traditional Education (GATE) Program. A school district shall provide this document to each such student along with his or her official transcript. The school district may add to the document information related to district-specific graduation and postsecondary options.

CRITERIA FOR PARTICIPATION IN INTERSCHOLASTIC ACTIVITIES [F.S. 1006.15]

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

To comply with the School Board of Sarasota County and the Florida High School Athletic Association policies to be eligible to participate in interscholastic extracurricular student activities, a student must maintain an unweighted cumulative grade point average of 2.0 or above on a 4.0 scale, or its equivalent, in the courses required by statute after each semester to be eligible during the following semester.

A student shall be eligible for the first semester of the grade 9 year provided it is the student's first entry into grade 9, and he or she was regularly promoted from grade 9 the immediately preceding year.

A student who is ineligible during the second semester of his or her grade 9 year or during the first semester of his or her grade 10 year because of earning a GPA of less than 2.0 may regain eligibility for the following semester provided:

- The student earns a GPA of 2.0 or above in all courses taken during the semester of ineligibility and
- The student signs an academic performance contract that states, at a minimum, the student will attend summer school or its equivalent. The contract will be signed between grades 9 and 10 or grades 10 and 11.

Once a student enters grade 11, he or she must have an unweighted cumulative GPA of 2.0 or greater on a 4.0 scale in all courses required for graduation at the end of each semester to maintain eligibility for the following semester.

Additionally, a student must maintain satisfactory conduct. If a student is arrested and charged or is found to have committed a felony or a delinquent act which would have been a felony if committed by an adult, regardless of whether adjudication is withheld, the student's participation in the interscholastic extracurricular activities is contingent upon established and published school board policy.

EXCEPTIONAL STUDENT EDUCATION (K-12)

ENGLISH LANGUAGE LEARNERS

English Language Learners (ELL), including refugees and other immigrants, and racial and national origin minority students, shall be entitled to equal access to programs and services other than ESOL, such as, but not limited to compensatory, exceptional, early childhood, pre-first grade, vocational, adult education, dropout prevention, extended day, and supportive services regardless of the funding sources. [6A- 6.0908] Grade placement shall be in accordance with guidelines in the District ELL Plan and the section for ELLs in this SPP.

The school district shall ensure that an exceptional student referred for placement into programs for English Language Learners shall have an individual educational plan (IEP) review before that placement. A staff representative of the ELL Committee shall be invited to participate in that review. [6A-6.0908]

English Language Learners with special needs and in need of additional services shall be provided equal and comparable services to those provided to English-proficient students on a timely basis and appropriate to their level of English proficiency. (6A-6.0904)

ESE STUDENT RIGHTS AND PARENT NOTIFICATION (F.A.C. 6A-6.03311)

The Procedural Safeguards and Due Process Procedures for **Parent/guardians** of Students with Disabilities describe the parent and student rights associated with programs for students with disabilities as they relate to Exceptional Student Education Procedural Safeguards.

GIFTED EDUCATION

A student is determined eligible for gifted service as defined by current State Board of Education Rule 6A-6.03019. This rule states a gifted student is one who has superior intellectual development and is capable of high performance. Sarasota has a continuum of services designed to provide meaningful content and learning opportunities that employ higher-level thinking skills to foster the intellectual growth of our gifted students. Sarasota County also has gifted magnet programming, which enables the district to merge resources at one site to meet students' educational needs. Gifted magnet programming has separate criteria and deadlines to gain entry. Gifted magnet programs are at Pine View School, Fruitville Elementary, Booker Middle, Sarasota Middle, Venice Elementary, Laurel Nokomis School, Toledo Blade Elementary, and Woodland Middle School refer to the ESE webpage at Sarasota County Gifted Information.

Please refer to the ESE P&P for current information on Gifted Eligibility, Gifted Service Models, In-State and Out-of-State Transfers, and Gifted magnet procedures in Sarasota County.

Florida's Access Points-Alternate Academic Achievement Standards (AP-AAAS)
Students with the most significant cognitive disabilities who are eligible under the Individuals with Disabilities Education Improvement Act (IDEA) and Rule 6A-1.0943, Florida Administrative Code (F.A.C.), Statewide Assessment for Students with Disabilities meeting criteria for Florida's Access Points-Alternate Academic Achievement Standards (AP-AAAS) identify the most important grade-level academic content for students with the most significant cognitive disabilities and are aligned with general education standards but at reduced levels of

complexity. The statewide, standardized alternate assessment is for students whose participation in the general statewide assessment program is not appropriate, even after all allowable accommodations and supports, including all allowable assistive technology, have been tried and found unsuccessful. Students participating in AP-AAAS courses will take a statewide assessment based on alternate standards. These courses are setting-neutral, meaning they may be taught in a general education or ESE classroom based on the IEP team's decision regarding the student's needs. Instruction and assessment based on AP-AAAS may affect a student's future and reduce opportunities for employment, military service, or future education and training after graduation.

Parents have the right to consent or refuse consent to Access Points instruction and assessment. Based on section 1003.5715, Florida Statutes, a school district may not provide instruction in AP-AAAS and administer the statewide, standardized alternate assessment unless:

- The school district has provided annual written consent on the Parental Consent Form AP-AAAS.
- or the school district documented multiple, reasonable efforts to obtain parent consent, and the parent has failed to respond.
- or the school district obtained approval through a due process hearing and appeals process.

Consent is requested because the IEP team determined that instruction using Access Points is necessary for students to receive a free appropriate public education. If consent is refused, the student may not receive all the services and supports the IEP team has determined are needed, which may impact the student's educational progress. A consent for AP-AAAS will remain in effect until the next annual IEP review or the next IEP meeting if instruction in AP-AAAS and the statewide, standardized alternate assessment administration are addressed, whichever event occurs first.

Participation of Students with Disabilities in the Student Assessment Program:
Students With Disabilities participate in the state and district assessments. The IEP team determines the appropriate accommodations and the extent of participation, which must be documented on the IEP. Accommodations in the administration of state and district assessments are allowable as specified in the test administration manuals. Rule 6A-1.0943, F.A.C.

The decision that a student with a significant cognitive disability will participate in the Florida Alternate Assessment (FAA) as defined in state board rules is made by the IEP team and recorded on the IEP. Parental consent procedures for participation in the Florida Standards Alternate Assessment must be followed. Rule 6A-6.0331(10), F.A.C.

The Exceptional Student Education Policies and Procedures (ESE P&P) provides additional guidance on students with disabilities' participation in state and district assessments.

Students With Disabilities may be eligible for an extraordinary exemption in accordance with F.S. 1008.212.

WAIVER OF ASSESSMENT RESULTS/SCORES

Waivers and Exemptions: Information regarding assessment waivers for students with disabilities is explained in the ESE P&P, to include the following:

Waiver of Statewide, Standardized Assessment Results for Students with Disabilities: Per Florida Statutes § 1008.22(3)(c)(2), the criteria for eligibility for an assessment waiver is explained in the ESE P&P. As determined by the IEP Team, students with disabilities who have taken the End of Course assessment (EOC), Statewide Standardized Assessment, or for students with significant cognitive disabilities who have taken the Florida Alternate Assessment at least once may be eligible for an assessment waiver. Parents or students at the age of majority must approve the waiver requirements determined by the IEP Team, and it is subject to verification for appropriateness by an independent reviewer selected by the parent as provided for in Florida Statutes § 1003.572. A student who has solely been determined eligible as a student with a disability through the hospital/homebound program is not eligible for a waiver of statewide, standardized assessment results.

If a student with a disability receives a waiver, they cannot earn a scholar diploma designation. For a student to earn a scholar diploma designation, a student must meet the requirements of s.1003.4285, F.S. Statutory requirements, and other resources relating to standard diploma designations may also be found at Florida Graduation Requirements.

Extraordinary Exemptions for Students with Disabilities: In accordance with Florida Statutes § 1008.212, a student with a disability may be eligible for an extraordinary exemption from participation in a statewide standardized assessment or Florida Alternate Assessment if the IEP team determines that a circumstance or condition prevents the student from physically demonstrating the mastery of skills that have been acquired and are measured by these assessments. The criteria for these exemptions are explained in the ESE P&P and Florida Board of Education Rule 6A-1.0943.

Child with Medical Complexity: Pursuant to Florida Statutes §1008.22(11), in addition to the exemption option, a child with a medical complexity may be exempt from participating in statewide, standardized assessments, including the Florida Alternate Assessment. For a child who meets the definition of "medical complexity," if the parent consents in writing, and the IEP team determines that the child should not be assessed based upon medical documentation that the child meets the definition of a child with medical complexity, then the parent may choose one of three assessment exemption options. These include a one-year exemption, a one-to-three-year exemption, or a permanent exemption as explained in Florida Statutes § 1008.22, (11)(b). The criteria for these exemptions are explained in the ESE P&P.

HIGH SCHOOL FOR ESE STUDENTS

One Credit Scheduling Option

A multi-credit or single-credit year-long ESE course may be scheduled as a 0.5-credit semester course based on student need.

Drop/Add Procedures for ESE Students

Exceptions to the district drop/add procedures timeline can be made based on the individual student needs as determined by the Individual Education Plan (IEP) team when a student is transferring from a standard diploma course to an ESE course or from an ESE course to another ESE course. The grade in a regular education course may not equate to the same grade in an ESE special standard course due to the differences in the regular and special standards course expectations and performance standards. The ESE teacher is responsible for assigning a grade based on demonstrated mastery of special course performance standards for work completed before and after the course change.

Graduation Options for SWD Standard Diploma
The high school section of this document provides graduation options for all students. The diploma option for a SWD will be documented on the IEP before the student's 14th birthday and reviewed annually by the IEP Team. Refer to the Florida Department of Education Graduation Requirements website Florida Graduation Requirements.

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

1. Students with a most significant cognitive disability may earn credits via access courses and be assessed via an alternate assessment.
2. Students enrolled in the academic and employment option must earn at least 0.5 credit via paid employment and meet the standard diploma graduation requirements.

Certificate of Completion
Students With Disabilities who have earned the 24-credit, the 18-credit ACCEL option, or the Career and Technical Education Pathway option but have not met the required state assessments and/or 2.0 GPA requirement under s. 1002.3105(5) and s. 1008.22(3) may elect to remain in high school either as a full-time student or a part-time student for up to 1 additional year and receive special instruction designed to remedy his or her identified deficiencies.

If a student with a disability has declared an intent to earn a certificate of completion in the IEP, a school district must revise the student's declared intent at the annual review of the IEP. A school district must provide the form referenced in subparagraph (5)(c)2. to a student with a disability who has not earned a standard high school diploma. A student with a disability who has an individual education plan that prescribes special education, transition planning, transition services, or related services through 21 years of age may continue to receive the specified instruction and services.

The twenty-four (24) or eighteen (18) credit standard high school diploma may be earned through required coursework identified in the Course Code Directory (CCD).

Deferring Receipt of Diploma
School districts are required to provide all students with disabilities and their parent(s) information and resources related to the deferment process beginning no later than when the student turns 14 or by the first day of high school, whichever occurs first. This information will be provided annually and includes:

- Eligibility criteria to defer a standard diploma.
- Timelines of deferment process activities and communication requirements.
- Relevant information on deferment programs.

Students With Disabilities who meet the standard high school diploma requirements and the criteria specified in F.S.1003.4282 (3)(c) may defer the receipt of the diploma and continue to receive services. The decision to accept or defer the standard high school diploma must be made during the school year in which the student is expected to meet all requirements for a standard high school diploma. The decision must be noted on the IEP, and the

parent/guardian or the student over the age of 18 for whom rights have been transferred must sign a separate document stating the decision. The IEP Team must review the benefits of deferring the standard high school diploma, including continuation of educational and related services. The parent/guardian and the student must be informed, in writing, when the student is expected to meet graduation requirements. Failure to defer receipt of a standard high school diploma after all requirements are met releases Sarasota County Schools from the obligation to provide a FAPE. This communication must state that the deadline for acceptance or deferral of the diploma is May 15 of the year, on which the student is expected to meet graduation requirements, and failure to attend a graduation ceremony does not constitute a deferral. A student with a disability who defers their diploma may continue to receive FAPE until their 22nd birthday or, at the discretion of Sarasota County Schools, until the end of the school semester or year in which the student turns 22. Rule 6A-6.0328(1), F.A.C., F.S. 1001.02(1), F.S. 1003.4282, F.S. 1008.22.

Per section F.S. 1003.4282(8)(c), there are two essential parts to deferral eligibility:

1. The student must have an IEP that "prescribes special education, transition planning, transition services, or related services through 21." This means that, because of the disability, a student must need continued education and services.
2. The student must be enrolled in one of several specific programs: accelerated college credit instruction, industry certification courses that lead to college credit, a collegiate high school program, courses necessary to satisfy the Scholar designation requirements or a structured work-study, internship, or pre-apprenticeship program to continue to receive Free Appropriate Public Education (FAPE).

It is important to note that students with disabilities must first meet all credit, grade point average (GPA), and testing requirements for a standard diploma before deferring the receipt of such a diploma.

ACADEMIC CHALLENGING CURRICULUM TO ENHANCE LEARNING (ACCEL) [F.S. 1003.4295]

Academic Challenging Curriculum to Enhance Learning (ACCEL)
ACCEL offers educational options that provide academically challenging curriculum or accelerated instruction to eligible students. For most students, in-class differentiation provides the learning opportunities needed for advanced students to be challenged. The school must carefully consider the effect of ACCEL options, especially mid-year and full-year promotion, on the student's future social, emotional, and academic performance. A plan for the smooth transition from the student's current grade to a higher grade must be developed, as well as assurance of continuous course progression into middle and high school. The student's commitment, desire for the program and maturity level must be considered as well as meeting the eligibility requirements. School principals are required to inform parent/guardians and students of the available ACCEL options and the student eligibility requirements. Parent/guardian permission is necessary for ACCEL options (Appendix C and Appendix D).

Whole Grade Promotion: Promotion of a student occurring at the end of the school year from one grade to a grade higher than normal matriculation allows. The student will be monitored for the first four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the school principal, the student will be returned to the former placement.

Mid-Year Promotion: A student remains coded in the grade level they are currently enrolled in and is placed in the next grade level for instruction. The student will be monitored every four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the school principal, the student will be returned to the former placement. If appropriately placed, the student will be formally promoted to the next grade level mid-year.

Subject Matter Acceleration: A student that is placed with students at a more advanced grade level on campus for one or more subjects for a part of a day without being assigned to a higher grade. The student will be monitored every four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the school principal, the student will be returned to the former placement. Core middle school courses (Language Arts, Math, Social Studies, or Science) taken in elementary school will be used to satisfy middle school promotion criteria once the student is enrolled in middle school. The grades will become part of the middle school academic record, including failing grades, and may impact future promotion. Student schedules must reflect courses taken. Middle school courses are accessible only through Florida Virtual School's (FLVS) Part Time Program.

Virtual Instruction Higher Grade-Level Subjects: A student that is placed with students at a more advanced grade level in a virtual class for one or more subjects for a part of a day without being assigned to a higher grade. Middle school courses are accessible only through Florida Virtual School's (FLVS) Part Time Program.

Advanced Work Class (K-5) and Gifted/Advanced Work Class (6-8): Both programs provide a uniquely differentiated curriculum and allows students the opportunity to interact with intellectually similar peers throughout the day. In the Advanced Work Class (K-5) a student is placed with other advanced students for the entire day without being assigned to a higher grade to work on more advanced work. In the Gifted (6-8) program a district identified gifted or high achieving student may be placed with other gifted or high achieving students for part of or the entire day to work on advanced coursework.

This approach will allow students to collaborate with other like-minded students, engage in more challenging assignments and gain confidence to express ideas in alternative ways. Students will gain opportunities to study content with a greater depth and complexity. A student's current teacher initiates the request in writing to the principal and contacts the parent/guardian.

The following procedure must be followed to consider a student for any of the ACCEL options:

- Parental request in writing using the Request for Acceleration (Appendix C) submitted no later than May 1. Students who are 6 years old by September 1 and who did not enter kindergarten in the prior school year may be eligible for ACCEL. Parental request in writing using the Request for Acceleration (Appendix C) submitted no later than September 1. Parent/guardian meeting with the principal to review the request and the student's eligibility for acceleration.
- Parent/guardian and student must agree to a Performance Contract (Appendix D) prior to acceleration being granted.

A Kindergarten student may not be considered for whole grade or mid-year promotion to first grade unless he/she meets the age requirement for entry into first grade, 6 years old on or before September 1 of the current school year.

CRITERIA AND PROCEDURES FOR ACCEL Options for Grades K-8

Criteria	Whole Grade Promotion	Mid-Year Promotion	Subject Matter Acceleration	Virtual Instruction Higher Grade-Level Subjects	Advanced Work Class (K-5)/ Gifted (6-8)
Deadlines for Parental and Teacher initiated requests	May 1 of current school year		Prior to the end of the first nine (9) weeks of current school year		
Assessment Results for Grades K-2	95% mastery in reading and math on school-based end of course assessments for current and next consecutive grade.		95% mastery in reading or math on school-based end of course assessments for current grade.		90% mastery in reading or math on school-based end of course assessments for current grade.
Assessment Results for Grades 3-5	Highest level of proficiency on the statewide, standardized assessment performance in ELA and math.		Highest level of proficiency on the statewide, standardized assessment in ELA or math.		District identified Gifted Students.
Assessment Results for Grades 6-8	Highest level of proficiency on statewide, standardized ELA **and** mathematics assessments.		Highest level of proficiency on the statewide, standardized assessment in ELA or math.		District identified Gifted Students.
Academic Grades	**K-1**: Above level in both ELA and Math Performance Grades of 4 in subject areas requesting acceleration. **2-5:** Above level in both ELA and Math. Academic grades of A and B will be considered. **6-8**: Final grades in previous school year core course work (science, math, social studies, and English Language Arts) must reflect 90% or above. Current core coursework (science, math, social studies, and English Language Arts) must reflect 90% or above.		**K-1:** Above level in both ELA and Math Performance Grades of 4 in subject areas requesting acceleration **2-5:** Above level in both ELA and Math. Academic grade of A in the subject/areas requesting acceleration. **6-8:** Final grades in previous school year core course work in subject areas requesting acceleration must reflect 90% or above. Current core coursework in the subject requesting acceleration must reflect 90% or above.		Students with high academic achievement pending availability as determined by school staff.
Attendance	No more than 5 absences in a period of 30 days or more than 10 absences in a period of 90 calendar days.				
Teacher recommendation	A written recommendation from the student's current grade-level teachers in the areas requesting acceleration.				
School Counselor Recommendation	A written recommendation from the student's current counselor.				NA
Principal Approval	The principal of the school is the final authority in the placement of students in programs or classes.				
District Approval	If promotion involves a change in schools, the Chiefs and principals of both schools must be involved in the decision process.		NA		

MIDDLE SCHOOL MATH PLACEMENT CRITERIA

The school principal or designee may adapt criteria specific to the needs of the individual student to support appropriate and successful accelerated learning. Teacher recommendations may be considered in Accelerated Placement.

Course in Prior Year	Statewide, Standardized Assessment Or EOC Score Math	iReady Scale Score AP2	Grade In Class	Recommended Placement	Standards And Assessment Requirements
Grade 5 Math **5012070**	Levels 1 and 2	<471	Passing	M/J Grade 6 Math **1205010**	Students take the Grade 6 statewide assessment for Math.
Grade 5 Math **5012070**	Level 3 and Level 4	471-535	C and above	M/J Grade 6 Math Adv **1205020**	This course includes ALL grade 6 standards and the first ½ of Grade 7 standards. Students take Grade 6 statewide assessment for Math. If student is not earning a C or higher by the end of Quarter 1, place student in 1205010.
Grade 5 Math **5012070**	Level 5	>535	A or B	M/J Grade 7 Math Adv **1205050**	This course includes the second ½ of Grade 7 standards and ALL of Grade 8 Pre-Algebra standards. Students take the Grade 7 statewide assessment for Math. If student is not earning an A or a B by the end of Quarter 1, place student in 1205020.
M/J Grade 6 Math **1205010**	Levels 1 and 2	<452	Passing	M/J Grade 7 Math **1205040**	Students take the Grade 7 statewide assessment for Math.
M/J Grade 6 Math **1205010**	Level 3 and above	>452	A or B	M/J Grade 7 Math Adv **1205050**	This course includes the second ½ of Grade 7 standards and ALL of Grade 8 Pre-Algebra standards. Students take the Grade7 statewide assessment for Math. If student is not earning a C or higher by the end of Quarter 1, place student in 1205040.
M/J Grade 6 Math Adv **1205020**	Level 3 and above	N/A	C and above	M/J Grade 7 Math Adv **1205050**	This course includes the second ½ of Grade 7 standards and ALL of Grade 8 Pre-Algebra standards. Students take the Grade 7 statewide assessment for Math. If student is not earning a C or higher by the end of Quarter 1, place student in 1205040.
M/J Grade 7 Math **1205040**	Level 1 and 2	N/A	Passing	M/J Grade 8 Pre- Algebra **1205070**	Students take the Grade 8 statewide assessment for Math.

M/J Grade 7 Math **1205040**	Level 3 and above	>522	A or B	Algebra 1 Honors **1200320**	Students must pass the Algebra 1 EOC AND pass the course to meet the graduation requirement. Students passing the course and NOT passing the exam earn the high school credit. Students must retake the EOC. The exam counts for 30% of the student's final grade. If student is not earning a C or higher by the end of Quarter 1, place student in 1205070.
M/J Grade 7 Math Adv **1205050**	Level 3 and above	N/A	C and above	Algebra 1 Honors **1200320**	Students must pass the Algebra 1 EOC AND pass the course to meet the graduation requirement. Students passing the course and NOT passing the exam earn the high school credit. Students must retake the EOC. The exam counts for 30% of the student's final grade.
Algebra 1 Honors **1200320** Taking it as a Grade 7 student	Pass Course PASS EOC	N/A		Geometry Honors **1206320**	Students must take the Geometry EOC. Students must pass the course to earn high school credit towards graduation. The exam counts for 30% of the student's final grade.
Algebra 1 Honors Grade 7 **1200320** Taking it as a Grade 7 student	Pass Course FAIL EOC	N/A		Geometry Honors **1206320**	Students must take the Geometry EOC. Students must pass the course to earn high school credit towards graduation. The exam counts for 30% of the student's final grade. Students must also use ALEKS for preparation in retaking the Algebra 1 EOC.

**Review AP1 results as well to determine growth, regression, and/or test validity*

***Review placement card comments from Grade 5 teachers*

HIGH SCHOOL ACCELERATION OPTIONS [F.S.1003.4295]

Each high school shall advise each student of courses through which a high school student can earn college credit, including College Board Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, early admission, and courses that lead to industry certification, as well as the availability of course offerings through virtual instruction. Students shall also be advised of the early graduation options under F.S. 1003.4281.

Credit Acceleration Program (CAP)

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 F.S. 1008.22, a College Board Advanced Placement Examination, or a College Level Examination Program (CLEP). Notwithstanding F.S. 1003.436, a school district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score on the corresponding end of course assessment, College Board Advanced Placement Examination, or CLEP. The school district shall permit a Sarasota County public school student or a home education student who is registered with

Sarasota County Schools who is not enrolled in the course, or who has not completed the course, to take the assessment or examination during the regular administration of the assessment or examination. A fee will be charged for students taking the AP exam without enrollment in the course. Students and parent/guardians interested in this option should contact the school counselor.

The requirements and eligibility process are as follows:

- The EOC will be administered only at the times established by the 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.
- Submission of the Mastery End of Course (EOC) Exam Request (Appendix E) by stated deadline.

As part of the Mastery End of Course (EOC) Exam Request, students will be required to supply evidence that they are prepared to sit for the EOC or that there is reasonable justification for the request. This evidence includes but is not limited to previous state standard assessment scores and grade in the most recent math or science course taken.

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.

Articulated Acceleration Mechanisms [F.S. 1007.27]
Articulation acceleration mechanisms shall include, but are not limited to, dual enrollment and early admission, College Board advanced placement (AP), credit by examination, the International Baccalaureate (IB) Program, and Advanced International Certificate of Education (AICE) Program. Credit earned through Florida Virtual School shall provide additional opportunities for early graduation and acceleration.

VIRTUAL INSTRUCTION

SARASOTA VIRTUAL ACADEMY (Part-Time Course Offerings)

Sarasota Virtual Academy (SVA) courses shall be available to public, charter, and homeschool students before, during, or after the normal school day. SVA courses are available during the school year and throughout the summer. Students must be enrolled in a full-time schedule in a district high school, charter school, or homeschool and that schedule may include SVA course(s).

Students requesting to take a course offered by SVA must have parent/guardian and school counselor approval. Students and their families are required to consult with the school counselor prior to or enrolling in SVA. Schools must accept all academic grades and credits attempted and/or earned with Sarasota Virtual Academy as approved by the school counselor or administration. These grades will also be included in the calculation of the high school GPA for any high school courses taken at the middle school level. Grade forgiveness policies will apply to SVA courses. To avoid academic penalties, students must withdraw from courses based on deadlines set by SVA.

A student may drop an SVA course within the first 28 calendar days of enrollment (prior to 20% completion) without a grade being awarded. Students who drop an SVA course after 28 calendar days of enrollment **or** after being 20% complete with the course will receive a grade of WP or WF based on their grade at the time of the drop. Any student who drops an SVA course after the 28-calendar day period must be approved by a certified school counselor. Note: Some exceptions exist for ESE and transfer students.

Sarasota Virtual Academy (Part-time course offerings) does not grant a high school diploma. Go to the Sarasota Virtual Academy website to find out more information about the program and the eligibility criteria for participating in SVA.

SARASOTA VIRTUAL SCHOOL (Full-Time School)

Sarasota Virtual School is completely internet based and serves students in grades K - 12. Students with access to the internet can complete their course work from any location, at any hour, and for as long as they choose. Students are responsible for completing their course assignments and submitting them via email to the teacher using the Learning Management System for feedback and grading. Students earn credits through course work completion. Student grades are not reported to the district report card. Rather, they are reported directly to the student academic transcript upon successful completion of a semester.

Students in grades K-12 may apply for enrollment in the Sarasota Virtual School (SVS) Program. SVS is a full-time online district school. A student must meet eligibility requirements to be admitted to SVS. Enrollment is allowed during the open enrollment period each spring, prior to the beginning of an academic year. Students enrolled in SVS:

- Must be on track with course progression, and high school students must be up to date on all credits from year to year.
- Must meet all standards and graduation requirements of the state and district.
- Are entitled to participate in various extracurricular activities at their districted school.

- Must take the required standardized state assessments since they are enrolled in a public school. State assessments are taken in a face-to-face environment at the Sarasota Virtual School offices located at Suncoast Technical College in Sarasota.
- Must have good attendance and satisfactory completion of coursework as this is required for continuation in the school each semester.

Parent/guardians of student in grades K-8 must commit to spending at least 4-6 hours per day as a learning coach for their child. Prior to enrolling in SVS and during the open enrollment period, parent/guardians and students must attend a required in-person informational session with the Program Manager and Academic Advisor of Sarasota Virtual. If a student has an IEP or a 504 plan, a representative from the ESE department of the student's sending school or the district's Exceptional Student Education department will be present at the initial meeting. Parent/guardians of an ELL student must request an ELL Committee meeting at their districted school to review the ELL Plan review prior to enrollment in SVS.

Students may remain in SVS for any or all their education in the district if they meet appropriate, ongoing attendance and course requirements. At the completion of all graduation requirements, a student will be awarded a standard high school diploma from the Sarasota County School District.

Students in grades K-12 that meet eligibility criteria outlined in [F.S. 1002.455] may access K-12 courses through Florida Virtual School. Students in grades 4 and beyond who score at the highest level of proficiency on the Statewide, standardized assessment in English Language Arts or mathematics and meet other criteria established in the ACCEL plan have the option to access grade ahead courses through Sarasota Virtual Academy or FLVS Flex.

Go to the Sarasota Virtual School webpage to find out more information about the full-time virtual program and the eligibility criteria for entering Sarasota Virtual School.

FLORIDA VIRTUAL SCHOOL

Full Time
Students enrolling in FLVS FT are electing to withdraw from Sarasota County schools and enroll in Florida Virtual School's own school district. Information on enrollment can be found at www.flvs.net.

Extra-Curricular Activities and FLVS Full Time
A full-time FLVS student who meets specified conduct and academic requirements is eligible to participate in extracurricular activities at the district public school where the student would be assigned.

Part Time (FLVS Flex)
FLVS Flex mirrors Sarasota Virtual Academy, however teachers for FLVS Flex courses are employed by Florida Virtual School, and not the Sarasota County School District. All students (K-12), including home education students, may take part-time courses offered through the Florida Virtual School's "flex" program each year. Florida Virtual School "flex" courses shall be available to students during or after the normal school day or during summer school enrollment. Students enrolled in Sarasota County Schools should have a full course schedule which may include FLVS Flex course(s). Students participating in the FLVS Flex program must be enrolled in a full schedule in a district (including charter) school or be enrolled in the district's home education program. Students requesting to take a course offered by Florida Virtual School Flex must:

- Have parent/guardian approval.
- Must consult with the school counselor prior to applying to or enrolling in Florida Virtual School.

Schools must accept all academic grades and credits attempted and/or earned at Florida Virtual School as approved by the school counselor. These grades will also be included in the calculation of the high school GPA for any high school courses taken at the middle school level. Grade forgiveness policies will apply to Florida Virtual School courses. To avoid academic penalties, students must withdraw from courses based on deadlines set by Florida Virtual School.

Dropping and Adding Courses with FLVS
Florida Virtual School (Full-time and Flex) has its own institutional drop/add procedures and timelines; however, all School Board of Sarasota County students who participate in FLVS must be enrolled full-time in a Sarasota County school or the Home Education Program and must comply with the timelines delineated by the School Board of Sarasota County. While students await acceptance to FLVS, they must remain enrolled full-time in a Sarasota County Schools. Florida Virtual School withdrawal codes will have no impact on the student's transcript.

Extra-Curricular Activities and FLVS Part Time
A part time FLVS student who meets specified conduct and academic requirements is eligible to participate in extracurricular activities at the district public school to which the student would be assigned.

HOME EDUCATION

A home education program is the sequentially progressive instruction of a student directed by his or her parent/guardian in order to satisfy the attendance requirement of [F.S. 1003.21,, F.S. 1003.01 F.S. 1002.01]]. A home education program shall be excluded from meeting the requirements of a school day.

Parent/guardians must:

- Register home education students with the School Board of Sarasota County within 30 days of the establishment of the home education program.
- Provide written notice of termination along with an annual evaluation required to the School Board of Sarasota County within 30 days of the termination of a home education program.
- Maintain a portfolio of records, educational activities, and materials. Portfolios are to be preserved for 2 years after and shall be made available for the district school superintendent, or the district school superintendent's designee, upon 15 days written notice.
- Provide for an annual educational evaluation documenting that the student's academic progress is at a level commensurate with his or her ability. The evaluation shall be filed annually with the School Board of Sarasota County. "Annually" is defined as one year from the date of the Letter of Intent to register as a home education.

Home education students are not eligible to receive a high school diploma from the School Board of Sarasota County.

EXTRA-CURRICULAR ACTIVITIES

Secondary home education students may participate in School Board of Sarasota County interscholastic extra-curricular student activities at their zoned school or a school that they could choose to attend per the district's Controlled Open Enrollment policy. Participation may be subject to individual program requirements and is contingent upon space as determined by the School Principal. Home education students participating in an extra-curricular activity may be permitted to enroll in a curricular component if a specific course is required for participation in the extracurricular activity. Participation requires the student to have a completed student registration on file.

School functions (such as a school dance) are not considered extracurricular activities.

PART-TIME DUAL ENROLLMENT

Home education students at the high school level may enroll as a part-time dual enrollment student at the Suncoast Technical College. Enrollment is contingent on availability of space and acceptance into individual programs. Home education students may also access SVA and/or FLVS Flex courses.

APPENDICES

APPENDIX A: REQUIRED INSTRUCTION

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

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

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

Federally Required Instruction
Constitution Day and Citizenship Day (36 USC 106) September 17 is designated as Constitution Day and Citizenship Day.

Constitution Day and Citizenship Day commemorate the formation and signing on September 17, 1787, of the Constitution and recognize all who, by coming of age or by naturalization, have become citizens.
Proclamation. — The President may issue each year a proclamation calling on United States Government officials to display the flag of the United States on all Government buildings on Constitution Day and Citizenship Day and inviting the people of the United States to observe Constitution Day and Citizenship Day, in schools and churches, or other suitable places, with appropriate ceremonies.

State and Local Observances. — The civil and educational authorities of States, counties, cities, and towns are urged to make plans for the proper observance of Constitution Day and Citizenship Day and for the complete instruction of citizens in their responsibilities and opportunities as citizens of the United States and the State and locality in which they reside.

Each educational institution that receives Federal funds for a fiscal year shall hold an educational program on the United States Constitution on September 17 of such year for the students served by the educational institution. In instances when September 17 does not fall on a school day, the observance of Constitution Day will occur on the school day prior or after.

State Required instruction s. 1003.42.—
(1)(a) Each district school board shall provide all courses required for middle grades promotion, high school graduation, and appropriate instruction designed to ensure that students meet State Board of Education adopted standards in the following subject areas: reading and other language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts. The state board must remove a middle grades

course in the Course Code Directory that does not fully integrate all appropriate curricular content required by s. 1003.41 and may approve a new course only if it meets the required curricular content.
(b) All materials used to teach reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment, as part of the courses referenced in subsection (5), must be approved by the department.
(2) Members of the instructional staff of the public schools, subject to the rules of the State Board of Education and the district school board, shall teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historical accuracy, following the prescribed courses of study, and employing approved methods of instruction, the following:
(a) The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the philosophical foundation of our government.
(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)1. 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, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(8), and the prevention of anti-Semitism. Each school district must annually certify and provide evidence to the department, in a manner prescribed by the department, that the requirements of this paragraph are met. The department shall prepare and offer standards and curriculum for the instruction required by this paragraph and may seek input from the Commissioner of Education's Task Force on Holocaust Education or from any state or nationally recognized Holocaust educational organizations. The department may contract with any state or nationally recognized Holocaust educational organizations to develop training for instructional personnel and grade-appropriate classroom resources to support the developed curriculum.
2. 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.
(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 history and contributions of Americans of the African diaspora to 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. Each school district must annually certify and provide evidence to the department, in a manner prescribed by the department, that the requirements of this paragraph are met. The department shall prepare and offer standards and curriculum for the instruction required by this paragraph and may seek input from the Commissioner of Education's African American History Task Force or from any state or nationally recognized African-American educational organizations. The department may contract with any state or nationally recognized African-American educational organizations to develop training for instructional personnel and grade-appropriate classroom resources to support the developed curriculum.

(i) The history of Asian Americans and Pacific Islanders, including the history of Japanese internment camps and the incarceration of Japanese-Americans during World War II; the immigration, citizenship, civil rights, identity, and culture of Asian Americans and Pacific Islanders; and the contributions of Asian Americans and Pacific Islanders to American society. Instructional materials shall include the contributions of Asian Americans and Pacific Islanders to American society.

(j) The elementary principles of agriculture.

(k) The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind.

(l) Kindness to animals.

(m) The history of the state.

(n) The conservation of natural resources.

(o) Comprehensive age-appropriate and developmentally appropriate K-12 instruction on:

1. Health education that addresses concepts of community health, consumer health, environmental health, and 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 résumé, including a digital résumé; 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.
5.a. 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.
b. The Department of Education shall make available online the instructional material being used pursuant to this subparagraph, and each district school board shall notify parents of its availability.
Health education and life skills instruction and materials may not contradict the principles enumerated in subsection (3).
(p) Such additional materials, subjects, courses, or fields in such grades as are prescribed by law or by rules of the State Board of Education and the district school board in fulfilling the requirements of law.
(q) The study of Hispanic contributions to the United States.
(r) The study of women's contributions to the United States.
(s) The nature and importance of free enterprise to the United States economy.
(t) Civic and character education on the qualities and responsibilities of patriotism and citizenship, including kindness; respect for authority, life, liberty, and personal property; honesty; charity; racial, ethnic, and religious tolerance; and cooperation and, for grades 11 and 12, voting using the uniform primary and general election ballot described in s. 101.151(9).
(u) 1. In order to encourage patriotism, the sacrifices that Medal of Honor recipients have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Medal of Honor Day. Members of the instructional staff are encouraged to use the assistance of local veterans and Medal of Honor recipients when practicable.
2. The history and importance of Veterans' Day and Memorial Day. Such instruction may include two 45-minute lessons that occur on or before the respective holidays.
(v)1. Beginning in the 2026-2027 school year, the history of communism. Such instruction must be age appropriate and developmentally appropriate and include:
a. The history of communism in the United States and domestic communist movements, including their histories and tactics.
b. Atrocities committed in foreign countries under the guidance of communism.
c. Comparative discussion of political ideologies, such as communism and totalitarianism, which conflict with the principles of freedom and democracy essential to the founding principles of the United States.
d. The increasing threat of communism in the United States and to our allies through the 20th century, including the events of the Cultural Revolution in the People's Republic of China and other mass killings from communist regimes.

e. The economic, industrial, and political events that have preceded and anticipated communist revolutions.
f. The communist policies of Cuba and the spread of communist ideologies throughout Latin America, including the roots of the Communist Party of Cuba and guerrilla forces throughout Latin America.
2. The department shall prepare and offer standards for the instruction required by this paragraph and may seek input from any individual who was a victim of communism or any state or nationally recognized organization dedicated to the victims of communism. The State Board of Education is encouraged to adopt standards and pursue assessment of the requirements of this subsection. Instructional programming 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 schoolwide character building and veteran awareness initiative meets the requirements of paragraph (u).(3) The Legislature acknowledges the fundamental truth that all persons are equal before the law and have inalienable rights. Accordingly, instruction and supporting materials on the topics enumerated in this section must be consistent with the following principles of individual freedom:
(a) No person is inherently racist, sexist, or oppressive, whether consciously or unconsciously, solely by virtue of his or her race or sex.
(b) No race is inherently superior to another race.
(c) No person should be discriminated against or receive adverse treatment solely or partly on the basis of race, color, national origin, religion, disability, or sex.
(d) Meritocracy or traits such as a hard work ethic are not racist but fundamental to the right to pursue happiness and be rewarded for industry.
(e) A person, by virtue of his or her race or sex, does not bear responsibility for actions committed in the past by other members of the same race or sex.
(f) A person should not be instructed that he or she must feel guilt, anguish, or other forms of psychological distress for actions, in which he or she played no part, committed in the past by other members of the same race or sex. Instructional personnel may facilitate discussions and use curricula to address, in an age-appropriate manner, how the freedoms of persons have been infringed by sexism, slavery, racial oppression, racial segregation, and racial discrimination, including topics relating to the enactment and enforcement of laws resulting in sexism, racial oppression, racial segregation, and racial discrimination, including how recognition of these freedoms have 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 of this subsection or state academic standards.
(4) The State Board of Education shall develop or adopt a curriculum to inspire future generations through motivating stories of American history that demonstrate important life skills and the principles of individual freedom that enabled persons to prosper even in the most difficult circumstances. This curriculum shall be known as “Stories of Inspiration” and made available to schools to implement the requirements of subsection (3).
(5) 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. Each school district shall, on the district’s website homepage, notify parents of this right and the process to request an exemption. The home page must include a link for a student’s parent to access and review the instructional materials, as defined in s. 1006.29(2), used to teach the curriculum.
(6) Each school district must submit an implementation plan to the commissioner and post the plan on the school district’s website. The implementation plan must include all of the following:
(a) The methods in which instruction will be delivered for each grade level.
(b) The professional qualifications of the instructional personnel.
(c) A description of the instructional materials.

(7) The commissioner or the department must notify a school district if its implementation plan required under subsection (6), or a school district's reported instruction, do not meet the requirements of subsection (2) or established rules. The school district has a minimum of 45 days after receipt of such notice to submit revisions to its implementation plan to the department.
(8) The State Board of Education may initiate any of the actions under s. 1008.32(4) if a school district fails to comply with the requirements of subsection (2) or established rules.

APPENDIX B: TRADITIONAL FOUR-YEAR HIGH SCHOOL PROGRAM REQUIREMENTS

FOR STUDENTS ENTERING GRADE 9 IN **2016-2017 -2022-2023**		
SUBJECT	CREDITS Required	COMMENTS
English	4	English 1, 2, 3, and 4 honors, College Board Advanced Placement, Advanced International Certificate of Education, International Baccalaureate, and dual enrollment courses may satisfy this requirement
Mathematics	4	One of which must be Algebra 1 and one of which must be Geometry. Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry)
Science	3	One of which must be Biology 1, 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 1). An identified rigorous computer science course with a related industry certification substitutes for up to one science (except for Biology 1).
World History	1	
US History	1	
Economics	0.5	
American Government	0.5	
Performing/Fine Arts/CTE	1	One credit in fine or performing arts, Speech and Debate, CTE or practical arts.
HOPE (PE and Health)	1	
Remainder of required credits will be Electives	10 – traditional school 12 – block schedule 8 – Oak Park School	Any course approved by the School Board of Sarasota County that is appropriate for Grade 9 or above may fulfill an elective credit for graduation except study hall and other courses identified as noncredit (NC), Adult Basic Education, and GED preparation.
The comparative concordant score may be used to meet the Algebra 1 and/or grade 10 English Language Arts Statewide, standardized assessment graduation requirements. Students must take the appropriate End of Course exams as required by the state of Florida and 30% of the end of course exam will be calculated into the final grade for Biology, Geometry, US History, and Algebra 1. The Algebra 1 EOC must be passed for a standard diploma.		

FOR STUDENTS ENTERING GRADE 9 IN **2023-2024 and beyond**		
SUBJECT	CREDITS Required	COMMENTS
English	4	English 1, 2, 3, and 4 honors, College Board Advanced Placement, Advanced International Certificate of Education, International Baccalaureate, and dual enrollment courses may satisfy this requirement
Mathematics	4	One of which must be Algebra 1 and one of which must be Geometry. Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry)
Science	3	One of which must be Biology 1, 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 1). An identified rigorous computer science course with a related industry certification substitutes for up to one science (except for Biology 1).
World History	1	
US History	1	
Economics	0.5	
American Government	0.5	
Performing/Fine Arts/CTE	1	One credit in fine or performing arts, Speech and Debate, CTE or practical arts.
HOPE (PE and Health)	1	
Personal Financial Literacy	0.5 - 1	At least 0.5 credits must be earned in a Personal Financial Literacy course as identified in the Course Code Directory.
Remainder of required credits will be Electives	10 – traditional school 12 – block schedule 8 – Oak Park School	Any course approved by the School Board of Sarasota County that is appropriate for Grade 9 or above may fulfill an elective credit for graduation except study hall and other courses identified as noncredit (NC), Adult Basic Education, and GED preparation.
The Algebra 1 EOC and the grade 10 English Language Arts Statewide, Standardized assessment must be passed for a standard diploma. The comparative concordant score may be used to meet the Algebra 1 and/or grade 10 English Language Arts Statewide, standardized assessment graduation requirement. Students must take the appropriate End of Course exams as required by the state of Florida and 30% of the end of course exam will be calculated into the final grade for Biology, Geometry, US History, and Algebra 1.		

APPENDIX C: REQUEST FOR ACCELERATION

ACCEL options 1003.4295 F.S. are educational options that provide academically challenging curriculum or accelerated instruction to eligible students. ***For most students, in-class differentiation provides the learning opportunities needed for advanced students to be challenged.*** The school must carefully consider the effect of ACCEL options, especially mid-year and full-year promotion, on the student's future social, emotional, and academic performance. A plan for the smooth transition from the student's current grade to a higher grade must be developed, as well as assurance of continuous course progression into middle and high school. **The students' commitment, desire for the program and maturity level must be considered as well as meeting the eligibility requirements.** Parent/guardian permission is necessary for ACCEL options. REQUESTS MUST BE SUBMITTED BY MAY 1. Full-year promotion to first grade for a student who is 6 years old by September 1 and who did not enter kindergarten in the prior school year.

To be completed by Parent/Guardian:
Student (legal name):_____ DOB _____
School: Teacher: _____
Grade: _____
Parent/Guardian Name (print first and last): _____
Phone: _____ Email: _____
Address: _____

Select the ACCEL Option you are requesting:
_____Mid-year promotion to grade
_____Full-year promotion to grade
_____Subject-matter acceleration for subject(s) – List Subject(s):
_____Virtual instruction in higher grade level subject(s) – List subject(s):
_____Advanced Work Class(s) (Elementary ONLY)
_____Full-year promotion to first grade for a student who is 6 years old by September 1 and who did not enter kindergarten in the prior school year
On a separate piece of paper, give specific examples that you have observed of how your child functions at a significantly higher level in the subject area requested for acceleration. In your response, describe each of the following:

1. Academic performance
2. Ability to apply, analyze, and evaluate ideas at an advanced level
3. Ability to work independently
4. Ability to think creatively
5. Motivation to work on advanced material

Signature of individual submitting request: _____
Date Submitted: _____
Relationship to student: _____

APPENDIX D: ACCELERATION PERFORMANCE CONTRACT

To be completed before each new ACCEL Option, at the principal's discretion.
Student (legal name):_____ DOB _____
School: Teacher: _____
Grade: _____
Parent/Guardian Name (print first and last): _____
Phone: _____ Email: _____
Address: _____

Select the ACCEL Option you are requesting:
_____Mid-year promotion to grade
_____Full-year promotion to grade
_____Subject-matter acceleration for subject(s) – List Subject(s):
_____Virtual instruction in higher grade level subject(s) – List subject(s):
_____Advanced Work Class(s) (Elementary ONLY)
_____Full-year promotion to first grade for a student who is 6 years old by September 1 and who did not enter kindergarten in the prior school year

Agreement
Student participation in the selected ACCEL Option is contingent upon the student meeting eligibility and procedural requirements, as explained in the Sarasota County Student Progression Plan. Students are required to participate in all state, federal, and local assessments if mid-year or full-year promotion occurs. If a student fails to comply with the stipulated requirements at any time after the ACCEL Option is in effect, the principal may terminate the student's participation and will determine the appropriate placement in lieu of the ACCEL Option.

I grant permission for my student to accelerate his/her learning and agree to the conditions stated above:

Parent/guardian Name: _____ Date: _____

Parent/guardian Signature: _____

Principal Name:_____Date: _____

Principal Signature: _____

APPENDIX E: MASTERY END OF COURSE (EOC) EXAM REQUEST

Directions: Complete this request and return to the school counselor. Requests to take a State EOC must be submitted 9 weeks prior to the date of administration.

Student Name:_____ Grade: _____ School:_____Counselor:_____ Date of Request:_____School Year: _____

EOC Requested:

_____Algebra 1 _____Biology

_____Geometry _____US History

Justification for the request:

_____

_____

_____

_____

Has the student attempted the requested EOC previously? Yes □ No □

If yes, provide evidence of additional preparation:

_____ _____ ____ _____ _____

_____ _____ ____ _____ _____

_____ _____ ____ _____ _____

If the EOC is passed, then the corresponding course titles and a grade of "T" will be posted on the student's transcript. A grade of "T" is not included in the GPA Calculation.

Parent/guardian Name: _____ Date: _____

Parent/guardian Signature: _____

Counselor Name:_____Date: _____

Counselor Signature: _____

APPENDIX F: WHAT TO DO WHEN A "HIGH SCHOOL AGED ENGLISH LEARNER" GOES TO HIGH SCHOOL OR SUNCOAST TECHNICAL COLLEGE FOR INITIAL REGISTRATION

