

SUWANNEE COUNTY SCHOOL BOARD
WORKSHOP SESSION
September 8, 2020

AGENDA

- 9:00 a.m. Call to Order/Welcome/Pledge Ed daSilva, Chairman
- 9:02 a.m. Superintendent Update..... Ted Roush
- 9:45 a.m. School Improvement Plans Janene Fitzpatrick/Principals
for 2020-2021
- 11:45 a.m. Lunch
- 12:45 p.m. Curriculum and Instruction Department Update Jennifer Barrs
- Elementary and Secondary Student Progression
Plans for 2020-2021 (**pgs. 2-154**)
- 1:15 p.m. Policy Updates (**pgs. 155-189**) Bill Brothers
- 1:45 p.m. Adjourn

Elementary Progression Plan Changes

For School Year 2020-2021

I. Placement Section: B (11) Placement for Dependent Children of Military Personnel

Addition	A student whose parent is transferring <u>or pending transfer</u> to a military installation <u>within Florida</u> will be considered a resident of the school district and will be provided preferential treatment in the controlled open enrollment process. 1003.05 F.S	Change due to amendment to FS 1003.05 effective 7/1/2020
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III. Placement Section: C (1) c

Addition	<p>The standardized assessment to be used by Suwannee County School District is the SAT 10 Reading Comprehension Subtest, <u>STAR Reading</u> or i-Ready. For promotion, a student must score at or above the 45th percentile on the SAT 10, or 50th percentile on <u>STAR (Enterprise Version)</u> or 50th percentile on i-Ready (<u>Table 6 from 2016- 2017 Norms</u>).</p> <p>The earliest the alternate assessment may be administered is following the receipt of the grade 3 FSA ELA scores or during the last two weeks of school, whichever occurs first. Schools may also opt to administer the SAT 10, <u>STAR</u> or i-Ready after the completion of the Summer Reading Program for the grade 3 students or after the beginning of the new school year using appropriate norms for the day of administration</p>	changes in language to add STAR assessment
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III. Placement Section: C (2) Assessment of Grade 3 Students Enrolling after State Assessment

Addition	Schools shall use i-Ready, <u>STAR</u> or the Reading Comprehension subtest of the SAT 10. The student must score at or above 50 th percentile on <u>STAR (Enterprise Version)</u> or 50 th percentile on i-Ready (<u>Table 6 from 2016- 2017 Norms</u>) or qualify for one of the six good cause exemptions to be promoted.	changes in language to add STAR assessment
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III. Placement Section: C (3) Retention of Grade 3 Students Transferring Late in the Year

Addition	If the student enters after the administration of the Florida Standards Assessment, it is up to the school to assess the student's reading proficiency using the Reading Comprehension subtest of iReady, <u>STAR</u> or the SAT 10. The student who scores below the 50 th percentile on iReady (<u>Table 6 from 2016- 2017 Norms</u>), <u>STAR (Enterprise Version)</u> or the 45th percentile on the SAT 10 Reading Comprehension subtest will be considered for retention.	changes in language to add STAR assessment
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III. Placement Section: C (10) Mid-Year Promotion of Retained Grade 3 Students to Grade 4

Addition	<p><i>Prior to November 1</i> Retained grade 3 students may be considered eligible for mid-year promotion to grade 4 prior to November 1st if the following requirements are met:</p> <ul style="list-style-type: none"> • A score at or above the 50th Percentile on iReady Reading (<u>Table 6 from 2016- 2017 Norms</u>) or • <u>A score at or above the 50th Percentile on STAR (Enterprise Version)</u> or • Completion of a portfolio demonstrating reading mastery at or above State Assessment Level 2. (The portfolio must have been completed independently and must contain at least three (3) examples of each of the fourteen (14) assessed benchmarks as described in Good Cause Exemption #4.) 	changes in language to add STAR assessment
Deletion	<p>Old Wording Retained grade 3 students may also be considered eligible for mid-year promotion by portfolio to grade 4 after November 1st if the following criteria are met:</p> <ul style="list-style-type: none"> • The student must have successfully mastered the grade 3 portfolio as well as a portfolio containing at least two examples of each tested benchmark consistent with the month of promotion to 4th grade. <ul style="list-style-type: none"> ○ The portfolio must include a combination of multiple choice items, short response, and extended response items and passages that are approximately 50% literary text and 50% information text, and that are between 100 and 900 words with an average of 500 words. ○ Such evidence should include items from the Secure Portfolio Items binder and selection or theme tests from the Houghton-Mifflin reading series (CCRP). Teacher-prepared assessments that are aligned with the Florida Standards may also be used but must reflect the reading level and response expectations of the other evidences cited. ○ For each benchmark, there must be two examples of mastery as demonstrated by a grade of 70% or better. • Retained grade 3 students may also be considered eligible for mid-year promotion by alternate testing if they achieve a score at or above the 45th percentile on the SAT 10 Reading Comprehension subtest for grade 4 using the norms consistent with the day of testing. 	<p><u>New Wording</u> to match Rule 6A 1.094222 Students promoted during the school year after November 1 must demonstrate proficiency levels in reading equivalent to the level necessary for the beginning of grade 4. The rules adopted by the State Board of Education must include standards that provide a reasonable expectation that the student's progress is sufficient to master appropriate grade 4 level reading skills.</p>

V. Assessment Section: E Assessment of Students with Disabilities

Deletion	Students with disabilities who are following the general education program and pursuing a standard diploma shall participate in the same state and district assessments as their general education peers, including the Florida Comprehensive Assessment Test (FCAT) and the Florida Standards Assessment (FSA) .	<u>New Wording</u> including the Statewide Science Assessment (SSA)
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VII. Grading and Reporting Section: D Student Working on Grade Level in Grades K-5

Deletion	Report card grades shall clearly reflect the student's level of achievement. The parent or guardian must be able to assume that students earning satisfactory grades in the general program are achieving within the acceptable range for the grade in which they are enrolled. Report cards for grades K-2 shall indicate if a student is working on or below grade level. Report cards for grades 3-5 shall indicate if a student is working on, above or below grade level.	Same language as in section F. Reporting student progress to parents
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**ELEMENTARY
STUDENT PROGRESSION PLAN
2020-2021**

SCSB APPROVED ??/??/????

FOREWORD

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

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

- Provide standards for evaluating each student's performance, including how well he or she masters the performance standards approved by the State Board of Education.
- Provide specific levels of performance in reading, writing, science, and mathematics for each grade level, including the levels of performance on statewide assessments as defined by the commissioner, below which a student must receive remediation or be retained within an intensive program that is different from the previous year's program and that takes into account the student's learning style.
- Provide appropriate alternative placement for a student who has been retained 2 or more years.
- List the student eligibility and procedural requirements established by the school district for any whole-grade promotion, midyear promotion, and subject-matter acceleration that would result in a student attending a different school, pursuant to s. 1002.3105(2)(b).
- Notify parents and students of the school district's process by which a parent may request student participation in whole-grade promotion, midyear promotion, or subject-matter acceleration that would result in a student attending a different school, pursuant to s. 1002.3105(4)(b)2.
- Advise parents and students that additional ACCEL options may be available at the student's school, pursuant to s. 1002.3105(4)(a).
- Advise parents and students to contact the principal at the student's school for information related to student eligibility requirements for whole-grade promotion, midyear promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal's school; virtual instruction in higher grade level subjects; and any other ACCEL options offered by the principal, pursuant to s. 1002.3105(2)(a)1.
- Advise parents and students to contact the principal at the student's school for information related to the school's process by which a parent may request student participation in whole-grade promotion, midyear promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal's school; virtual instruction in higher grade level subjects; and any other ACCEL options offered by the principal, pursuant to s. 1002.3105(4)(b)1.

- Advise parents and students of the early graduation options under s. 1003.4281.
- List, or incorporate by reference, all dual enrollment courses contained within the dual enrollment articulation agreement established pursuant to s. 1007.271(21).
- Provide instructional sequences by which students in kindergarten through high school may attain progressively higher levels of skill in the use of digital tools and applications. The instructional sequences must include participation in curricular and instructional options and the demonstration of competence of standards required pursuant to ss. 1003.41 and 1003.4203 through attainment of industry certifications and other means of demonstrating credit requirements identified under ss. 1002.3105, 1003.4203, 1003.4281, and 1003.4282.

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

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

The Superintendent shall be responsible for preparation and annual updating of plans and procedures implementing an instructional program in the district's schools which promotes mastery of Florida Standards in reading, language arts, mathematics, science, social studies, the arts, health and physical education, and foreign language.

The Student Progression Plan provides assurance that all students within the Suwannee County School District who have not demonstrated proficiency of performance standards in reading, writing, science, and mathematics shall receive appropriate instruction, and that all students receiving a diploma shall have met and/or exceeded all the requirements mandated by the State of Florida and by the School Board.

Table of Contents

I.	ADMISSION, PLACEMENT, TRANSFERS, and ATTENDANCE	8
A.	Admission	8
1.	Admission Requirements	8
2.	Controlled Open Enrollment	8
B.	Placement	8
1.	Responsibility for Placement in Grades K-5	8
2.	Vertical Placement Collaboration	8
3.	Kindergarten Initial Placement and Admission Criteria	8
4.	Grade 1 Initial Placement and Admission Criteria	9
5.	Grades 2 - 5 Initial Placement	10
6.	Placement of Retained Students.....	10
7.	Placement within a School	10
8.	Placement for Students with Disabilities	10
9.	Placement of English Language Learners.....	11
10.	Requirements for Information Prior to Placement	11
11.	Placement for Dependent Children of Military Personnel.....	12
12.	Placement in Virtual Instruction.....	13
13.	Placement of Students on Community Control.....	14
14.	Parent or Guardian Role with Placement Decisions.....	14
15.	Placement of Home, Charter and Private Education Students	15
16.	Placement of Home Education Students on a Part-Time Basis.....	15
17.	Initial Placement of Homeless Students.....	16
C.	Transfers and Withdrawals	16
D.	Attendance	17
II.	SPECIAL PROGRAMS.....	18
A.	Home Education Student Participation in Public Schools	18
B.	Hospital /Homebound	18
C.	Virtual Instruction Programs.....	19
III.	CURRICULUM AND INSTRUCTION	20

A.	General Program Requirements	20
B.	Reading Instruction	20
1.	Daily Elementary Reading Block Instruction	20
2.	Comprehensive Core and Supplemental Intervention Reading Programs.....	20
3.	Use of Accelerated Reader (AR).....	20
4.	Intensive Intervention	20
C.	Third Grade Reading	21
1.	Mandatory Retention and Good Cause Exemptions	22
2.	Assessment of Grade 3 Students Enrolling after State Assessment	24
3.	Retention of Grade 3 Students Transferring Late in the Year.....	24
4.	Required Portfolios for Students Retained in Grade 3	24
5.	Parent or Guardian Notification of Student Retention in Grade 3	25
6.	Differentiated Instruction in Mathematics Students Retained in Grade 3.....	25
7.	Required Instruction for Retained Grade 3 Students	25
8.	Reading Materials to be used for Students Retained in Grade 3	27
9.	Instruction in Summer Reading Programs for Grade 3 Students.....	27
10.	Mid-Year Promotion of Retained Grade 3 Students to Grade 4	27
11.	Review of Progress Monitoring Data of Students Retained in Grade 3	28
D.	Physical Education and Recess Requirements.....	28
E.	Honor Roll.....	29
IV.	PROMOTION, ACCELERATION and RETENTION	30
A.	Promotion.....	30
1.	Student Progression from One Grade to Another	30
2.	No Social Promotion/Administrative Placement	30
3.	Promotion under Unique Circumstances.....	30
4.	Promotion of Late-in-the-Year Transfer Students	31
5.	Promotion of Students in Grades K-2	31
6.	Promotion of Students in Grades 3-5	31
7.	Promotion of Students with Disabilities in the Exceptional Student Education Program	31
8.	Promotion of English Language Learners (ELLs) in Grades K-5.....	32
9.	Mid-Year Promotion of Retained Students in K-5 – General Comments	32

B.	Acceleration.....	32
1.	Promotion by Acceleration in Grades K-5.....	32
2.	Whole Grade Acceleration	33
3.	Single Course Acceleration.....	33
4.	Procedure for Course Acceleration	34
C.	Retention.....	35
1.	Guidelines for Retention of Students in Grades K-5	35
2.	Retention of Students with Disabilities enrolled in Exceptional Student Education.....	36
3.	Retention of English Language Learners (ELL)	36
V.	ASSESSMENT	37
A.	State Assessments for Elementary Students.....	37
B.	State Assessment and Promotion and Retention.....	37
C.	Florida Kindergarten Readiness Survey (FLKRS).....	37
D.	Assessment of Reading Ability of K-3 Students	37
E.	Assessment of Students with Disabilities.....	38
F.	Assessment of English Language Learners (ELL)	38
G.	Assessment Opportunities for Home Education Students	38
H.	Assessment Opportunities for Private School Students.....	39
I.	Assessment of New Students	39
VI.	REMEDIATION AND PROGRESS MONITORING.....	40
A.	Progress Monitoring and Multi-Tiered System of Supports (MTSS).....	40
B.	Reading Remediation Requirements	41
1.	Content of Remedial Instruction.....	41
2.	Duration of Remediation.....	41
3.	Parent or Guardian Refusal for Remediation.....	42
4.	Allocation of Remedial Resources.....	42
5.	Parent Notification of a Student's Deficiency in Reading	42
VII.	GRADING AND REPORTING PROCEDURES	44
A.	The Importance of Grading.....	44
B.	Summative Assessments.....	44
C.	Formative Assessments	44
D.	Grading Scale	45

E.	Attendance Grades and Incentives	45
F.	Reporting Student Progress to Parents.....	45
VIII.	VIRTUAL INSTRUCTION PROGRAM	47
A.	Virtual Enrollment Part-time	47
B.	Virtual Enrollment Full-time.....	47
IX.	STUDENTS IN EXCEPTIONAL STUDENT EDUCATION PROGRAMS	48
A.	Eligibility and Programs	48
B.	Student Performance Goals and Objectives	48
C.	Curriculum and Instruction	49
D.	Reporting Student Progress	49
E.	Assessment of Student Performance	50
1.	State and Local Assessment	50
2.	Alternate Assessment Guidelines	51
3.	State Board of Education Exemption	52
F.	Standards and Promotion Criteria.....	52
G.	Graduation Requirements - Standard Diploma	53
X.	ENGLISH for SPEAKERS of OTHER LANGUAGES (ESOL)	55
A.	Assessment.....	55
B.	Retention.....	55
	6A-1.094123 Child Trafficking Prevention Education.....	61
	6A-1.094122 Substance Use and Abuse Health Education.....	61

ELEMENTARY STUDENT PROGRESSION PLAN

I. ADMISSION, PLACEMENT, TRANSFERS, and ATTENDANCE

A. Admission

1. Admission Requirements

For information about admission requirements for Suwannee County School District (SCSD), please visit the District website: www.suwannee.k12.fl.us. An enrollment packet can be obtained from the website or by request at any school location.

2. Controlled Open Enrollment

For information on Suwannee County School District's controlled open enrollment policy, please visit the District website. The policy is available at www.suwannee.k12.fl.us.

B. Placement

1. Responsibility for Placement in Grades K-5

Florida Statute 1003.21(2) places the responsibility for the placement of students with the school district. The Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes. Parents or guardians may discuss a placement with school officials and ask for an explanation of the placement, and they may review the evidence the school used to make the placement. Parents or guardians cannot determine a student's placement, unless otherwise provided by law, as in the case of a placement in a program for exceptional students or a dropout prevention program. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

2. Vertical Placement Collaboration

Administration teams from District feeder schools will assist in student placement. The feeder school will provide academic and behavioral data from the previous year for the incoming students.

3. Kindergarten Initial Placement and Admission Criteria

Prior to placement in kindergarten, a student is required to be 5 years old on or before September 1.

When a student is transferring from another state and the student does not meet the regular age requirement, that student shall be admitted under the same age requirements established in the State in which the student resided under the condition that:

- the parent must demonstrate legal residency of the state from which they are transferring,
- a record of attendance, academic information and grade placement,
- evidence of immunization against communicable diseases,
- evidence of date of birth
- evidence of medical examination completed within the last twelve (12) months. Students must satisfy all health requirements established by the School Board prior to school admission.

The statewide mandatory kindergarten screening will be administered to each kindergarten student in the district within the first 30 school days of each school year.

4. Grade 1 Initial Placement and Admission Criteria

Prior to placement in first grade, a student is required to meet all the following criteria:

- Students must be 6 years old on or before September 1,
- Students must have satisfactorily completed kindergarten,
- Students must satisfy all health requirements established by the School Board prior to school admission.

The student who has satisfactorily completed a non-public kindergarten program must provide evidence, such as the following:

- report card or transcript reflective of the child's satisfactory completion of kindergarten or
- letter from the principal or director of the school certifying the child's satisfactory completion of a kindergarten program or
- evidence of a home-school program.

A first-grade student who transfers from an out-of-state school and does not meet age requirements for Florida public schools must satisfy all the following:

- meet age requirements for public schools within the state from which the student is transferring
- have academic credit for completing kindergarten that is acceptable under the rules of the School Board.

In addition, the parent must provide all the following:

- official school records which show attendance, academic information and grade placement in first grade,
- evidence of residence,
- evidence of immunization,
- evidence of date of birth,
- evidence of medical examination completed within the last twelve months.

5. Grades 2 - 5 Initial Placement

Students who meet the criteria for admission or transfer shall progress according to the district's Student Progression Plan. The Superintendent has designated the principal of the school as the final authority in the placement of students.

The grade placement of any student transferring from out-of-state into grades 2 - 5 shall be determined by the principal (or designee) of the receiving school. The student must satisfy all the following requirements:

- age requirement for public schools within the state from which the student is transferring
- academic credit that is acceptable under the rules of the School Board.

In addition, the parent must provide all of the following:

- official school records which show attendance, academic information and grade placement,
- evidence of residence,
- evidence of immunization,
- evidence of date of birth,
- evidence of medical examination completed within the last twelve months.

6. Placement of Retained Students

Students who have been retained and have received intensive instructional services shall be provided the option of being placed in a transitional instructional setting. Such setting shall be designed to produce learning gains sufficient to meet the next grade level performance standards while continuing to remediate the areas of reading. A combination class is one method of transitional setting. Students may not be retained in third grade more than one time.

7. Placement within a School

Placement of a student that involves movement within a school shall be the responsibility of the principal or his/her designee.

8. Placement for Students with Disabilities

Students with disabilities shall be placed in appropriate courses as dictated by their Individual Education Plan (IEP). Specially designed instruction will be provided by an Exceptional Student Education (ESE) teacher or other service provider in the least restrictive environment (LRE) as determined by the IEP team. In most cases, this will be in the regular education classroom

with their non-disabled peers but some students with disabilities may require instruction in a separate environment for some portion of the day.

9. Placement of English Language Learners

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

The ELL Committee, which is composed of the principal or designee, an ESOL/language arts teacher, the school counselor, and any other instructional personnel responsible for the instruction of English Language Learners, shall make recommendations concerning the appropriate placement, promotion and retention of English Language Learners. The parent or guardian of students being reviewed shall be invited to participate in the meetings.

Criteria to be utilized in making appropriate placement decisions include:

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

The Suwannee County School District ESOL Plan may be accessed under English for Speakers of Other Languages (ESOL) at: www.suwannee.k12.fl.us/title-iii-esol

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

10. Requirements for Information Prior to Placement

Each student, at the time of initial registration for school placement, must note previous school expulsions, arrests resulting in a charge, arrests pending, and juvenile justice actions the student has had. Schools have the authority to honor the final order/recommendation of expulsion or dismissal of a student by any in-state or out-of-state public district school board, private school or lab school, for an act which would have been grounds for expulsion according to the SCSD Code of Student Conduct, according to the following procedures:

- A final order/recommendation of expulsion shall be recorded in the records of the receiving school.
- The expelled student applying for admission to the receiving school shall be advised of the final order of expulsion.
- The superintendent or designee may recommend to the School Board that the final order of expulsion be waived and the student be admitted to the school district, or that the final order of expulsion is honored and the student not be admitted to the school

district. If the student is admitted by the School Board, with or without the recommendation of the district school superintendent, the student may be placed in an appropriate educational program at the direction of the School Board.

Students enrolling in Suwannee County School District coming from previous special facility educational institutions may be placed in the appropriate Suwannee County School District Opportunity School if determined necessary by the School Principal, Director of Student Services, and Director of School Choice.

11. Placement for Dependent Children of Military Personnel

Florida Statute 1003.05 provides for placement of dependent children of military personnel.

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

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

This section does not apply to the children of:

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

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

- A student whose parents cannot produce an official set of educational records for enrollment, the student shall enroll and be appropriately placed based on the information in unofficial records pending validation of the official records as soon as possible.
- A student who is transferring shall be provided a set of unofficial records in order to enroll under the provisions of this policy by the receiving educational agency. A student who transfers during the school year shall be placed in courses and/or programs based on the student's enrollment in the sending state school or educational assessments conducted at the school in the sending state, if the courses are offered. The school in the receiving state is not precluded from performing subsequent evaluations to ensure

appropriate placement and continued enrollment of the student in the courses and or programs. Such programs include, but are not limited to the gifted and talented programs and English as a second language.

- A student whose parent is transferring or pending transfer to a military installation within Florida will be considered a resident of the school district and will be provided preferential treatment in the controlled open enrollment process. 1003.05 F.S.

12. Placement in Virtual Instruction

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

Suwannee County School District offers Suwannee Virtual School (SVS) as the provider of first choice for virtual instruction; however, for situations in which SVS cannot fulfill the need, students may qualify to access the services of another state approved provider. Students may enroll in a virtual course offered by any other school district in the state. When these students seek to enroll in an online course offered by another district, both districts should be involved in the enrollment process and acknowledge the requirements related to eligibility and funding before the student is allowed to enroll in the course. Enrollment guidance is available from the SVS Coordinator at 386-647-4243.

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

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

- School district operated part-time or full-time kindergarten through grade 12 virtual instruction programs under s. 1002.45 (1)(b).
- Full-time virtual charter school instruction authorized under s. 1002.33 to students within the school district or to students in other school districts throughout the state pursuant to s. 1002.31.
- Virtual courses offered in the course code directory to students within the school district or to students in other school districts throughout the state pursuant to s. 1003.498.
- Florida Virtual School instructional services authorized under s. 1002.37.

Private school participation in Suwannee County is limited to students enrolled in a private school that contracts for virtual services from the district. Also, students attending private school using a McKay Scholarship may only participate in two virtual classes per year with the school district, or they jeopardize the status of their scholarship.

Students enrolled in private school using a Family Empowerment Scholarship are not eligible to participate in virtual instruction provided by SCSD. Refer to the Florida Department of Education's document on frequently asked questions for more details.

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

Schools may not deny placement in a virtual course offered when the Principal and/or school counselor indicates that placement in a virtual course is appropriate, even if the school offers the same course. However, once a semester has begun and the regular drop period has passed a student may not withdraw from a school course to enroll in the same course online.

Students may not simultaneously be placed in the same course at a district school and a virtual school. Schools shall make every effort for a student to access virtual coursework on site before, during or after the school day.

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

13. Placement of Students on Community Control

For information regarding procedures when students are placed on community control please refer to Florida Statute 948.101, *Terms and Conditions of Community Control* and Florida Statute 948.03, *Terms and Conditions of Probation*. Florida Statute 948.03 specifically states that the court shall determine the terms and conditions of probation. Conditions specified in this section do not require oral pronouncement at the time of sentencing and may be considered standard conditions of probation.

14. Parent or Guardian Role with Placement Decisions

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

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

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

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

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

15. Placement of Home, Charter and Private Education Students

Students seeking initial elementary school placement and transferring from home school, charter school, or private school shall be reviewed by the local school to determine the most appropriate grade placement. Criteria to be considered may include age and maturity, standardized achievement test results, state assessments, progress as it relates to Florida Standards and previous records from public and private schools, as well as, evidence from the student's portfolio of work and achievement while in home, charter, or private school. Placement is not based solely on the recommendation of the private school, charter school or home educator.

The Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes. The placement decision is subject to review and revision after school personnel have had the opportunity to observe the student's work.

A four to six week screening period is allowed from the time of enrollment in order to obtain the necessary data for the most appropriate placement. Attention is paid to the following: health and physical development, emotional behaviors, social interactions, independent performance, communication competence, cognitive development, previous learning records, family data, and family preference.

Until a screening is completed, children who are five or six years old are temporarily placed according to the legal requirements outlined in statute. Prior to placement students must complete and satisfy all admission paperwork and health requirements established by the Suwannee County School Board prior to school admission, as previously defined in this section.

16. Placement of Home Education Students on a Part-Time Basis

Home education students whose programs are registered with the district may request to enroll on a part-time basis at their home-zoned school for courses for which vacant seats exist upon approval by the principal. Home education students may enroll and participate in district course offerings up to, but not more than half-time (.5 FTE).

Should a part-time home education student wish to enroll full-time at the school, grade placement shall be determined by school personnel as stipulated above.

Home school students taking courses in a public school must complete and satisfy all registration admission paperwork and health requirements.

Students enrolled in classes, even on a part-time basis, must comply with district disciplinary and attendance policies in the current Student Code of Conduct. The Student Code of Conduct is available on the district's website at www.suwannee.k12.fl.us.

17. Initial Placement of Homeless Students

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

- shares the housing of other persons due to loss of housing, economic hardship, or a similar reason,
- lives in motels, travel trailer parks, or camping grounds due to the lack of alternative adequate accommodations, or emergency or transitional shelters,
- is abandoned in hospitals or awaiting foster care placement, or
- lives in cars, parks, public spaces, abandoned buildings, bus or train stations, or similar settings.

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

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

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

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

C. Transfers and Withdrawals

Transfer students shall be placed in a specific class or grade on a temporary basis pending receipt of all required elements. If records that arrive after initial placement indicate a student should have been placed in a different class, grade or program, the principal shall make the determination of appropriate placement based on all factors.

D. Attendance

School attendance in Florida is required by law according to Florida Statute 1003.21. All children between the ages of 6 (by February 1) and 16 are required to attend school regularly during the entire school term.

For specific information about attendance please see the Student Code of Conduct on the District website: www.suwannee.k12.fl.us/student-services

II. SPECIAL PROGRAMS

A. Home Education Student Participation in Public Schools

1006.15 F.S., 1002.41 F.S. Students registered in the home education program may participate in public school interscholastic and intra-scholastic extracurricular activities. However, public schools are under no obligation to provide home education students access to classes, programs, services, or other educational opportunities. Suwannee County School District allows for part-time attendance of home school students in on-campus classes when space and scheduling permits. Part-time enrollment is not available for private school students.

For more information, visit FLDOE Office of Independent and Parental Choice Website at <http://www.fldoe.org/schools/school-choice/other-school-choice-options/home-edu/>

To register for home education, contact the office of Home Education in the Suwannee County School District at <http://www.suwannee.k12.fl.us/index.cfm?p=home-education-information>

B. Hospital /Homebound

A homebound or hospitalized student is a student who has a medically diagnosed injury, a chronic physical/psychiatric condition, or has repeated intermittent illness due to a persisting medical problem. The condition, illness or medical problem confines the student to home or hospital and restricts activities for an extended period. A physician licensed in the state of Florida makes the medical diagnosis. "A physician licensed in the state of Florida" as used in this rule, is one who is qualified to assess the student's physical or mental condition. Students are dismissed from the program when the physician recommends that the student no longer requires participation in the program and is ready to return to school.

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

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

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

C. Virtual Instruction Programs

1002.20 F.S. Parents or guardians have the right to choose educational options such as virtual education for their children. A student's full-time school may not deny access to virtual education, assuming that the desired online course(s) is an appropriate course placement based on the student's academic history, grade level, and age. Access shall be available during and after the normal school day.

See – Placement in Virtual Instruction.

Additional information is available on the Suwannee Virtual School's homepage.

<http://www.suwannee.k12.fl.us>

III. CURRICULUM AND INSTRUCTION

A. General Program Requirements

The course of study in elementary school includes instruction in the core areas of language arts, writing, mathematics, science, social studies, and physical education. Elementary students may also receive instruction in music, art, health, media/library skills, and technology. All instruction is centered on the benchmarks of the Florida Standards. Individual learning styles, interests and talents help determine students' learning paths while in elementary school. Required instruction (1003.42 F.S.) is detailed in the appendix.

B. Reading Instruction

1. Daily Elementary Reading Block Instruction

Each elementary school shall provide all students a minimum of 90 minutes of daily, scientifically research-based reading instruction using the district adopted Comprehensive Core Reading Program (CCRP). The daily reading block shall follow the Florida Department of Education template which includes a combination of large and small group instruction, guided and independent reading, and specific skill instruction based on student needs. Students at risk of retention or performing below grade level will be provided daily, intensive, accelerated reading instruction. Refer to the Suwannee County Schools state approved Reading Plan located <http://www.fldoe.org/academics/standards/just-read-fl/>

2. Comprehensive Core and Supplemental Intervention Reading Programs

All K-5 students shall participate in initial instruction using the Comprehensive Core Reading Program (CCRP). The CCRP curriculum shall use scaffolding to meet the needs of every student. Differentiated instruction served through the Supplemental Intervention Reading Program (SIRP) reinforces initial instruction through remediation, acceleration, or enhancement. Students whose Individual Education Plan (IEP) indicates that the CCRP is not appropriate shall receive instruction using other scientifically research-based reading materials identified in the district's Comprehensive Reading Plan and specified in the student's IEP based on the rigorous reading requirements.

3. Use of Accelerated Reader (AR)

The purpose of AR is to motivate students to read more books at an appropriate level of difficulty by using a point system tied to individual goals. The purpose is not to provide reading instruction but to increase personal reading time and reading skills.

4. Intensive Intervention

The Intensive Intervention shall:

- be provided to all K-5 students at risk of retention as identified by the district's assessment system utilizing screening, diagnostic, and progress monitoring instruments that measure phonemic awareness, phonics, fluency, oral language, vocabulary and comprehension,
- be provided during regular school hours in addition to the regular reading instruction, and
- include a state-identified research-based reading curriculum.

The curriculum must meet the following specifications:

- assist students whose assessment indicates a reading deficiency in developing the ability to read at grade level,
- provide skill development in phonemic awareness, phonics, fluency, oral language, vocabulary and comprehension,
- provide scientifically-based and reliable assessment,
- provide initial and ongoing analysis of each student's reading progress,
- implemented during regular school hours, and
- based in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects.

K-12 Student Reading Intervention Requirements per State Board Rule 6A-6.054

Pursuant to Section 1008.25, F.S., any elementary student who exhibits a substantial deficiency in reading based upon locally determined assessments, statewide assessments, or through teacher observations may be enrolled in intensive reading instruction immediately following the identification of the reading deficiency.

For elementary students not participating in the statewide reading assessment, substantial deficiency in reading must be defined by the district school board in the K12 Reading Plan. For students required to participate in the statewide assessment, a substantial deficiency in reading is defined by scoring Level 1 or Level 2 on the Florida Standards Assessment Reading. Students who exhibit a substantial deficiency in reading must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction.

Immediate intensive intervention shall be provided daily for all students who have been identified with a reading deficiency. This intervention shall be in addition to or as an extension of the ninety-minute reading block in a smaller group size setting or one on one. The student shall continue to be provided with intensive reading instruction until the reading deficiency is remedied.

C. Third Grade Reading

1. Mandatory Retention and Good Cause Exemptions

Mandatory Retention and Good Cause Exemptions are provided for in Florida Statute 1008.25 and State Board Rule 6A-1.094221.

A grade 3 student scoring at Level 1 on the reading portion of the FSA **must** be retained unless exempted from retention for good cause. Students qualifying for one of the following six good cause exemptions may be promoted.

Requests for good cause exemptions from the retention requirement for grade 3 students (1008.25 (6)(c) F.S.) must include:

- documentation submitted from the student's teacher to the principal indicating that the promotion of the student is appropriate and is based upon the student's academic record, progress monitoring data, the Individual Education Plan (IEP) if applicable, report card, and/or student portfolio, and
- discussion with the teacher by the school principal to review the recommendation and make the determination if the student should be promoted or retained.

If the school principal determines that the student should be promoted, the principal must submit the recommendation in writing to the superintendent. The superintendent shall accept or reject, in writing, the school principal's recommendation.

Note: The student portfolio and an alternative assessment are the two state approved options for good cause exemption and mid-year promotion. The student must be offered both options. However, the student must only demonstrate proficiency on one of the options in order to receive a good cause exemption or be promoted mid-year.

There are no other good cause exemptions beyond the six listed below. For instance, there is no good cause exemption for extenuating circumstances (family tragedy or similar event) for grade 3 students faced with the mandatory retention. If a student is promoted to grade 4 based on one of the good cause exemptions, that student's file shall be labeled "promotion for good cause" rather than "promoted."

a) Good Cause Exemption # 1 – ELL Students

This exemption applies to English Language Learners (ELLs) who have had less than two (2) years of instruction in an English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States. Students promoted by this exemption are encouraged to attend the third grade summer reading program or an equivalent program.

b) Good Cause Exemption # 2 – Florida Alternate Assessment

This exemption applies to students with disabilities whose Individual Education Plans (IEP) indicates that participation in the Florida Standards Assessment program is inappropriate, consistent with requirements of State Board of Education Rule. These students are participating in the Florida Standards Alternate Assessment (FSAA) as outlined in the assessment criteria. (1008.212)

c) Good Cause Exemption # 3 – Other Alternative Method of Assessment

This exemption applies to students who demonstrate an acceptable level of performance (at grade level) on an alternate standardized reading assessment approved by the State Board of Education. Students promoted by this exemption are encouraged to attend the third grade summer reading program or an equivalent program.

The standardized assessment to be used by Suwannee County School District is the SAT 10 Reading Comprehension Subtest, STAR Reading or i-Ready. For promotion, a student must score at or above the 45th percentile on the SAT 10, or 50th percentile on STAR (Enterprise Version) or 50th percentile on i-Ready (Table 6 from 2016- 2017 Norms).

The earliest the alternate assessment may be administered is following the receipt of the grade 3 FSA ELA scores or during the last two weeks of school, whichever occurs first. Schools may also opt to administer the SAT 10, STAR or i-Ready after the completion of the Summer Reading Program for the grade 3 students or after the beginning of the new school year using appropriate norms for the day of administration.

d) Good Cause Exemption # 4 - Portfolios

This exemption applies to students whose portfolios indicate they are reading on grade level as evidenced by demonstration of mastery of the Florida Standards in reading equal to at least a Level 2 performance on the FSA. Students promoted by this exemption are encouraged to attend the third grade summer reading program or an equivalent program.

Portfolio Guidelines for Use: To be accepted for meeting the portfolio option for demonstrating mastery of the required reading skills, the student portfolio must meet the following requirements:

- be selected by the student's teacher,
- be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom,
- be an organized collection of evidence of the student's mastery of the Florida Standards Benchmarks for Language Arts that are assessed by the state assessment for grade 3 reading. For each benchmark, there must be at least **three** demonstrations of mastery at 70% or above.

e) Good Cause Exemption # 5 – Students with IEP/504 Plans

This exemption applies to students with disabilities who participate in the statewide, standardized English Language Arts assessment and who have an IEP or Section 504 Plan that reflects the student has received intensive instruction in reading or English Language Arts for more than two (2) years but still demonstrates a deficiency in reading AND was previously retained in kindergarten or grades 1, 2 or 3. Students promoted by this exemption are encouraged to attend the third grade summer reading program or an equivalent program.

f) Good Cause Exemption # 6 – Previously Retained

This exemption applies to students who have received intensive intervention in reading for two or more years but still demonstrate a deficiency in reading AND were previously retained in kindergarten or grades 1, 2 or 3 for a total of two years. A student may not be retained more than once in grade 3.

Note: If promoted under this exemption, intensive reading instruction must include a modified instructional day using specialized diagnostic information and specific reading strategies that reflect a student's learning style. Students promoted by this exemption are encouraged to attend the third grade summer reading program or an equivalent program.

2. Assessment of Grade 3 Students Enrolling after State Assessment

Students who enroll in grade 3 after the administration of the State Assessment shall be assessed prior to the end of the year to determine if the student needs to repeat grade 3. Schools shall use i-Ready, STAR or the Reading Comprehension subtest of the SAT 10. The student must score at or above 50th percentile on STAR (Enterprise Version) or 50th percentile on i-Ready (Table 6 from 2016- 2017 Norms) or qualify for one of the six good cause exemptions to be promoted. Students who do not achieve the criterion score for promotion shall be referred to the Student Support Team to determine if the preponderance of evidence indicates that retention is warranted. Summer Reading Program attendance is expected for students who do not meet the criterion score.

3. Retention of Grade 3 Students Transferring Late in the Year

Schools shall assess the reading proficiency of any grade 3 student transferring into the district to determine if remediation is appropriate. If a grade 3 student transfers in time to take the Florida Standards Assessment, the ELA score will be used in determining the student's retention or promotion. If the student enters after the administration of the Florida Standards Assessment, it is up to the school to assess the student's reading proficiency using the Reading Comprehension subtest of iReady, STAR or the SAT 10. The student who scores below the 50th percentile on iReady (Table 6 from 2016- 2017 Norms), STAR (Enterprise Version) or the 45th percentile on the SAT 10 Reading Comprehension subtest will be considered for retention. Retention decisions must be based on more than a single test score. The Florida Standards Assessment is not the sole determiner of retention.

4. Required Portfolios for Students Retained in Grade 3

Each school shall prepare a reading portfolio for each student retained in grade 3 by the mandatory retention for reading requirement. The portfolio must contain evidence of mastery of benchmarks, other information to inform parent or guardian, and results of diagnostic assessments and progress monitoring. Every grade 3 student who may qualify for a promotion

for good cause must have the opportunity to have a portfolio. If a portfolio already exists for a student, it can continue to be used.

5. Parent or Guardian Notification of Student Retention in Grade 3

Each school shall provide written notification to the parent or guardian of any student retained in grade 3 due to a reading deficiency as evidenced by not scoring a minimum Level 2 on the reading portion of the grade 3 Florida Standards Assessment, that his/her child has not met the proficiency level required for promotion, and the reason the child is not eligible for a good cause exemption. The notification shall include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency.

6. Differentiated Instruction in Mathematics Students Retained in Grade 3

Students who are proficient in mathematics as evidenced by a Florida Standards Assessment mathematics score of Level 3 or higher and who are retained in grade 3 for reading deficiencies shall be provided differentiated instruction in mathematics appropriate to their instructional level.

7. Required Instruction for Retained Grade 3 Students

Students that are mandated to be retained in 3rd grade due to reading shall be provided intensive interventions in reading to ameliorate the student's specific reading deficiency and prepare the student for promotion to the next grade. These interventions must include:

- Evidence-based, explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district.
- Participation in the school district's summer reading camp, which must incorporate the instructional and intervention strategies under subparagraph 1.
- A minimum of 90 minutes of daily, uninterrupted reading instruction incorporating the instructional and intervention strategies under subparagraph 1.

This instruction may include:

- Integration of content-rich texts in science and social studies within the 90-minute block.
- Small group instruction.
- Reduced teacher-student ratios.
- More frequent progress monitoring.
- Tutoring or mentoring.

- Transition classes containing 3rd and 4th grade students.
- Extended school day, week, or year.

Suwannee County School District shall provide written notification to the parent of a student who is retained due to the mandatory reading requirement that his or her child has not met the proficiency level required for promotion and the reasons the child is not eligible for a good cause exemption. The notification will include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency.

The retained third grade student is eligible for midyear promotion if he or she can demonstrate that he or she is a successful and independent reader and performing at or above grade level in reading or, upon implementation of English Language Arts assessments, performing at or above grade level in English Language Arts. This will be evaluated using subsequent assessments, alternative assessments, and portfolio reviews, in accordance with rules of the State Board of Education. There is more information related to mid-year promotion in section 12.

Students promoted during the school year after November 1 must demonstrate proficiency levels in reading equivalent to the level necessary for the beginning of grade 4. The rules adopted by the State Board of Education must include standards that provide a reasonable expectation that the student's progress is sufficient to master appropriate grade 4 level reading skills.

Suwannee County School District will provide students who are retained due to mandatory retention, including students participating in the school district's summer reading camp under with a highly effective teacher as determined by the teacher's performance evaluation under s. 1012.34, and, beginning July 1, 2020, the teacher must also be certified or endorsed in reading.

Each elementary school will establish, when applicable, an intensive reading acceleration course for any student retained in grade 3 who was previously retained in kindergarten, grade 1, or grade 2. The intensive reading acceleration course must provide the following:

- Uninterrupted reading instruction for the majority of student contact time each day and opportunities to master the grade 4 Next Generation Sunshine State Standards in other core subject areas through content-rich texts.
- Small group instruction.
- Reduced teacher-student ratios.
- The use of explicit, systematic, and multisensory reading interventions, including intensive language, phonics, and vocabulary instruction, and use of a speech-language therapist if necessary, that have proven results in accelerating student reading achievement within the same school year.
- A read-at-home plan.

8. Reading Materials to be used for Students Retained in Grade 3

The core program used shall be the district adopted McGraw-Hill K-5 “Wonders” reading series for a retaineer in grade 3. All supplemental and intervention materials and programs utilized shall be from the state recommended list and among those cited in each school’s section of the district’s Comprehensive Reading Plan.

9. Instruction in Summer Reading Programs for Grade 3 Students

Summer Reading Programs shall be offered at each elementary school, or in clustered sites, when appropriate, to each student in grade 3 who scored at Level 1 on the Florida Standards Assessment. A school may open the program to other grade levels at the principal’s discretion after ensuring all eligible grade 3 students have been served.

10. Mid-Year Promotion of Retained Grade 3 Students to Grade 4

Prior to November 1

Retained grade 3 students may be considered eligible for mid-year promotion to grade 4 **prior to November 1st** if the following requirements are met:

- A score at or above the 50th Percentile on iReady Reading (Table 6 from 2016- 2017 Norms) or
- A score at or above the 50th Percentile on STAR (Enterprise Version) or
- Completion of a portfolio demonstrating reading mastery at or above State Assessment Level 2. (The portfolio must have been completed independently and must contain at least three (3) examples of each of the fourteen (14) assessed benchmarks as described in Good Cause Exemption #4.)

The portfolio items must:

- Be selected by the student’s teacher,
- Be an accurate picture of the student’s ability and include only student work that has been independently produced in the classroom,
- Include evidence that the standards assessed by the grade three statewide English Language Arts Florida Standards Assessment have been met. Evidence is to include multiple choice items and passages that are approximately sixty (60) percent literary text and forty (40) percent information text, and that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the district’s/school’s adopted core reading curriculum that are aligned with the Language Arts Florida Standards or teacher-prepared assessments.
- Be an organized collection of evidence of the student’s mastery of the Language Arts Florida Standards that are assessed by the grade three statewide English Language Arts Florida Standards Assessment. For each standard, there must be at least three (3)

examples of mastery as demonstrated by a grade of seventy (70) percent or above on each example, and

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

If the school principal determines that the student should be promoted, the principal must submit the recommendation in writing to the superintendent. The superintendent shall accept or reject, in writing, the school principal's recommendation.

After November 1

Students promoted during the school year after November 1 must demonstrate proficiency levels in reading equivalent to the level necessary for the beginning of grade 4. The rules adopted by the State Board of Education must include standards that provide a reasonable expectation that the student's progress is sufficient to master appropriate grade 4 level reading skills. 6A-1.094222

All mid-year promotions of grade 3 students to grade 4 after November 1st must be examined and approved by an impartial review committee composed of the principals of the respective schools and other personnel agreed upon by the school and the district prior to a student moving to the next grade.

In every case when a mid-year promotion of a retained grade 3 student to grade 4 is considered, the parent or guardian must be included in the conversation leading to the decision. The school and parent or guardian should consider the student's demonstrated readiness for performing the work of the next grade in all core subjects before proceeding with a mid-year promotion.

If the school principal determines that the student should be promoted, the principal must submit the recommendation in writing to the superintendent. The superintendent shall accept or reject, in writing, the school principal's recommendation.

Note: The district approved assessment may be administered at the end of Summer Reading Program and again for mid-year promotion as long as there are 30 days between administrations.

11. Review of Progress Monitoring Data of Students Retained in Grade 3

The district shall conduct an annual review of progress monitoring data of all students retained in grade 3 who did not score above Level 1 on the reading portion of the State Assessment in the most recent administration and did not meet one of the good cause exemptions. The review shall address additional supports and services needed to remediate the identified areas of reading deficiency. At the same time, the district shall review the portfolios of each grade 3 student retained due to the mandatory grade 3 retention for reading.

D. Physical Education and Recess Requirements

1003.455 F.S. "Physical education" means the development or maintenance of skills related to strength, agility, flexibility, movement, and stamina, including dance; the development of knowledge and skills regarding teamwork and fair play; the development of knowledge and skills regarding nutrition and physical fitness as part of a healthy lifestyle; and the development of positive attitudes regarding sound nutrition and physical activity as a component of personal well-being.

Physical education (K-5) shall be scheduled for 150 minutes per week and at least 30 consecutive minutes per day when provided. Students enrolled in such instruction shall be reported through the periodic student membership surveys, and records of such enrollment shall be audited pursuant to s. 1010.305. Such instruction may be provided by any instructional personnel as defined in s. 1012.01(2), regardless of certification, who are designated by the school principal.

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

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

In addition, students in grades K-5 shall be provided with 20 consecutive minutes of supervised, safe, unstructured, free-play recess per day.

E. Honor Roll

Elementary School Honor Roll, as defined by the Suwannee County School District, is comprised of students who earn the grades of A or B for a given grading period.

IV. PROMOTION, ACCELERATION and RETENTION

A. Promotion

1. Student Progression from One Grade to Another

In Suwannee County School District, decisions regarding student promotion and special placement are primarily the responsibility of professional staff members of the individual school; however, school principals shall review such recommendations with consideration for requirements within the Student Progression Plan.

Student promotion is based on evaluation of each student's achievement in terms of appropriate instructional goals. Discussions shall be based on results of progress tests, classroom assignments, daily observation, standardized tests, state assessments, ability to function at the next grade or course level and other objective data.

It is the responsibility of teachers and appropriate support personnel to identify students who appear unable to make satisfactory progress toward district objectives and who fail to meet State Student Performance Standards.

Report card grades or notations must clearly reflect each student's level of achievement and attendance. Parents will be notified when students are achieving below the expected level of proficiency.

Student progression from one grade to another is based on proficiency in reading, writing, science and math with the exception of grade 3 when students cannot progress to grade 4 if they score at Level 1 on the grade 3 FSA in reading and do not qualify for one of the seven good cause exemptions.

2. No Social Promotion/Administrative Placement

Florida statute 1008.25(6)(a) prohibits the assignment of a student to a grade level based solely on age or other factors that constitute social promotion or administrative assignment.

As the FSA is not the sole determiner of promotion or retention, the principal shall base a promotion or retention decision on the evidence reviewed.

3. Promotion under Unique Circumstances

In certain, unique circumstances, a student may be promoted without meeting the specific assessment performance levels prescribed by the district and the state. Promotion may be recommended by a principal working with the Student Support Team if the student is able to demonstrate mastery of the Florida Standards through alternate assessments with the evidence indicating that the student's achievement is equivalent to the designated levels of

performance for student progression. This provision, however, does not apply to grade 3 students who score Level 1 on the Reading FSA.

4. Promotion of Late-in-the-Year Transfer Students

The promotion of students in grades K-5 transferring into Suwannee County School District during the last grading period shall be determined primarily by the grades and records received from the sending school.

5. Promotion of Students in Grades K-2

Promotion in grades K-2 is based primarily on progress in reading. Students in grades K, 1, and 2 must make satisfactory Florida Standards benchmark progress in reading to be promoted. Students' reading progress toward grade level reading achievement is determined by appropriate assessments, both teacher-made and commercial, and teacher judgment.

The District progress monitoring assessment will be administered to all kindergarten through second grade students to determine which students are in need of additional instruction in reading. Each student shall be referred to the school's Student Support Team for review of the student's progress and portfolio. At the end of the year, the Student Support Team shall review the student's records and determine whether the preponderance of evidence indicates that the student should be promoted.

6. Promotion of Students in Grades 3-5

A student in grades 3, 4, or 5 who scores Level 1 or Level 2 on the state assessment in reading and/or Level 1 or Level 2 on the state assessment in math is considered to be below grade level. Each student shall be referred to the school's Student Support Team for a comprehensive review of the student's academic achievement. The Student Support Team shall review the student's records and determine whether the evidence indicates that the student should be promoted. To be promoted from grade to grade in grades 3-5, a student must demonstrate mastery of grade level expectations in language arts, mathematics, and science.

The principal or designee may recommend promotion for a student in grades 3-5 not passing the grade level course in reading, writing, mathematics, and/or science if the student demonstrates mastery of these subjects by achieving a minimum score of 3 on the corresponding state assessment sections and the evidence indicates that the student is ready for the work of the next grade level.

In instances where curriculum has been suspended in certain core academic subjects to allow for intensive remediation in reading and/or mathematics, the principal or designee makes the determination for promotion based on demonstrated student mastery of appropriate benchmarks.

7. Promotion of Students with Disabilities in the Exceptional Student Education Program

Students in the Exceptional Student Education (ESE) program who are following the general education program, take the state assessment (FSA), and are working toward a standard diploma fall under the same guidelines for promotion as regular education students. Promotion of students with disabilities who are following the Access Points for Students with Significant Cognitive Disabilities will be determined by the IEP team and based on the achievement of the students' goals and objectives.

8. Promotion of English Language Learners (ELLs) in Grades K-5

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

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

9. Mid-Year Promotion of Retained Students in K-5 – General Comments

Mid-year promotion is defined as promotion of a retained student in K-5 at any time during the year of retention once the student has demonstrated ability to read at or above grade level and accommodate the work of the next grade level. Mid-year promotion is permitted upon demonstration of mastery of appropriate standards, consensus recommendation of the Student Support Team and agreement among the school, the student, and the parent(s) or guardian(s). All mid-year promotion requests must be examined and approved by an impartial review committee composed of the principal and the Director of Curriculum and Instruction and other personnel agreed upon by the school and the district prior to a student moving to the next grade.

B. Acceleration

1002.3105 F.S. Each school offers 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.

1. Promotion by Acceleration in Grades K-5

When outstanding abilities and skills are demonstrated, a student may be considered for accelerated grade placement. The student must also demonstrate physical, social and emotional maturity. In each acceleration case considered, the recommendation shall be communicated to the student's parent or guardian in a conference with the principal (or

designee), and a written confirmation of the decision shall be furnished to the parent or guardian. In the event that a conference is not possible, written communication to the parent or guardian is deemed sufficient. The Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes.

The acceleration process does not supersede initial placement age criteria provided in Florida Statute 1003.21:

- for kindergarten, the student must be 5 years on or before September 1 of the school year.
- for first grade, the student must be 6 years old on or before September 1 of the school year.

2. Whole Grade Acceleration

Acceleration is the skipping of a grade, or part of a grade, based on exceptionally high achievement by a student demonstrated by state assessment Level 4 or 5 in reading and mathematics, evidence that the student will benefit from the instructional program at the advanced grade level and that acceleration is appropriate. Requests for Whole Grade Acceleration should be completed before November 1.

When such administrative assignment of a student involves two schools, an agreement between the two principals is required. The long-range academic, social and emotional effect of the decision shall be reviewed by the Student Support Team. The principal, with the recommendation of the Student Support Team and with the approval of the superintendent or designee, has the responsibility for making such assignments. However, a student shall not be accelerated without parent or guardian consent. Student progress shall be reviewed to maintain continuous advanced placement. The student should be monitored for the first nine weeks of the change of placement to assess progress. If acceleration is not appropriate for the student, the student may return to the former placement.

The student's cumulative guidance record and report card shall be noted to indicate "accelerated grade placement" and the major reasons for the acceleration. In the cumulative record, the name of the principal making the assignment is indicated. Parents or guardians must be notified formally in writing that their child is receiving an accelerated grade placement to the next higher grade. A copy of this notification must also be filed in the cumulative folder.

3. Single Course Acceleration

In order to allow students to progress on their own customized learning paths, the following procedures allow for demonstration of mastery and single course acceleration. The Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes.

Students in all grades are eligible for single course acceleration after demonstrating mastery of the current grade level course standards. When a student is accelerated, they are still

responsible for mastering all standards in the current grade level courses and will be required to take all state and district assessments.

Integrated curriculum standards such as literacy and social studies may be missed through acceleration yet included on future assessments required for middle school promotion. In addition, math and science topics are presented only once rather than being repeated year after year. Therefore, the parent should consider carefully the full academic and social ramifications of acceleration and confer with the school counselor to determine if single course acceleration is appropriate for the student based on the student's academic history, teacher recommendation, ability to work independently and the long range academic, social and emotional effect of acceleration. Written notice of a Course Acceleration Request should be completed and presented to the principal before November 1.

Students who do not have a state assessment score can show 80% mastery by progress monitoring assessments and district formative assessments.

Middle school courses for students in grade 5 are accessible only through virtual instruction and require the approval of the Principal, Director of Curriculum and Instruction and the notification of the Coordinator of Suwannee Virtual School.

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

4. Procedure for Course Acceleration

- A teacher or parent who believes a student might be a candidate for course acceleration shall contact the school counselor and share classroom evidence and state assessment performance or progress monitoring data in support of the student's possible assignment to the next grade level course.
- The counselor shall review the classroom evidence of potential course mastery.
- If testing is authorized by the parent, the counselor shall notify the principal and obtain the appropriate assessments.
- The teacher shall administer the recommended assessments and consult with the Director of Curriculum and Instruction to determine if the student demonstrates mastery, defined as 80% or better.
- If the student achieves a mastery score of 80% or above, the teacher shall note the areas that the student has not yet mastered and instruct the student in those areas prior to or while the student is taking the next course in the sequence.
- The Director of Curriculum and Instruction will review the documentation of mastery and make a final determination of single course acceleration and shall notify the school within five days of the decision.
- If virtual school is required for the next course level, the Director of Curriculum and Instruction will notify the SVS Coordinator for registration.
- If the acceleration is to a virtual school, the progress of the student in the new course shall be monitored by the virtual teacher.

- If the acceleration is to another teacher's classroom, the sending teacher shall monitor the student's mastery of the items not mastered on the assessments and keep the teacher of the accelerated course apprised of the student's progress on the missed items.
- At the end of the accelerated course, the classroom teacher(s) and a school administrator shall review progress monitoring and course performance to determine appropriate placement for the student in the next school year. The student's continued learning progression would include one of the following two scenarios in elementary school:
 - ✓ the student would remain in the same grade level course the following year with differentiated instruction to expand the student's knowledge and skills, or
 - ✓ the student would move to the next course in the sequence.

C. Retention

General Comments

Retention, except for grade 3 where there is a mandatory retention for reading, is based on unsatisfactory, below grade level student performance in reading, writing, mathematics, science, and/or failure to meet other requirements as set forth by the district or state.

Retention decisions must be based on more than a single test score. The FSA is not the sole determiner of retention. An exception is the mandatory retention in grade 3 for students scoring at Level 1 on the FSA ELA Assessment. Additional evaluations, portfolio reviews and assessments are available to assist parent or guardian and schools in knowing when a student is mastering appropriate Florida Standards.

Retention may occur when the school's instructional staff, through its Student Support Team, determines that the student demonstrates the need for additional time to attain appropriate academic knowledge and skills in order to meet required state performance standards. A student who is retained must be provided with instructional experiences different from those in the previous year's program, taking into consideration the student's individual learning needs and learning style.

Only in exceptional cases will a student be assigned to any one grade more than two consecutive years. The district shall provide an appropriate alternative placement for a student who has been retained two or more years.

1. Guidelines for Retention of Students in Grades K-5

The following guidelines are established to assist the Student Support Team in making retention decisions at the elementary or middle school level:

- The student's insufficient progress in meeting the state performance standards and benchmarks supports a retention decision.
- The student's needs in the areas of physical, social, and emotional development support a retention decision.
- Alternative remediation strategies and/or programs that have been utilized support a retention decision.

The team consists of the principal or designee, school counselor, teacher(s), Director of Student Services or support services personnel involved with the student and staff members as designated by the principal. In all retention determinations, the evidence must support a retention decision.

2. Retention of Students with Disabilities enrolled in Exceptional Student Education

Students with disabilities who are following the general education program, take the state assessment (FSA), and are pursuing a standard diploma are affected by the same guidelines for retention as are students in general education. Students with disabilities may be exempted from the mandatory retention in grade 3 for good cause as outlined in statute. Retention decisions for students with disabilities are made on an individual basis by the IEP Team.

3. Retention of English Language Learners (ELL)

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

V. ASSESSEMENT

A. State Assessments for Elementary Students

1008.22 F.S. requires ALL students must participate in the statewide assessments at designated grade levels.

For elementary grades K-5:

The state reading assessment shall be administered annually in grades 3-5.

The state reading assessment includes a writing subtest annually in grades 4-5.

The assessment of math shall be administered annually in grades 3-5.

The state science assessment is given in grade 5.

Each student who does not meet the specific levels of performance in reading, writing, science, and/or mathematics for each grade level or who scores below Level 3 in reading or math must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need according to the state requirements.

All schools shall offer supplemental learning opportunities. Student eligibility shall be based primarily on below-grade-level performance. Each student who does not meet district specific levels of performance for student progression in reading, writing, science, and/or mathematics for each grade level, or who scores below Level 3 in reading or math shall be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction.

B. State Assessment and Promotion and Retention

The Florida Standards Assessment is not the sole determiner of promotion or retention. Additional evaluations, portfolio reviews, and assessments are available to assist the parent or guardian, schools and the district in knowing when a student is achieving at or above grade level and is ready for promotion.

C. Florida Kindergarten Readiness Survey (FLKRS)

1002.69 F.S. Each kindergarten student in the district shall participate in statewide kindergarten screening within the first 30 days of the school year. The statewide screening shall provide objective data concerning each student's readiness for kindergarten and progress in attaining the performance standards.

D. Assessment of Reading Ability of K-3 Students

1002.20 (11) F.S. Each elementary school shall assess regularly the reading ability of each K-3 student. If any K-3 student exhibits a reading deficiency, as defined by performing below grade level, the parent or guardian shall be notified of the student's deficiency with a description and explanation of the exact nature of the student's difficulty in learning. The parent or guardian shall be consulted in the development of a progress monitoring plan and shall be informed that the student will be provided intensive reading instruction until the deficiency is corrected.

E. Assessment of Students with Disabilities

All students, including students with disabilities, must participate in the state's assessment and accountability system. Students with disabilities who are following the general education program and pursuing a standard diploma shall participate in the same state and district assessments as their general education peers, including the **Statewide Science Assessment (SSA)** and the **Florida Standards Assessment (FSA)**.

If students with disabilities receive testing accommodations, the accommodations must be listed in the student's Individual Education Plan (IEP) and utilized regularly during classroom instruction and assessment. Allowed accommodations are listed in the procedures manual for each specific assessment.

Students with significant disabilities who are following the Access Points for Students with Significant Cognitive Disabilities will participate in the **Florida Standards Alternate Assessment (FSAA)**.

IEP Teams are responsible for determining whether students with disabilities will be assessed with the SSA/FSA or with the FSAA based on criteria outlined in Rule 6A-1.0943(4), Florida Administrative Code (F.A.C.)

The IEP team should be knowledgeable of SSA/FSA guidelines and the use of appropriate testing accommodations. In order to be eligible to participate in the FSAA, the student must have a significant cognitive disability.

F. Assessment of English Language Learners (ELL)

All ELL students participate in statewide assessments. As part of federal legislation, all ELL students shall be assessed annually in reading, writing, listening and speaking. In addition to taking the SSA/FSA, students in the ELL program will also be assessed using the Access for ELLs Assessment on an annual basis. For ELL students that qualify for the FSAA, there is an Alternate Access for ELLs, as well.

G. Assessment Opportunities for Home Education Students

Opportunities to take state assessments are available to home education students. Arrangements can be made through the district's Assessment Coordinator.

H. Assessment Opportunities for Private School Students

Private school students are not eligible for state and district level standardized assessments through the Suwannee County School District. Private schools are eligible to enroll in the state assessment system through application with Florida Department of Education directly. This enables private school students to take the state assessments at their private school site.

Voluntary Pre-Kindergarten (VPK) graduates, currently enrolled in private kindergartens, are assessed for VPK program evaluation.

I. Assessment of New Students

Students transferring into the district once the school year has begun, especially students in grade 3, shall be assessed in reading and math to determine reading and math proficiency and to ensure proper course and remedial instruction placement.

VI. REMEDIATION AND PROGRESS MONITORING

1008.25(40)(b) F.S. Each student who does not meet specific levels of performance in reading, writing, science and/or mathematics shall be provided with scientifically research-based interventions as indicated by additional diagnostic assessments used to determine the nature of the student's difficulty and areas of academic need. Remedial instruction shall continue until performance expectations are met as documented by demonstrating mastery, passing the state assessment(s) or graduating from high school.

One of three types of progress monitoring shall be developed in consultation with the parent or guardian for any student not meeting district or state proficiency levels in reading, writing, science, and/or math. Consultation is defined as a conference, a conversation via email or phone, or a formal written exchange. School personnel shall use all available resources to achieve parent or guardian understanding of, and cooperation with, the progress monitoring requirements.

The three types of progress monitoring plans from which to choose are as follows:

- 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.

Each school shall use the materials listed in the district's K12 Reading Plan as resources for remediation in reading. Any additional resources must be scientifically research-based and approved by the Director of Curriculum and Instruction prior to use. The K12 Reading Plan is available at: <http://www.fldoe.org/core/fileparse.php/7539/urlt/Suwannee1920-K12RP.pdf>

A. Progress Monitoring and Multi-Tiered System of Supports (MTSS)

Students in grades K-5 who score at Level 1 or Level 2 on state assessments or below grade level on progress monitoring assessments in reading, and/or mathematics require remediation through the MTSS process in the appropriate subject(s).

The student's proficiency shall be reassessed by district assessments at the beginning of the grade following the intensive instruction, and the student shall continue to be provided intensive instruction until the deficiency is remediated.

Progress monitoring of students identified as having a deficiency in reading, writing, math or science shall identify the following:

- the student's specific areas of deficiency or skills gaps,
- the desired level of performance,
- the instructional and support services that will be provided to meet the desired level of performance,
- the success-based intervention strategies to be used,
- how, when, how often, by whom and how long remedial instruction is to be provided, and
- the monitoring and reevaluation activities to be used.

B. Reading Remediation Requirements

1008.25 (5)(a) F.S. Progress Monitoring for Students with Reading Deficiencies

Any student in kindergarten through grade 3 who exhibits a substantial deficiency in reading 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.

A school may not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial reading deficiency and initiate intensive reading interventions.

The student's reading proficiency must be monitored and the intensive interventions must continue until the student demonstrates grade level proficiency in a manner determined by the district, which may include achieving a Level 3 on the statewide, standardized English Language Arts assessment.

The State Board of Education shall identify by rule guidelines for determining whether a student in kindergarten through grade 3 has a substantial deficiency in reading.

1. Content of Remedial Instruction

All remedial instruction shall include effective, research-based standards-driven instruction.

2. Duration of Remediation

Each student who does not meet minimum performance expectations for the statewide assessment tests in reading, writing, science, and/or mathematics must continue remedial

instruction or supplemental instruction until expectations are met or the student graduates from high school or is not subject to compulsory school attendance.

3. Parent or Guardian Refusal for Remediation

The school district has the authority and responsibility to advise a student's course of study. The Statute requires a school to develop a MTSS in consultation with the parent or guardian, but it does not require parent or guardian approval, nor does it give the parent or guardian the right to veto a MTSS. The school is held accountable for the student's success and may implement a MTSS without a parent's or guardian's approval. Students whose MTSS is an IEP, however, must have parent or guardian approval of the plan.

If the parent or guardian refuses to participate in the remedial strategies detailed in the MTSS because he or she believes the strategies are unnecessary or inappropriate, the parent or guardian may appeal to the Principal. The Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes. For more specific requirements, refer to the District's Reading Plan located at www.justreadflorida.com.

4. Allocation of Remedial Resources

Florida Statute 1008.25(3)(a)(b) Allocation of remedial and supplemental instruction resources for students shall occur in the following priority:

- students who are deficient in reading by end of grade 3, then
- students who fail to meet performance levels required for promotion. The school in which the student is enrolled must implement the District Progress Monitoring Plan designed to assist the student in meeting state and district expectations for proficiency. The plan includes the provision of intensive remedial instruction in the area(s) of diagnosed weakness.

5. Parent Notification of a Student's Deficiency in Reading

The parent of any student who exhibits a substantial deficiency in reading must be notified in writing of the following:

- That his or her child has been identified as having a substantial deficiency in reading, including a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in reading.
- A description of the current services that are being 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 reading deficiency.
- That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.

- Strategies, including multisensory strategies, through a read-at-home plan the parent can use in helping his or her child succeed in reading.
- That the statewide, standardized English Language Arts assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion.
- The district's specific criteria and policies for a portfolio as provided in subparagraph (6)(b)4. and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. (A parent of a student in grade 3 who is identified anytime during the year as being at risk of retention may request that the school immediately begin collecting evidence for a portfolio.)
- The district's specific criteria and policies for midyear promotion. Midyear 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.

VII. GRADING AND REPORTING PROCEDURES

A. The Importance of Grading

1003.33 F.S. Grading practices can vary greatly, according to research by Reeves, Marzano, and others. Grading inconsistencies can result in honor roll or high GPA students scoring Level I on the FSA/SSA, students failing for non-completion of homework, students passing courses and moving grade to grade with inflated averages due to participation, homework, effort or extra credit grades.

The Suwannee County School District offers a standards-based curriculum and strives for consistency so that a course grade at one school equates to the same course grade and level of mastery at another school. The curriculum in all schools in Suwannee County School District is based on the appropriate Florida Standards. These standards specify what students should know and be able to do. In a standards-based system, grades should be an indication of the level of mastery as determined by summative assessments.

Grades should be clear, undiluted indicators of what students know and are able to do at the conclusion of the learning sequence.

Proficiency and promotion shall be based upon district student performance grade-level guidelines and/or by passing the course in which standards are included, or by meeting course requirements for graduation. Teachers are responsible for assessing proficiency as part of the regular course testing activities.

B. Summative Assessments

Summative assessments are those assessments that are administered at the end of a learning sequence after ample practice or rehearsal of essential knowledge. Summative assessments indicate mastery of benchmarks and standards. Examples of summative assessments include:

- chapter tests
- reading selection tests
- quizzes (only if ample practice/rehearsal has been provided prior to the quiz)
- performance assessments evaluated by a rubric shared with students prior to the assessment.

C. Formative Assessments

Formative assessments are those assessments that are frequent, in-progress checks for understanding, on a regular basis. Formative assessments are used to inform instruction, to provide ongoing and helpful feedback (1) to alert teachers to what challenges students are still facing, and (2) to inform students about where they are in relation to mastery of the standard. Examples of formative assessments include:

- guided and independent practice activities – classwork and homework
- workbook exercises as a direct follow-up to instruction

- quizzes to spot check for understanding
 - observations of students at work and noting progress or need for re-teaching
 - communication in the classroom about a topic by talking or writing (teachers informally assess what students know and are able to do and determine next steps for instruction).

D. Grading Scale

The Suwannee County School Board recognizes the importance of a student grading system which is clearly identified and meaningful to students, parents, and school personnel. Grades shall be assigned as follows:

Grade	Grade Definition	Grade-Point Value	Grade Scale
A	Outstanding Progress	4	90-100
B	Above Average Progress	3	80-89
C	Average Progress	2	70-79
D	Lowest Acceptable Progress	1	60-69
F	Failure	0	0-59
I	Incomplete	0	
E	Excellent		
S	Satisfactory		
N	Needs Improvement		
U	Unsatisfactory		
✓	Check for skill accomplishment		

E. Attendance Grades and Incentives

According to Florida Statute 1003.33, schools shall NOT exempt students from academic performance requirements, such as final exams, based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement.

F. Reporting Student Progress to Parents

Schools shall use district-adopted report cards to report grades at nine-week intervals. These report cards will clearly depict and grade:

- the student's academic performance in each class or course in Grades 1 through 12 based on examinations as well as written papers, class participation, and other academic performance criteria;
- the student's conduct and behavior; and
- the student's attendance, including absences and tardiness.

The final report card for a school year shall contain a statement indicating

- end-of-the-year status or performance or nonperformance at grade level
- acceptable or unacceptable behavior and attendance
- promotion or non-promotion.

Grades shall be supported by records which indicate how the teacher arrived at the evaluation.

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

In addition, written mid-nine weeks progress reports shall be issued for all students.

Schools will report annually to the parent or legal guardian of each student the progress of the student towards achieving state and district expectations for proficiency in reading, writing, science, and mathematics. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information. Progress must be provided to the parent or legal guardian in writing using a district adopted format.

The school must report to the parent or legal guardian the student's results on each statewide assessment.

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

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 reading portion of the Florida Standards Assessment.
3. By grade, the number and percentage of all students retained in grades 3 through 10.
4. Information on the total number of students who were promoted for good cause, by each category of good cause.
5. Any revisions to the district school board's policy on student retention and promotion from the prior year.

VIII. VIRTUAL INSTRUCTION PROGRAM

A. Virtual Enrollment Part-time

Participation is outlined through SVS guidelines and the following points:

- For more information on virtual enrollment, call the SVS Coordinator at 386-647-4243.

B. Virtual Enrollment Full-time

- Students requesting to take a virtual course must have school administrative and parental approval. Completing the SVS Registration Checklist through the guidance office is required prior to course participation.
- A one-credit course should be completed within one school year; a half-credit course should be completed within one semester. Students may extend the duration of a SVS course for one semester with school administrative and school counselor approval if permitted by SVS guidelines.
- Devices may be provided by the district when appropriate, if student meets free lunch status. Students/Parents are liable for all lost, damaged or inappropriate use of materials or services.
- Student participation requirements include:
 - a. Comply with compulsory attendance requirements
 - b. Take state assessment tests
 - c. Comply with all district and state promotion/graduation requirements
 - d. Follows the district adopted instructional calendar for course duration.

IX. STUDENTS IN EXCEPTIONAL STUDENT EDUCATION PROGRAMS

A. Eligibility and Programs

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

- Autism Spectrum Disorder
- Deaf or Hard of Hearing
- Developmentally Delayed
- Dual-Sensory Impaired
- Emotional/Behavioral Disability
- Gifted
- Hospital/Homebound
- Language Impaired
- Orthopedically Impaired
- Other Health Impaired
- Specific Learning Disabled
- Speech Impaired
- Traumatic Brain Injured
- Visually Impaired
- Intellectual Disability

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

<https://beessgsw.org/spp/institution/public>

B. Student Performance Goals and Objectives

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

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

C. Curriculum and Instruction

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

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

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

Students with disabilities who are receiving instruction based on the access point standards for students with significant cognitive disabilities will participate in the Florida Standards Alternate Assessment. IEP teams are responsible for determining whether a student with a disability will be instructed on the general Florida Standards and assessed with the FCAT/FSA/EOC assessments or the Access Points Standards and assessed with the Florida Standards Alternate Assessment (FSAA) as outlined in Rule 6A-1.0943(4), Florida Administrative Code.

D. Reporting Student Progress

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

Report Cards and Grading

- A student's placement in an Exceptional Student Education Program may not be designated on the report card due to FERPA (Family Education Rights and Privacy Act).
- Students with disabilities must receive a report regarding progress toward IEP goals and objectives along with the report card.
- Students may not be discriminated against in grading because of their disability. Teachers may not unilaterally decide to use an individual grading system for a student with disabilities.
- A student with a disability shall not be penalized with a lower grade for using accommodations.

E. Assessment of Student Performance

1. State and Local Assessment

State Board rule 6A-1.0943, FAC provides the basis for accommodations to Florida's statewide assessment system for students with disabilities who have an IEP.

The Division of Public Schools shall develop the modified test instruments required herein and provide technical assistance to school districts in the implementation of the modified test instruments and procedures.

Each school board shall implement appropriate modifications of the test instruments and test procedures established for issuance of a standard or special high school diploma.

The modifications are authorized, when determined appropriate by the school district superintendent or designee, for any student who has been determined to be an eligible exceptional student and has a current individual educational plan, or who has been determined to be a disabled person pursuant to Rule 6A-19.001(6), FAC. Students classified solely as gifted shall not receive any special test modifications. Satisfaction of the requirements by any of the above modifications shall have no bearing upon the type of diploma or certificate issued to the student for completing school.

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

Accommodations should facilitate an accurate demonstration of what the student knows or can do.

Accommodations should not provide the student with an unfair advantage or interfere with the validity of a test; the underlying skills that are being measured by the test must not be changed.

Accommodations must be the same or nearly the same as adaptations used by the student in completing classroom instruction and assessment activities.

Accommodations must be necessary for enabling the student to demonstrate knowledge, ability, skill or mastery.

All students, including those with disabilities, must participate in the state's assessment and accountability system. Students with disabilities who are following the general education program and pursuing a standard diploma shall participate in the same state and district assessments as their general education peers, including the FCAT, FSA, and EOC exams. If students with disabilities receive testing accommodations, the accommodations must be listed in the student's Individual Education Plan (IEP) and be utilized regularly during classroom instruction and assessment. Allowed accommodations are listed in the procedures manual for each specific test.

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

2. Alternate Assessment Guidelines

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

The Statewide Alternate Assessment for students in grades 3-11 that addresses the State Performance Standards Access Points for students with significant cognitive disabilities will be utilized to determine the appropriate level of the student. For kindergarten-grade 2

students, an approved alternate assessment or combination of alternate assessments will be given.

The alternate assessment will include scoring criteria that clearly identifies how the student's performance is to be judged.

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

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

3. State Board of Education Exemption

Upon receipt of a written request from the superintendent, the Commissioner may exempt an exceptional student or one who has been determined to be a person with a disability with an IEP from meeting specific requirements for graduation, due to extraordinary circumstances which would cause the results of the testing to not represent the student's achievements, but rather reflect the student's impaired sensory, manual, speaking or psychological process skills. The written request must document the specific extraordinary circumstances, which prevents the students from meeting the requirements, and it must be completed annually.

F. Standards and Promotion Criteria

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

1. Decisions regarding the promotion/retention of 3rd grade students with disabilities must be based on provision of S.1008.25 (5) (b), Florida Statutes. A small number of students with disabilities may be promoted if they meet requirements for good cause.
2. Decisions to promote are made by the principal based on the recommendation of the IEP Team. Participation in the regular state assessment program shall be available to all exceptional students. Articulation staffing meetings shall be held for students moving from school to school (ex. PK-K, Elementary-Middle, Middle-High).

G. Graduation Requirements - Standard Diploma

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

1. Accommodations to basic courses shall not include modifications to the curriculum frameworks or student performance standards. When modifying vocational courses, the particular outcomes and student performance standards, which a student must master to earn credit, must be specified on the student's individual educational plan.
2. Accommodations to basic or vocational courses may include any of the following:
 - a. Instructional time may be increased or decreased.
 - b. Instructional methodology may be varied.
 - c. Special communications systems may be used by the teacher or the student.
 - d. Classroom and district test administration procedures and other evaluation procedures may be adjusted to accommodate the student's disability.
3. When making accommodations to basic courses, the school board shall use one of the following strategies:
 - a. Assignment of the exceptional student to an exceptional education class for instruction in a basic course with the same student performance standards as those required of non-exceptional students, or
 - b. Assignment of the exceptional student to a basic education class for instruction which accommodates the student's exceptionality.
4. The IEP team shall determine which of these strategies to employ based on an assessment of the student's needs and shall reflect this decision in the student's Individual Educational Plan. Course accommodations will be used to facilitate student participation in the general curriculum to the extent possible. At least one regular education teacher will be involved in IEP development and the determination of course accommodations.
5. Exceptional students enrolled in basic courses shall be counted as exceptional student special program cost factors only if the class is being taught in a special program for exceptional students, by a qualified teacher in accordance with Rule 6A-1.0503, FAC.
6. Students failing the FSA will be remediated and/or retested at the time designated by the state during the eleventh or twelfth grade. Seniors not passing the FSA, but having successfully completed courses that meet standard diploma graduation requirements

and whose abilities cannot be accurately measured by the statewide assessment test, may meet waiver options as a requirement for a standard high school diploma. Waiver requirements include students:

- a. who are currently in high school with an Individual Educational Plan (IEP),
- b. who have met the graduation requirement with a cumulative 2.0 or better grade point average (GPA) and any other district requirements,
- c. who have taken the FSA at least once in the 10th grade and once in the 11th grade, but have not attained a passing score, and
- d. for whom the Individual Educational Plan (IEP) team determines that the FSA cannot accurately measure the student's abilities, taking into consideration all allowable accommodations.

X. ENGLISH for SPEAKERS of OTHER LANGUAGES (ESOL)

Students in the English for Speakers of Other Languages (ESOL) program are commonly referred to as English Language Learners (ELLs). ELLs shall be placed in appropriate courses designed to provide ESOL instruction in English and the basic subject areas of mathematics, science, and social studies. Upon enrollment, and ELL student must have verification of the DEUSS (date entered US Schools).

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

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

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

A. Assessment

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

B. Retention

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

APPENDIX: Required Instruction (1003.42 F.S.)

Florida Statute, 1003.42, provides for required courses and instruction to ensure that students meet State Board of Education adopted standards. Most specifically, members of the instructional staff of the public schools, subject to the rules of the State Board of Education and the district school board, shall teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historic accuracy, following the prescribed courses of study, and employing approved methods of instruction.

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

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

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

The required program of study for elementary grades in the Suwannee County School District reflects state and local requirements for elementary education. All grades shall emphasize Florida Standards in reading, writing, mathematics, social studies, and science.

The following areas of study are required for each grade K-5:

- reading/language arts
- writing
- handwriting
- mathematics
- science
- physical education

- music
- social studies (integrated in grades K, 1 and 2 through the Florida Standards in reading, writing, math, and science)
- health (integrated through the Florida Standards in reading, writing, math, and science)

All classes will provide appropriate instruction designed to ensure that students meet Florida Standards. Careers and vocational awareness will be integrated into the curriculum. Technology will be an integral tool in the elementary instructional program. Students will understand and utilize technology as a source of information and an application of data for problem-solving. Members of the elementary instructional staff shall use approved materials and resources to teach 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) The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught

in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.

(h) The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(i) The elementary principles of agriculture.

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

(k) Kindness to animals.

(l) The history of the state.

(m) The conservation of natural resources.

(n) Comprehensive health education that addresses concepts of community health; consumer health; environmental health; family life, including an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy; mental and emotional health; injury prevention and safety; Internet safety; nutrition; personal health; prevention and control of disease; and substance use and abuse.

(o) Such additional materials, subjects, courses, or fields in such grades as are prescribed by law or by rules of the State Board of Education and the district school board in fulfilling the requirements of law.

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

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

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

(s) A character development program in the elementary schools, similar to Character First or Character Counts, which is secular in nature. Beginning in school year 2004-2005, the character development program shall be required in kindergarten through grade 12. Each district school board shall develop or adopt a curriculum for the character development program that shall be

submitted to the department for approval. The character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation. The character development curriculum for grades 9 through 12 shall, at a minimum, include instruction on developing leadership skills, interpersonal skills, organization skills, and research skills; creating a resume; developing and practicing the skills necessary for employment interviews; conflict resolution, workplace ethics, and workplace law; managing stress and expectations; and developing skills that enable students to become more resilient and self-motivated.

(t) In order to encourage patriotism, the sacrifices that veterans and 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, Veterans' Day, and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans and Medal of Honor recipients when practicable.

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

Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption.

In addition, to the required instruction above, the following instruction will be provided in grades K-5:

American Founders' Month

Florida Statute 683.1455

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

Patriotic Programs

Florida Statute 1003.44

Suwannee County School District shall require:

- programs of a patriotic nature to encourage greater respect for the government of the United States and its national anthem and flag, subject always to other existing pertinent laws of the United States or of the state.
- When the national anthem is played, students and all civilians shall stand at attention, men removing the headdress, except when such headdress is worn for religious purposes.
- The pledge of allegiance to the flag, "I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all," shall be rendered by students standing with the right hand over the heart.
- The pledge of allegiance to the flag shall be recited at the beginning of the day in each public elementary, middle, and high school in the state.

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

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

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

If the material refers to laws or judicial decisions that have been superseded, the material must be accompanied by a statement indicating that such law or decision is no longer the law of the land.

No material shall be selected to advance a particular religious, political, or sectarian purpose.

Human Trafficking

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

6A-1.094123 Child Trafficking Prevention Education.

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

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

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

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

(a) Recognition of signs of human trafficking;

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

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

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

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

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

Substance Use and Abuse

6A-1.094122 Substance Use and Abuse Health Education.

(1) School districts must annually provide instruction to students in grades K-12 related to youth substance use and abuse health education.

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

developmentally appropriate instruction and skill building.

Secondary Progression Plan Changes

For School Year 2020-2021

I. Placement Section: B (8) Placement for Dependent Children of Military Personnel

Addition	A student whose parent is transferring <u>or pending transfer</u> to a military installation <u>within Florida</u> will be considered a resident of the school district and will be provided preferential treatment in the controlled open enrollment process. 1003.05 F.S	Change due to amendment to FS 1003.05 effective 7/1/2020
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I. Placement Section: B (3) Placement in Adult High School Programs

Deletion	<p>Adult high school (adult education) programs are to be used primarily for students who have exited a traditional high school program. Upon written approval of a high school principal, students may attend an adult high school for credit recovery. In such cases, students shall be allowed, at the principal's discretion, to be enrolled in both a high school and an adult high school in order to remain in the cohort group that started kindergarten together.</p> <p>Students who have met all requirements for the standard high school diploma except for passage of the required state assessments, by the end of grade 12 may participate in an adult general program for such time as the student requires to master English, reading, mathematics, social studies, or any other subject required for high school graduation. Students attending adult basic, adult secondary or vocational-preparatory instruction are exempt from any requirements for the payment of tuition and fees, including lab fees. A student attending an adult general education program shall have the opportunity to take required state assessments whenever offered by the state in order to receive a high school diploma.</p>	Removed-old language-program no longer exists
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I. Transfers Section: C Transfers and Withdrawals

Modify	<p>Suwannee County School District is accredited though <u>AdvancED (Southern Association of Colleges and Schools)</u>, and as such certain rules pertain to the acceptance of transfer credits.</p> <p>An <u>AdvancED</u> school shall accept and classify transfer credits earned or grade placement from schools that are accredited by a recognized, regional or state accrediting agency without further validation based on the Suwannee</p>	Change name to Cognia (formerly AdvancED)
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	County School Board policies. Recognized regional accrediting agencies are listed in <u>AdvancED Policies</u> under credits or grade placement at www.advanc-ed.org .	
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I. Transfers Section: C (3) Transfers and Withdrawals

Modify	<p>Transfers of Withdrawn Students Over the Compulsory School Age</p> <p>A student who withdraws from a regular school program with seventeen (17) or more credits may have the option of either entering the credit earning program or the GED preparatory program.</p> <ul style="list-style-type: none"> • A student who withdraws from a regular high school program with fewer than seventeen (17) credits shall be placed in the GED preparatory program. • If the student is under the age of eighteen, he/she may be granted an age waiver after a minimum of thirty (30) days in the preparatory program and successful completion of all age waiver requirements. 	<p><u>New Wording:</u></p> <p>A student who withdraws from a regular school program with seventeen (17) or more credits may have the option of either entering the regular high school credit earning program or the GED preparatory program.</p> <ul style="list-style-type: none"> • A student who withdraws from a regular high school program with fewer than seventeen (17) credits shall be placed in the GED preparatory program at the discretion of the Principal. • If the student is under the age of eighteen, he/she may be granted an age waiver after a minimum of thirty (30) days in the GED preparatory program and successful completion of all age waiver requirements.
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II. Special Programs Section: C (1) a Virtual Instruction Program

Modify	Suwannee Virtual School is AdvancED accredited and can provide for a fully recognized high school diploma.	Change name to Cognia (formerly AdvancED)
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V. Graduation Section: B Career and Technical Education Pathway to Graduation

Addition	<p>F.S. 1003.4282</p> <ul style="list-style-type: none"> • A student may substitute up to two credits of electives, including one-half credit in financial literacy, for workbased learning program courses to fulfill this requirement. http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/pathways-option.shtml 	Added Florida statute number and link to career education pathway
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V. Graduation Section: D Graduation Requirements for Grade 11/12 Transfer Students

Addition	2. In addition, students must attend the last semester or have earned at least 25% of their required credits from the graduating school.	
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V. Graduation Section: H Participation in Graduation Ceremony

Addition	Graduation regalia worn at all graduation activities, including Baccalaureate and Graduation, must have prior approval of the Principal.	
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SECONDARY
STUDENT PROGRESSION PLAN
2020-2021

SCSB Approved ??/??/??

FOREWORD

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

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

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

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

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

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

The Superintendent shall be responsible for preparation and annual updating of plans and procedures to implement an instructional program in the district's schools which promotes mastery of Florida Standards in reading, writing, mathematics, science, social studies, the arts, health and physical education, and foreign language.

The Student Progression Plan provides assurance that all students within the Suwannee County School District who have not demonstrated proficiency of performance standards in reading, writing, science, social studies, and mathematics shall receive appropriate instruction and that all students receiving a diploma shall have met and/or exceeded all the requirements mandated by the State of Florida and by the School Board.

CONTENTS

I.	ADMISSION, PLACEMENT, TRANSFERS and ATTENDANCE	9
A.	Admission.....	9
1.	Admission Requirements	9
2.	Controlled Open Enrollment	9
3.	Requirements for Information Prior to Enrollment.....	9
B.	Placement	10
1.	Grade Level Placement and Promotion within High School	10
2.	Grade Placement for Three-Year Graduation Program	11
3.	Termination of School Placement at Age 16.....	11
4.	Parent/Guardian Role with Placement Decisions.....	11
5.	Placement for Students with Disabilities	12
6.	Placement of English Language Learners.....	12
7.	Placement for Dependent Children of Military Personnel	13
8.	Placement in Virtual Instruction	13
9.	Placement of Students on Community Control.....	15
10.	Initial Placement of Homeless Students.....	15
11.	Alternative Placement for Students Retained Two or More Years.....	16
12.	Alternative Program Placement	16
13.	Placement of Pregnant, Married or Parenting Students.....	17
14.	No Social Promotion/Administrative Placement	17
C.	Transfers and Withdrawals.....	17
1.	Transfers of Grade 11/12 Students from Out of State/Country	18
2.	Transfers Late-in-the-Year.....	18
3.	Transfers of Withdrawn Students Over the Compulsory School Age.....	18
4.	Florida's State Uniform Transfer of Students	19
D.	Attendance.....	20
II.	SPECIAL PROGRAMS	22
A.	Home Education Student Participation	22
B.	Hospital Homebound	22

C.	Virtual Instruction Program	23
1.	Full-Time Virtual Participation	23
2.	Part-Time Virtual Participation	24
D.	Foreign Exchange Program	26
III.	CURRICULUM AND INSTRUCTION.....	27
A.	Middle School Program.....	27
1.	Course Placement	29
2.	High School Credit in Middle School	29
3.	Middle School Mid-Year Promotion.....	30
4.	Middle Grades Retention	30
B.	High School Program.....	30
1.	Course Placement	30
2.	High School Credit.....	31
3.	Grade Averaging for Credit	32
4.	College Credit by Examination	32
5.	Volunteer and Non-Academic Activity Credit.....	33
6.	Community Service	33
C.	Honors and Advanced Courses of Study.....	34
1.	Honors or Advanced Course Definition.....	34
2.	Honors or Advanced Course Placement	34
3.	Dropping Honors or Advanced Courses	35
D.	Advanced Placement	35
E.	Dual Enrollment/Early Admission.....	35
1.	Dual Enrollment - Prerequisites	36
2.	Dual Enrollment - Qualifying Placement Test Scores.....	37
3.	Dual Enrollment – Process for Enrollment.....	37
4.	Dual Enrollment - Student Materials	38
5.	Dual Enrollment - Transportation	38
6.	Dual Enrollment and Graduation	38
7.	Enrollment in College Courses for College Credit Only.....	39
8.	Career Dual Enrollment.....	39
9.	Sentinel Scholars Program at North Florida College.....	39

F.	Career Academies	39
G.	School-to-Work Transition.....	41
H.	Course Credit Substitutions and Exemptions	41
1.	Interscholastic Sports Substitution	41
2.	JROTC Substitution	42
3.	Practical Arts Courses Substitutions	42
4.	Career Education Course Substitutions	42
5.	Computer Science Course Substitutions	42
6.	Credit in English and World Language for Transfer Students	43
7.	Florida Gold Seal CAPE and Vocational Scholarships.....	43
I.	Assessment	43
1.	State Assessments.....	43
2.	Concordant and Comparative Scores for State Assessment.....	44
3.	Assessment - Dependent Children of Military Personnel.....	45
4.	PSAT Assessment for all 8 th , 9 th , and 10th Graders.....	46
5.	Assessment Opportunities for Home Education Students	46
6.	Assessment Opportunities for Private School Students	46
7.	Assessment and Transfer Students	46
J.	Remediation and Intensive Requirement for Secondary Students	47
1.	Intensive Instruction Definition	47
2.	Content of Remedial Instruction.....	47
3.	Length of Remediation	47
4.	Placement in Intensive Reading	47
5.	Placement for Math Remediation.....	48
6.	Parent Refusal for Remediation	48
7.	College Readiness - PERT	48
K.	Progress Monitoring	50
IV.	GRADING AND NOTIFICATION PROCEDURES	51
A.	Reporting Student Progress.....	51
1.	Report Cards.....	51
2.	Notification of Progress – Interim Reports	51
B.	Middle and High School Grading System.....	52

1.	Grading Scale.....	52
2.	Grade Weighting	52
3.	High School Grade Calculation	52
4.	Semester and Final Exams – Grades 6-12	53
C.	Grade Forgiveness.....	53
1.	Forgiveness of High School Credit taken in Middle School.....	53
2.	Grade Forgiveness for High School Students 1003.428 (5) F.S.	53
3.	Grade Forgiveness using State Assessments	54
D.	National Collegiate Athletic Association (NCAA)	54
E.	Parent/Student/Teacher Notifications and Public Reporting.....	54
1.	Notification of Student Retention.....	54
2.	Notification of Student Declaration to Withdraw from School	54
3.	Notification of Students on Community Control	55
4.	Public Notification of Student Progress	55
5.	Notification of Student’s Annual Progress.....	55
6.	Notification of Remediation	56
7.	Notification of Assignment to Remedial Classes in Middle School.....	56
V.	GRADUATION	57
A.	Early High School Graduation	57
B.	Standard High School Diploma	57
1.	24-Credit Program.....	58
2.	Standard High School Diploma Designations.....	59
3.	Florida Seal of Biliteracy Program	59
4.	Three-Year 18-Credit ACCEL Program	61
5.	Additional 18-Credit Graduation Program Guidelines.....	61
6.	Career and Technical Education Pathway to Graduation	62
7.	High School Equivalency Diploma Program (GED).....	62
C.	High School Diplomas for Honorably Discharged Veterans	63
D.	Graduation Requirements for Grade 11/12 Transfer Students.....	63
E.	Military Dependent Transfer Students	63
F.	High School Graduation Awards	64
1.	Valedictorian and Salutatorian Awards	64

2.	Honors Graduates	65
3.	Florida Bright Futures Scholarship Program	65
G.	Certificate of Completion.....	65
H.	Participation in the Graduation Ceremony.....	66
I.	Military Dress at Graduation.....	66
VI.	EXCEPTIONAL STUDENT EDUCATION	67
A.	Eligibility and Programs	67
B.	Student Performance Goals and Objectives.....	67
C.	Curriculum and Instruction	68
D.	Reporting Student Progress.....	68
1.	Report Cards and Grading.....	69
E.	Assessment of Student Performance	69
1.	State and Local Assessment	69
2.	Alternate Assessment Guidelines	70
F.	Standards and Promotion Criteria	71
G.	Graduation Requirements - Standard Diploma	71
H.	Types of Certificates.....	76
VII.	ENGLISH for SPEAKERS of OTHER LANGUAGES (ESOL).....	77
A.	Placement	77
B.	Assessment, Retention and Promotion	77
1.	Assessment.....	77
2.	Retention.....	77
3.	Promotion in Grade 12.....	77
C.	Awarding of Credit.....	78
	6A-1.094123 Child Trafficking Prevention Education.....	84
	6A-1.094122 Substance Use and Abuse Health Education.	85

SECONDARY STUDENT PROGRESSION PLAN

I. ADMISSION, PLACEMENT, TRANSFERS and ATTENDANCE

A. Admission

1. Admission Requirements

For information about admission requirements for Suwannee County School District (SCSD), please visit the District website: www.suwannee.k12.fl.us. An enrollment packet can be obtained from the website or by request at any school location.

2. Controlled Open Enrollment

For information on Suwannee County School District's controlled open enrollment policy, please visit the District website. The policy is available at www.suwannee.k12.fl.us.

3. Requirements for Information Prior to Enrollment

Each student, at the time of initial registration for school placement, must note previous school expulsions, arrests resulting in a charge, arrests pending, and juvenile justice actions the student has had. Schools have the authority to honor the final order/recommendation of expulsion or dismissal of a student by any in-state or out-of-state public district school board, private school or lab school, for an act which would have been grounds for expulsion according to the SCSD Code of Student Conduct, according to the following procedures:

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

Students enrolling in Suwannee County School District coming from previous special facility educational institutions may be placed in the Suwannee County School District Opportunity School if determined necessary by the School Principal, Director of Student Services, and Director of School Choice.

B. Placement

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

1. Grade Level Placement and Promotion within High School

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

- All students in their first year of high school shall be classified as a freshman, regardless of number of credits transferred from middle school.
- All students in their second year of high school with a minimum of 5 credits shall be classified as a sophomore.
- All students in their third year of high school with a minimum of 11 credits shall be classified as a junior.
- All students in their fourth year of high school (or beyond) with a minimum of 17 credits shall be classified as a senior.
- Students in regular education programs not reaching graduation status in four years may have the option, at the discretion of the principal, of returning as a fifth year senior, provided that he/she meets the following criteria:
 - State required assessments have been met
 - Student does not have significant attendance or behavioral issues
 - Attendance as a fifth year senior will be for the duration needed to complete graduation requirements only and shall not be afforded senior privileges
 - Shall be awarded his/her diploma upon completion of graduation requirements
 - Instruction will be provided online in a lab setting
- High schools may promote retained students from grade 9 to grade 10, grade 10 to grade 11, or grade 11 to grade 12 at the end of the first semester upon documentation of the awarding of required make-up credits.
- A junior who is enrolled in a 24 credit diploma program shall be moved to senior status at the end of first semester if enrolled in the necessary coursework to graduate in the spring and has met all state testing requirements.

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

2. *Grade Placement for Three-Year Graduation Program*

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

3. *Termination of School Placement at Age 16*

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

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

4. *Parent/Guardian Role with Placement Decisions*

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

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

To request such a transfer, a form is located in each school's front office. The parent should return the form to the School Principal. The form must include the parent's justification for the

Suwannee County School District
2020-2021 Secondary Student Progression Plan DRAFT

request and be dated appropriately. The school must approve or deny the transfer within two weeks of receiving the request. When a request is denied, the school will notify the parent and specify the reasons for the denial.

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

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

5. *Placement for Students with Disabilities*

Students with disabilities shall be placed in appropriate courses as dictated by their Individual Education Plan (IEP). Specially designed instruction will be provided by a teacher certified in ESE or other service provider in the Least Restrictive Environment (LRE) as determined by the IEP team. In most cases, this will be in the regular education classroom with their non-disabled peers but some students with disabilities may require instruction in a separate environment for some portion of the day.

6. *Placement of English Language Learners*

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

The ELL Committee, which is composed of the principal or designee, an ESOL/language arts teacher, the school counselor, and any other instructional personnel responsible for the instruction of English Language Learners, shall make recommendations concerning the appropriate placement, promotion and retention of English Language Learners. A parent or guardian of any students being reviewed shall be invited to participate in the meetings.

Criteria to be utilized in making appropriate placement decisions include:

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

The Suwannee County School District ESOL Plan may be accessed under English for Speakers of Other Languages (ESOL) at: <http://suwannee.k12.fl.us/title-iii-esol>.

When new students arrive to Suwannee County School District from other countries without appropriate educational documentation (transcripts, report cards), the student will be placed in

an age appropriate setting. Placement may not be made solely upon English Language proficiency.

7. Placement for Dependent Children of Military Personnel

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

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

This section does not apply to the children of:

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

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

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

8. Placement in Virtual Instruction

Suwannee County School District
2020-2021 Secondary Student Progression Plan DRAFT

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

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

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

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

- School district operated part-time or full-time kindergarten through grade 12 virtual instruction programs under s. 1002.45 (1)(b).
- Full-time virtual charter school instruction authorized under s. 1002.33 to students within the school district or to students in other school districts throughout the state pursuant to s. 1002.31.
- Virtual courses offered in the course code directory to students within the school district or to students in other school districts throughout the state pursuant to s. 1003.498.
- Florida Virtual School instructional services authorized under s. 1002.37.

Private school participation in Suwannee County is limited to students enrolled in a private school that contracts for virtual services from the district. Also, students attending private school using a McKay Scholarship may only participate in two virtual classes per year with the school district, or they jeopardize the status of their scholarship.

Students enrolled in private school using a Family Empowerment Scholarship are not eligible to participate in virtual instruction provided by SCSD. Refer to the Florida Department of Education's document on frequently asked questions for more details.

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

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

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

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

Virtual enrollment guidance is available from the SVS Coordinator at 386-647-4243.

9. *Placement of Students on Community Control*

For information regarding procedures when students are placed on community control please refer to Florida Statute 948.101, Terms and Conditions of Community Control and Florida Statute 948.03, Terms and Conditions of Probation. Florida Statute 948.03 specifically states that the court shall determine the terms and conditions of probation. Conditions specified in this section do not require oral pronouncement at the time of sentencing and may be considered standard conditions of probation.

10. *Initial Placement of Homeless Students*

According to Florida Statute 1003.21(4)(g) a homeless student is defined as a child or youth who:

- shares the housing of other persons due to loss of housing, economic hardship, or a similar reason,
- lives in motels, travel trailer parks, or camping grounds due to the lack of alternative adequate accommodations, or emergency or transitional shelters,
- is abandoned in hospitals or awaiting foster care placement, or
- lives in cars, parks, public spaces, abandoned buildings, bus or train stations, or similar settings.

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

It is the responsibility of the enrolling school to contact immediately the school last attended by the homeless student to obtain relevant records. If the student needs to obtain immunization records, the enrolling school shall refer the student immediately to the school nurse for assistance. A homeless student shall be permitted to enroll immediately, even if the student is unable to produce records normally required for enrollment. This includes, but is not limited to, records such as previous academic records, medical and immunization records, and proof of residency.

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

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

- a school district homeless liaison,
- the director of an emergency shelter program funded by the US Department of Housing and Urban Development, or
- the director of a runaway or homeless youth basic center or transitional living program funded by the U.S. Department of Health and Human Services. (382.022 F.S.)

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

11. *Alternative Placement for Students Retained Two or More Years*

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

12. *Alternative Program Placement*

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

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

13. Placement of Pregnant, Married or Parenting Students

Florida Statute 1003.21; 1003.54 - Students who are married or pregnant shall not be prohibited from attending school. These students and students who are parents shall receive the same educational instruction or its equivalent as other students, but they may voluntarily be assigned to a class or program suited to their special needs. Pregnant or parenting teens may participate in a teenage parent program.

14. No Social Promotion/Administrative Placement

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

C. Transfers and Withdrawals

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

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

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

Students transferring credits into Suwannee County School District will be subject to the current course credit non-weighted grade scale approved by the Suwannee County School Board and in alignment with Florida Department of Education course code directory.

If a letter grade is assigned, that grade is entered in our system, even if the grading scale from which the student transferred is not equivalent to Suwannee County School District's grading scale. If only a numerical grade is provided and no grading scale is provided, our scale is applied to the student record.

When in-progress course grades are transferred, numerical grades will be entered if available. If only letter grades are available, the highest numerical grade on the Suwannee County School District's grading scale associated with the letter grade will be used.

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

Florida Statute 1003.433 (1) refers to Out of State or Out of Country Transfer Students in Grade 11 or Grade 12. Transfer students who enter a Florida public school at the eleventh or twelfth grade from out of state or from a foreign country shall not be required to spend additional time in a Florida public school in order to meet the high school course requirements if the student has met all the requirements of the school district, state or country from which he or she is transferring. Such students who are not proficient in English shall receive immediate and intensive instruction in English language acquisition. However, to receive a standard high school diploma, a transfer student must earn a 2.0 grade point average and pass the state assessments in reading and mathematics required for graduation.

2. *Transfers Late-in-the-Year*

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

3. *Transfers of Withdrawn Students Over the Compulsory School Age*

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

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

4. Florida's State Uniform Transfer of Students

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

a. Uniform Transfer of Credits in Middle School

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

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

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

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

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

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

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

b. Uniform Transfer of High School Credits

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

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

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

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

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

c. Suwannee County School District – Portfolio Evaluation Procedures

Portfolio Validation: The school shall convene a review committee which may consist of the assistant principal with curriculum responsibilities; the guidance counselor; the principal or designee; the student and, if requested by the school, the district curriculum specialist(s) in the particular content area(s). The student shall present a work portfolio. In it will be demonstrations of standards, content mastery, test scores, products and/or projects. The review committee shall interview the student, discuss accomplishment of course outcomes and review mastery exhibits. The committee shall then do one of two things:

1. Award the credit and verify the grade based on the interview and review of the portfolio, or
2. Require that the student demonstrate mastery on an end-of-course assessment used at the school or published commercially. If a student takes and demonstrates mastery on an end-of-course assessment, credit shall be awarded. If a student does not demonstrate mastery, credit shall be withheld.
3. Written review of the criteria utilized for a given subject provided by the former school.

D. Attendance

School attendance in Florida is required by law according to Florida Statute 1003.21. All children between the ages of 6 (by February 1) and 16 are required to attend school regularly

during the entire school term. For specific information about attendance please see the Student Code of Conduct on the District website: www.suwannee.k12.fl.us/student-services

II. SPECIAL PROGRAMS

A. Home Education Student Participation

1006.15 F.S., 1002.41 F.S. Students registered in the home education program may participate in public school interscholastic and intra-scholastic extracurricular activities. However, public schools are under no obligation to provide home education students access to classes, programs, services, or other educational opportunities. Suwannee County School District allows for part-time attendance of home school students in on-campus classes when space and scheduling provides the opportunity. Part-time enrollment is not available for private school students.

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

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

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

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

For more information, visit FLDOE Office of Independent and Parental Choice Website at <http://www.fldoe.org/schools/school-choice/other-school-choice-options/home-edu>
To register for home education, contact the office of Home Education in the Suwannee County School District at <http://www.suwannee.k12.fl.us/index.cfm?p=home-education-information>

B. Hospital Homebound

Suwannee County School District
2020-2021 Secondary Student Progression Plan DRAFT

A homebound or hospitalized student is a student who has a medically diagnosed injury, a chronic physical/psychiatric condition, or has repeated intermittent illness due to a persisting medical problem. The condition, illness or medical problem confines the student to home or hospital and restricts activities for an extended period. A physician licensed in the state of Florida makes the medical diagnosis. "A physician licensed in the state of Florida" as used in this rule, is one who is qualified to assess the student's physical or mental condition. Students are dismissed from the program when the physician recommends that the student no longer requires participation in the program and is ready to return to school.

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

Hospital/homebound students are eligible for the FSA/FSAA waiver only if they have been found eligible for special education services through an eligible disability program in addition to hospital/homebound. For additional information on the SCSD hospital homebound program, please contact the Office of Student Services at (386) 647-4608.

C. Virtual Instruction Program

1. Full-Time Virtual Participation

a. Suwannee Virtual School (SVS)

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

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

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

Virtual schools will progress monitor language arts students scoring below grade level on the state reading assessment as written in the districts progress monitoring plan. (State Board Rule 6A-6.054)

2. *Part-Time Virtual Participation*

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

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

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

These guidelines are:

- The first time a student enrolls in a virtual course, only one course may be approved.
(Part-time virtual)
- In order to be approved for a second online course, the student must have successfully completed their first course online.
- No more than 2 virtual courses can be approved for summer completion unless requested by school administration.
- If a student is unsuccessful in a virtual course, he/she must wait until the next school year to be approved for another attempt at an online course.
- Due to the amount of independent reading in virtual courses, It is strongly suggested (but not required) that students have a 2.0 or higher GPA OR a score of level 3 on the state reading assessment to enroll in an off-campus virtual course.
- A student may not be enrolled in the same course online and at the traditional school at the same time.
- A student may not withdraw from a traditional course outside of the drop/add window and request placement in an online course without extenuating circumstances and permission from the school principal.

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

b. Virtual/Online Course Graduation Requirement

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

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

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

c. Virtual Learning Lab Options

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

Students must meet with school counselor to determine if placement in a virtual course is academically appropriate for the student based on course prerequisites, the student's academic history and age and appropriateness of the course for the student's learning path. All courses must be approved by the counselor. See the Part-Time Virtual Enrollment section for additional information and guidelines.

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

d. Credit Recovery Lab Options

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

- who are not on schedule to graduate with their cohort – short in credits,
- with a GPA below a 2.0 – in danger of not graduating, or

- who meet one or more of the grade forgiveness criteria.

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

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

D. Foreign Exchange Program

The following guidelines have been established for foreign exchange students:

- All foreign exchange students shall be assigned to grade 11 and must complete a Home Language Survey.
- No foreign exchange students shall receive a Suwannee County high school diploma nor participate in the graduation ceremony.
- Specific courses shall be provided to foreign exchange students on a space available basis.
- It is recommended that foreign exchange students take U.S. History and English classes.
- Foreign exchange students may be eligible to participate in sports and activities provided they meet Florida High School Athletic Association (FHSAA) or a sponsoring organization's rules and regulations.
- Foreign exchange students are subject to all school and district rules and regulations.
- Host parents must accept all responsibilities for foreign exchange students including, but not limited to, conferences with school staff.
- High schools may limit the number of foreign exchange students they admit based on class size and/or total student enrollment.
- Foreign exchange students must be fluent in English prior to enrollment; therefore they should not be tested for qualification of ESOL service.
- Tuition may be charged for the enrollment of foreign exchange students. Foreign students who have received a high school diploma, or its equivalent, in their home country are not eligible to be foreign exchange students.
- Foreign exchange students shall not be credit earning students and are admitted as cultural experience students only.

III. CURRICULUM AND INSTRUCTION

A. Middle School Program

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

Middle School course requirements are specified in Florida Statute 1003.4156.

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

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

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

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

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

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

Three middle grades or higher courses in social studies.

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

and inaccuracies the commissioner identifies in state-adopted materials must be corrected pursuant to s. 1006.35. After consulting with such entities and individuals, the commissioner shall review the current state-approved civics education course instructional materials and the test specifications for the statewide, standardized EOC assessment in civics education and shall make recommendations for improvements to the materials and test specifications by December 31, 2019. By December 31, 2020, the department shall complete a review of the statewide civics education course standards.

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

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

Three middle grades or higher courses in science.

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

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

The course must be Internet-based, customizable to each student, and include research-based assessments to assist students in determining educational and career options and goals. In addition, the course must result in a completed personalized academic and career plan for the student that may be revised as the student progresses through middle school and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report under s. 445.07. The required personalized academic and career plan must inform students of high school graduation requirements, including a detailed explanation of the requirements for earning a high school diploma designation under s. 1003.4285; the requirements for each scholarship in the Florida Bright Futures Scholarship Program; state university and Florida College System institution

admission requirements; available opportunities to earn college credit in high school, including Advanced Placement courses; the International Baccalaureate Program; the Advanced International Certificate of Education Program; dual enrollment, including career dual enrollment; and career education courses, including career-themed courses, pre-apprenticeship and apprenticeship programs, and course sequences that lead to industry certification pursuant to s. 1003.492 or s. 1008.44.

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

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

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

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

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

1. Course Placement

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

2. High School Credit in Middle School

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

Students taking Algebra I, Geometry, or Biology or an equivalent high school course in middle school must take the designated End-of-Course (EOC) assessment and the EOC score must be

utilized as 30% of the final grade in the course. Passing the Algebra I EOC assessment is a high school graduation requirement.

Middle school students earning high school credit shall simultaneously be credited with meeting the requirements for the appropriate corresponding pre-grade 9 courses.

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

3. *Middle School Mid-Year Promotion*

Mid-Year Promotion of Retained Students from 6th to 7th or 7th to 8th

In middle school, mid-year promotion is defined as promotion of a retained student at any time during the year of retention once the student has successfully completed the four (4) core grade academic requirements (language arts, mathematics, science, social studies) of the preceding grade level. Student grade level classification at the end of the first semester will determine which grade level of the state assessment is administered.

Parents interested in mid-year promotion options in middle grades should contact the school counselor for options in scheduling.

4. *Middle Grades Retention*

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

B. High School Program

1. *Course Placement*

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

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

a. Course Drop/Add Procedures

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

b. Course Prerequisites

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

c. Enrollment in Sequential Courses

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

2. *High School Credit*

a. Definition of High School Credit

Florida Statute 1003.436 (1)(a)(b) defines one high school credit as a minimum of 135 hours of bona fide instruction in a designated course of study which contains student performance standards. Courses taught in a block must contain a minimum 120 hours of bona fide instruction in a designated course of study.

b. Credit Acceleration Program

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

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

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

The requirements and eligibility process is as follows:

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

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

3. *Grade Averaging for Credit*

Florida Statute 1003.436 (2) - The school district maintains a one-half (.5) credit earned system; full courses will reflect two .5 credit awards. A student enrolled in a full-year course will receive one-half (.5) credit if the student successfully completes either the first or second half of the course but fails the other half and the averaging of the grades obtained in each half would not result in a passing grade.

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

A full-year course of study may be completed in one semester in block classes and in certain dual enrollment classes.

Students must meet additional School Board requirements successfully, such as class attendance, and other indicators of performance. Course averaging for the purposes other than for course pass/fail shall be the responsibility of the parent and student to request course semester averaging.

4. *College Credit by Examination*

According to Florida Statute 1007.27(6), college credit by examination is the program through which postsecondary credit is earned based on the receipt of a specified minimum score on nationally standardized general or subject area examinations (AP, IB, AICE).

Minimum scores required for an award of credit in Florida institutions are stated by the Florida State Board of Education in the statewide articulation agreement. There is no guarantee that a college will accept credits earned through this program.

5. *Volunteer and Non-Academic Activity Credit*

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

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

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

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

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

6. *Community Service*

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

- generally does not include explicit learning objectives or organized reflection or critical analysis activities,
- may include activities that take place off of school grounds or may happen primarily within the school,
- may be carried out as school-wide events, separately organized school programs, or projects conducted by school-sponsored clubs (i.e., Girls/Boys Clubs, National Honor Society), and
- may not be earned for service required as part of a court action.

Examples of community service activities could include cleaning up a local park, visiting the elderly, or collecting and distributing food to those in need.

The hours that a high school student devotes to the Florida Debate Initiative, also known as the Central Florida Debate Initiative, the YMCA Youth and Government program, the American Legion Boys State program, the American Legion Girls State program, or other similar programs approved by the commissioner shall count towards the service work requirement for the Florida Bright Futures Scholarship Program. F.S. 1003.44

C. Honors and Advanced Courses of Study

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

1. Honors or Advanced Course Definition

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

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

2. Honors or Advanced Course Placement

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

- Grades - A grade of C or better in the previous honors course. Students earning a grade of A in the previous standard course may be recommended for honors course placement. Teachers will conference with students to offer guidance for appropriate placement.
- State Assessment - Level 4 or 5 (above grade level) in appropriate area on Mathematics for placement in honors mathematics and science classes on Reading for placement in honors English, social studies or foreign language.

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

Parents may discuss a placement with school officials and ask for an explanation of the placement, and they may review the evidence the school used to make the placement. The

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

3. Dropping Honors or Advanced Courses

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

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

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

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

D. Advanced Placement

Florida Statute 1007.27(5) provides for Advanced Placement (AP) as the enrollment of an eligible secondary student in an Advanced Placement course administered by the College Board. Students are **expected** to take an AP exam at the end of each AP course.

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

E. Dual Enrollment/Early Admission

Florida Statute 1007.27 governs Dual Enrollment. The dual enrollment program is defined as enrollment of an eligible secondary student or home education student in a postsecondary course, or courses, creditable toward high school completion and a career certificate or an associate or baccalaureate degree. Through an articulation agreement, SCSD students attend dual enrollment courses at a district approved institution. SCSD is currently zoned under North Florida College. Students through appropriate waiver may petition to attend other institutions.

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

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

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

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

1. *Dual Enrollment - Prerequisites*

- Students must first meet district qualifications for honors course placement to be considered for dual enrollment or early admission.
- Students must demonstrate readiness for college-level coursework if the student is to be enrolled in college courses. Students in grades 11 and 12 must have passed their state assessments required for graduation to be considered college-ready.
- Career dual enrollment is limited to students enrolled in courses/programs leading to industry certification.
- Students must have a 3.0 unweighted GPA for college credit dual enrollment or early admission courses, or a 2.0 unweighted GPA for career non-college-credit certificate courses.
- Exceptions to the required GPAs may be granted if the school and community college agree and the terms of the agreement are contained within the dual enrollment articulation agreement.

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

To continue participation in career certificate dual enrollment courses, students must maintain a 2.0 unweighted high school GPA.

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

2. Dual Enrollment - Qualifying Placement Test Scores

English Composition (ENC 1101), Math-Intermediate Algebra (MAT 1033), and/or Math-College Algebra (MAC 1105)

ACT		CPT	
Reading	19	Reading	83
English	17	Sentence Skills	83
Math – Intermediate Algebra	19	Elementary Algebra	72
Math – College Algebra and above	21	Math	85
SAT		PERT	
Critical Reading	440	Reading	106
Math – Intermediate Algebra	440	English	103
Math – College Algebra and above	440	Math – Intermediate Algebra	114
		Math – College Algebra and above	123

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

3. Dual Enrollment – Process for Enrollment

High Schools will notify students and parents of the registration windows and information necessary for enrollment.

Students are responsible for obtaining information and returning applications to the high school counselor by the specified date each term. The high school counselor will submit the dual enrollment applications to the appropriate Dual Enrollment Coordinator at the college. STUDENTS MUST REGISTER THROUGH THEIR SCHOOL COUNSELORS.

Deadlines for dual enrollment are annually published in the SCSD/NFC Articulation Agreement and are available in school guidance offices.

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

4. *Dual Enrollment - Student Materials*

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

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

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

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

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

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

5. *Dual Enrollment - Transportation*

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

6. *Dual Enrollment and Graduation*

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

7. Enrollment in College Courses for College Credit Only

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

8. Career Dual Enrollment

Students may also participate in career dual enrollment for courses that will lead to an industry certification. Many industry certifications will articulate to college credit toward a degree. A listing of articulated industry certifications may be found at <http://www.fldoe.org/academics/career-adult-edu/career-technical-edu-agreements/industry-certification.shtml>

9. Sentinel Scholars Program at North Florida College

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

To qualify, the student must be entering 9th grade in 2019-2020 and have met entrance requirements. For more information, contact the school principal or school counselor.

F. Career Academies

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

Students may receive a standard high school diploma with merit designation upon passing at least one industry certification in a career-themed course. Students that earn scholar designation may also earn merit designation under diploma guidelines. Industry certification where appropriate and, often, postsecondary credit may apply where applicable articulation agreements exist. Each career academy shall use existing infrastructure whenever possible and shall include, at a minimum, the following:

- student awareness of available career programs and the corresponding occupations into which such programs lead,

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

The Career Academy model must contain three critical structural elements:

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

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

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

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

- provide a rigorous, standards-based academic curriculum integrated with a career curriculum,
- enhance each student's capacity to excel,
- include an emphasis on work habits and work ethics,
- include one or more partnerships with postsecondary institutions, businesses, industry, employers, economic development organizations, or other appropriate partners from the local community,
 - provide creative and tailored student advisement, including parent participation and coordination with middle schools, to provide career exploration and education planning,
 - provide a career education certification on the high school diploma,
 - provide instruction in careers designated as high growth, high demand, and high wage by the local Workforce Development Board, Chamber of Commerce and/or program advisory committees,

- Deliver academic content through instruction relevant to the career, including intensive reading and mathematics intervention with an emphasis on strengthening reading for information skills,
- offer applied courses that combine academic content with technical skills,
- provide instruction resulting in competency, certification or credentials in workplace skills, including, but not limited to, communication skills, interpersonal skills, decision making skills, the importance of attendance and timeliness in the work environment and work ethics.

Such partnerships must provide opportunities for:

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

G. School-to-Work Transition

All schools (elementary, middle, and high) shall document the manner in which they have prepared students to enter the workforce, including information regarding the provision of accurate, timely career and curricular counseling to students. This information shall include a delineation of available career opportunities, educational requirements associated with each career, educational institutions that prepare students to enter each career, and student financial aid available to enable students to pursue any postsecondary instruction required to enter that career. Schools shall also delineate school procedures for identifying individual student interests and aptitudes which enable students to make informed decisions about the curriculum that best addresses their individual interests and aptitudes while preparing them to enroll in postsecondary education and enter the workforce.

Beginning in grade 6, this information shall include recommended high school coursework that prepares students for post-secondary success. The information shall be made known to parents and students annually through inclusion in the school's handbook, manual, or similar documents or other communications regularly provided to parents and students.

H. Course Credit Substitutions and Exemptions

1. Interscholastic Sports Substitution

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

2. JROTC Substitution

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

a. Physical Education/HOPE Waiver

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

b. Fine and Performing Arts/Practical Arts Waiver

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

3. Practical Arts Courses Substitutions

Some Practical Arts courses may be used to meet the Arts High School Graduation Requirement. 1003.428(2)(a)5 F.S. The current list is available at <http://www.fldoe.org/core/fileparse.php/7746/urlt/1920PACourses.pdf>

4. Career Education Course Substitutions

Students may substitute up to two credits in each of the non-elective subject mathematics and science. The career program that is substituted for a non-elective academic course shall be funded at the level appropriate for the career education program. Career education course substitutions will not count toward state university system admission requirements. Specific information on career course substitutions can be found in the Florida Course Code Directory at <http://www.fldoe.org/articulation/CCD/1314.asp>.

5. Computer Science Course Substitutions

High school computer science courses of sufficient rigor, as identified by the commissioner, such that one credit in computer science and the earning of related industry certifications

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

High school computer technology courses in 3D rapid prototype printing of sufficient rigor, as identified by the commissioner, such that one or more credits in such courses and related industry certifications earned may satisfy up to two credits of mathematics required for high school graduation with the exception of Algebra I. Computer technology courses in 3D rapid prototype printing and related industry certifications that are identified as eligible for meeting mathematics requirements for high school graduation shall be included in the Course Code Directory. F.S. 1007.2616

6. *Credit in English and World Language for Transfer Students*

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

7. *Florida Gold Seal CAPE and Vocational Scholarships*

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

I. *Assessment*

1. *State Assessments*

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

End of course assessments (EOC) in Algebra I, Geometry, Biology 1, US History, and M/J Civics are also assessed when the course is completed and the score earned is 30% of the final grade in the course. See the graduation chart in the appendix to clarify which cohorts are required to pass which assessments, and when each assessment contributes to 30% of the course grade.

2. Concordant and Comparative Scores for State Assessment

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

Concordant Scores for Grade 10 Reading or ELA Assessment

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

Beginning with students who entered grade 9 in the 2018-19 school year, students and adults who have not yet earned their required passing score on the Grade 10 FSA ELA Assessment, may meet this testing requirement to qualify for a high school diploma by earning a concordant passing score on the EBRW section of the SAT or the average of the English and Reading subject test scores for the ACT. For eligible students, the concordant passing scale score for the SAT EBRW shall be a score equal to or greater than four hundred and eighty (480) on the 200 to 800 scale, and the concordant passing scale score for the average of the English and Reading subject test scores on the ACT shall be a score equal to or greater than eighteen (18) on the 1 to 36 scale. For the ACT, if the average of the two subject test scores results in a decimal of .5, the score shall be rounded up to the next whole number. The scores for the English and Reading subject tests on the ACT are not required to come from the same test administration.

Comparative Scores for the Algebra I EOC Assessment

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

than ninety-seven (97) on the 50 to 150 scale. Eligible students may also use the new comparative scores set below.

Beginning with students who entered grade 9 in the 2018-19 school year, students and adults who have not yet earned their required passing score on the Algebra 1 EOC assessment, may meet this testing requirement to qualify for a high school diploma by earning a comparative passing score on the Math section of the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), the SAT or the ACT. For eligible students, the comparative passing scale score shall be a score equal to or greater than four hundred and thirty (430) on the 160 to 760 scale for the PSAT/NMSQT Math section, four hundred and twenty (420) on the 200 to 800 scale for the SAT Math section or equal to or greater than sixteen (16) on the 1 to 36 scale for the ACT Math section.

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

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

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

3. Assessment - Dependent Children of Military Personnel

Florida Statute 10003.36 - A dependent child of a member of the United States Armed Forces who enters a district school in grade 12 from out of state or out of country and provides satisfactory proof of attaining a score on an approved alternate assessment that is concordant to a passing score on the grade 10 state assessment, shall satisfy the assessment requirement for a standard high school diploma.

Suwannee County School District
2020-2021 Secondary Student Progression Plan DRAFT

4. PSAT Assessment for all 8th, 9th, and 10th Graders

Each secondary school provides for the administration of the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) to all enrolled grade 8, 9 and 10 students. However, a written notice shall be provided to each parent that shall include the opportunity to exempt his or her child from taking the assessment.

5. Assessment Opportunities for Home Education Students

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

6. Assessment Opportunities for Private School Students

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

7. Assessment and Transfer Students

Algebra I Transfer Requirement - Florida Statute 1003.4282 (7) allows beginning with the 2012-2013 school year, if a student transfers to a Florida public high school from out of country, out of state, a private school, or a home education program and the student's transcript shows a credit in Algebra I, the student must pass the statewide, standardized Algebra I EOC assessment in order to earn a standard high school diploma unless the student earned a comparative score, passed a statewide assessment in Algebra I administered by the transferring entity, or passed the statewide mathematics assessment the transferring entity uses to satisfy the requirements of the Elementary and Secondary Education Act.

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

Other EOC Requirements to Award Credit - If a transfer student's transcript shows a final course grade and course credit in Algebra I, Geometry, Biology I, or United States History, the transferring course final grade and credit shall be honored without the student taking the requisite statewide, standardized EOC assessment and without the assessment results constituting 30 percent of the student's final course grade.

J. Remediation and Intensive Requirement for Secondary Students

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

1. Intensive Instruction Definition

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

- diagnosis/prescription targeted to specific skill development,
- variety of opportunities for repetitions,
- smaller chunks of text or content,
- guided and independent practice,
- skill development and practice integrated into all activities,
- frequent monitoring, and
- criterion-based evaluation of success.

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

2. Content of Remedial Instruction

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

3. Length of Remediation

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

4. Placement in Intensive Reading

For each year in which a student scores below grade level on the state reading assessment, the following year the student may be enrolled in an intensive reading course or a content area

course in which reading strategies are delivered. The determination shall be made by diagnosis of reading need by the student's teachers and school personnel considering previous state reading performance. Intensive Reading courses shall be designed and offered pursuant to the District's Reading Plan. Please refer to <http://www.fldoe.org/academics/standards/just-read-fl/>

5. Placement for Math Remediation

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

6. Parent Refusal for Remediation

The school district has the authority and responsibility to advise a student's course of study. Statute requires a school to develop an MTSS plan in consultation with the parent, but it does not require parental approval, nor does it give the parent the right to veto an MTSS plan. The school is held accountable for the student's success and may implement an MTSS plan without a parent's approval. Students whose progress monitoring is an IEP, however, must have parent approval of the plan.

If the parent refuses to participate in the remedial strategies detailed in the MTSS because he or she believes the strategies are unnecessary or inappropriate, the parent may appeal to the principal. Consistent with school board rules and in accordance with state statute [1012.28(5) F.S.], the Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes.

For more specific requirements, refer to the District's Reading Plan located at www.justreadflorida.com.

7. College Readiness - PERT

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

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

Regardless of postsecondary preparatory requirements, students must also meet all other graduation requirements. The purpose of the postsecondary preparatory instruction requirement is (1) to prepare students for entry level college credit courses as well as gainful employment and (2) to reduce the number of high school graduates needing college remediation before enrolling in college-level courses.

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

Placement Assessment	Standard Score
Florida Postsecondary Education Readiness Test (PERT)	
Reading	106
Writing	103
Math	114
ACCUPLACER, The College Board (CPT)	
Reading Comprehension	83
Sentence Skills	83
Elementary Algebra	72
SAT, The College Board – BEFORE March 1, 2016	
Critical Reading	440
Mathematics	440
SAT, The College Board – AFTER March 1, 2016	
Reading Test	24
Writing and Language Test	25
Math Test	24
ACT with Writing or ACT, Inc.	
Reading	19
English	17
Mathematics	19
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Through March 2017	
Demonstrates readiness for college-level coursework in reading and writing	262

Reading/Writing/Mathematics for College Success are semester courses that have been developed to support the postsecondary preparatory instruction requirement. They align with the highest level of developmental education courses offered by Florida College System institutions and the Postsecondary Readiness Competencies.

Students who demonstrate readiness by achieving the minimum test scores established by the State Board and enroll in a Florida College System institution within two years of achieving such scores shall not be required to retest or enroll in remediation when admitted to any Florida College System institution.

Academic credit courses to prepare students for college success include:

- Reading for College Success (1008350) - .5 credit semester course
- Writing for College Success (1009370) - .5 credit semester course
- English 4: College Prep (1001405) – 1 credit year long course.
- Math for College Readiness (1200700) – 1 credit year long course.

To eliminate adding additional graduation requirements, schools could schedule students for English IV: Florida College Prep (1001405), a 1 credit high school course which may be used as one of the four English courses required for graduation.

K. Progress Monitoring

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

The three types of progress monitoring from which to choose are as follows:

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

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

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

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

IV. GRADING AND NOTIFICATION PROCEDURES

A. Reporting Student Progress

1. Report Cards

Florida State 1003.33 - Report cards provide the student and the student's parents with an objective evaluation of scholastic achievement with indicators of progress. Report cards shall clearly depict and grade the following:

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

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

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

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

Report cards shall be issued at the end of each grading period on uniform dates as adopted annually on the official school year calendar. Grades shall be issued to all students in attendance. Students transferring into the district after the midpoint of a reporting period may be assigned grades based on records/grades from the sending school.

Florida Statute 1003.33 states that District school boards shall not allow schools to exempt students from academic performance requirements based on practices or policies designed to encourage student attendance. A student's attendance record **may not** be used in whole or in part to provide an exemption from any academic performance requirement.

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

2. Notification of Progress – Interim Reports

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

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

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

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

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

B. Middle and High School Grading System

1. Grading Scale

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

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

2. Grade Weighting

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

3. High School Grade Calculation

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

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

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

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

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

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

4. Semester and Final Exams – Grades 6-12

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

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

C. Grade Forgiveness

1. Forgiveness of High School Credit taken in Middle School

Florida Statute 1003.4242 (5) Middle school students who have taken high school courses may receive grade forgiveness if they have earned a grade or the numerical equivalent of a C, D or F. In such cases, the district will allow the replacement of the grade with a grade or the numerical equivalent of a C or higher, earned subsequently in the same or comparable course.

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

For a grade of A or B, the course and grade cannot be forgiven; it will appear on the student's high school transcript, and will be used in the calculation of high school grade point average and for Bright Futures. (Section 1003.4282(5), F.S.)

2. Grade Forgiveness for High School Students 1003.428 (5) F.S.

Florida Statute 1003.4242 (5) requires a cumulative 2.0 GPA to graduate.

Forgiveness policies for required courses shall be limited to replacing a grade of D or F, or their numerical equivalent, with a grade of C or higher, or its numerical equivalent, earned

subsequently in the same or comparable course. Forgiveness policies for elective courses shall be limited to replacing a grade of D or F, or their equivalent, with a grade of C or higher, or its equivalent, earned subsequently in another course. Any course credit not replaced according to the district's forgiveness policy shall be included in the calculation of the cumulative GPA required for graduation.

3. *Grade Forgiveness using State Assessments*

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

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

D. National Collegiate Athletic Association (NCAA)

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

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

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

E. Parent/Student/Teacher Notifications and Public Reporting

1. *Notification of Student Retention*

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

2. *Notification of Student Declaration to Withdraw from School*

A student who attains the age of 16 years during the school year is not subject to compulsory school attendance beyond the date upon which he or she attains that age if the student files a formal declaration of intent to terminate school enrollment with the district school board. The

declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and must be signed by the student and the student's parent.

The following steps must also be taken:

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

3. Notification of Students on Community Control

If a juvenile on community control attends a regular educational school program, then the identity of the juvenile and the nature of the felony offense shall be made known to each of the student's teachers and appropriate district staff. District level personnel shall notify the principal of any student who has been charged with a criminal offense.

4. Public Notification of Student Progress

Florida Statue 1008.25 states that the district shall publish annually in the local newspaper, and report in writing to the State Board of Education by September 1 of each year when the information has been made available by the state, the following information on the prior school year:

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

5. Notification of Student's Annual Progress

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

6. *Notification of Remediation*

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

7. *Notification of Assignment to Remedial Classes in Middle School*

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

V. GRADUATION

A. Early High School Graduation

Florida Statute 1003.4281 provides students with the option of early graduation and receipt of a standard high school diploma if the student earns 24 credits and meets the graduation requirements set forth in s. 1103.4282. "Early Graduation" means graduation from high school in less than 8 semesters. Suwannee County School District will not prohibit a student who meets the requirements from graduating early.

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

If eligible for Bright Futures Scholarship under ss. 1009.53-1009.538, a student who graduates from high school midyear may receive an initial award in the spring term following the student's graduation.

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

B. Standard High School Diploma

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

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

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

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

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

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

1. 24-Credit Program

As explained in Florida Statute 1003.4282, this standard Florida graduation program takes the traditional four years to complete high school and requires students to take at least 24 credits in core content areas. Foreign language credit is not required for this program, although it is recommended for Florida college preparation and is required for admission to Florida's state universities.

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

4 Credits of English Language Arts (ELA)
<ul style="list-style-type: none"> ○ ELA I, II, III, IV ○ ELA honors, AP, AICE, IB, and dual enrollment courses may satisfy this requirement.
4 Credits of Mathematics
<ul style="list-style-type: none"> ○ One of which must be Algebra I ○ One of which must be Geometry ○ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry)
3 Credits of Science
<ul style="list-style-type: none"> ○ One of which must be Biology I ○ Two of which must be equally rigorous science courses ○ Two of the three required credits must have a laboratory component. ○ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I). ○ An identified rigorous computer science course with a related industry certification substitutes for up to one science credit (except for Biology I).
1 Credit Fine and Performing Arts, Speech and Debate, or Practice Arts
1 Credit Physical Education – to include the integration of health
8 Elective Credits
1 Online Course Within the 24 Credits

2. Standard High School Diploma Designations

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

a. Scholar Designation

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

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

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

b. Merit Designation

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

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

3. Florida Seal of Biliteracy Program

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

a. Gold Seal of Biliteracy

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

- Earns four foreign language course credits in the same foreign language with a cumulative 3.0 GPA or higher on a 4.0 scale

- Earns a score of Level 4 or higher on the Grade 10 English Language Arts (ELA) Florida Standards Assessment (FSA)
- Achieves a qualifying score on a foreign language assessment
 - SAT Subject Test – 700 or higher
 - CLEP Level 1 Language Exam – Spanish (63 or higher), French (59 or higher), German (60 or higher)
 - IB Language Exam – 5 or higher
 - AP Language Exam – 4 or higher
 - AICE Subject Test – A, B, C, D,
 - ASLPI – 4 or higher
 - SLPI:ASL – Advanced Plus or higher
 - ACTFL Assessment/Interview – Advanced Low or higher
 - STAMP4S – Advanced Low or higher
 - ALIRA – I-5 or higher
- Additional information on alternative requirements to testing have been provided by the State Board of Education at www.fldoe.org

b. Silver Seal of Biliteracy

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

- Earns four foreign language course credits in the same foreign language with a cumulative 3.0 GPA or higher on a 4.0 scale
- Achieves a qualifying score on a foreign language assessment
 - SAT Subject Test – 600 or higher
 - CLEP Level 1 Language Exam – Spanish (50-62), French (50-58), German (50-59)
 - IB Language Exam – 4 or higher
 - AP Language Exam – 3 or higher
 - AICE Subject Test – A, B, C, D, or E
 - ASLPI – 3 or higher
 - SLPI:ASL – Intermediate Plus or higher
 - ACTFL Assessment/Interview – Intermediate Mid or higher
 - STAMP4S – Intermediate Mid or higher
 - ALIRA – I-2 or higher
- Additional information on alternative requirements to testing have been provided by the State Board of Education at www.fldoe.org

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

4. *Three-Year 18-Credit ACCEL Program*

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

- 1 credit in physical education is not required
- 3 electives are required (instead of 8)
- 18 total credits minimum (student may earn additional credits)
- No online course is requirement

5. *Additional 18-Credit Graduation Program Guidelines*

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

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

A student who graduates early must comply with district school board rules and policies regarding access to the school facilities and grounds during normal operating hours. F.S. 1003.4281 (3)

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

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

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

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

Selection of an accelerated high school graduation program may be completed by a student at any time and is entirely up to the student and parent/guardian. 1003.4295, F.S.

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

- Designated school personnel shall meet with each student and the student's parent/guardian to provide an explanation of the relative requirements, advantages, and disadvantages of this graduation option. This explanation may be presented at school-wide parent/student meeting nights and/or open house functions.
- The student shall submit to the guidance counselor a signed parental consent to enter the three-year accelerated graduation program.
- The student shall have met the state assessment requirements for graduation

6. Career and Technical Education Pathway to Graduation

Beginning with the 2019-2020 school year, a student is eligible to complete an alternative pathway to earning a standard high school diploma through the Career and Technical Education (CTE) pathway option. F.S. 1003.4282

Receipt of a standard high school diploma awarded through the CTE pathway option requires the student's successful completion of at least 18 credits.

A student completing the CTE pathway option must earn at least a cumulative grade point average (GPA) of 2.0 on a 4.0 scale.

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

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

7. High School Equivalency Diploma Program (GED)

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

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

Candidates who receive an age waiver, due to extraordinary circumstances, must be at least 16 years of age on the date of the examination. No person under the age of 16 may take the GED examination. Applicants must obtain an Age Waiver Application for GED Testing from the Adult Education Department at RIVEROAK Technical College (386) 647-4200.

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

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

C. High School Diplomas for Honorably Discharged Veterans

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

D. Graduation Requirements for Grade 11/12 Transfer Students

1. Florida Statute 1003.433 specifies that grade 11 and grade 12 students who enter a district high school from out-of-state or from a foreign country shall not be required to spend additional time in a district high school in order to meet the high school course requirements of the school district, if the student has met all the requirements of the district, state, or country from which they transferred. Such students who are not proficient in English shall receive immediate and intensive instruction in English language acquisition. Transfer students, however, must earn a 2.0 cumulative GPA and pass the grade 10 FSA or concordant scores with score levels to receive a standard diploma.

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

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

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

E. Military Dependent Transfer Students

Florida Statute 1000.36 - The Interstate Compact on Educational Opportunity for Military Children specifies what local the education agency (LEA) must do to facilitate the on-time graduation of children of military families in Article VII:

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

F. High School Graduation Awards

1. Valedictorian and Salutatorian Awards

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

- Student must qualify to receive a standard high school diploma with scholar designation, beginning with students entering 9th grade during the 2014-2015 school year.
- Senior class rank (Valedictorian & Salutatorian inclusive) shall be based on a 4.0 unweighted grade point average on all courses taken for high school credit to two decimal places unrounded.
- Calculations of GPAs for valedictorian and salutatorian shall be based upon coursework completed by the last day of the school year.
- Students graduating from a three-year 18 Credit Graduation Program are eligible for Valedictorian and Salutatorian status.
- Must complete the necessary coursework and test requirements to potentially qualify for Bright Futures Scholarship Awards at the Florida Academic or Medallion levels.
- Must be enrolled the entire year of graduation (includes early admission and school board approved courses provided through virtual instruction programs)
- Must earn credit in the following honors/advanced level courses:
 - (4) English

- (4) Math
- (3) Science
- (3) Social Studies
- (2) Credits in the same Foreign Language

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

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

2. Honors Graduates

If a school chooses to delineate honor graduates, the following criteria shall be used based on unweighted grade point average (GPA) calculated on coursework completed by the last day of the school year:

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

3. Florida Bright Futures Scholarship Program

In 1997, the Florida Legislature created the Florida Bright Futures Scholarship Program and declared it the first education program funded each year from the Florida Lottery. This scholarship program rewards students for their academic achievements during high school by providing funding for them to pursue further educational and career goals. The State Legislature votes on the program each year. As a result, changes often occur in the program. Additional information is available on the Florida Department of Education web site at <http://www.floridastudentfinancialaid.org/ssfad/bf/> or toll-free: 1-888.827-2004.

G. Certificate of Completion

Florida Statute 1003.4282 (6) (c) - Students who are unable to meet graduation requirements for a Standard 24 credit diploma will receive a Certificate of Completion. A Certificate of Completion is not a diploma. It certifies that a student attended high school but did not meet all graduation requirements for a diploma. A certificate of completion may be awarded to students in the three-year, 18-credit graduation program.

A standard Certificate of Completion shall be awarded to a student who completes standard graduation course requirements but is unable to:

1. earn a passing score state assessments as designated by the Florida Department of Education, or a passing score on a standardized test that is concordant with passing scores on the assessment See the Assessment section for listing of concordant scores,
2. achieve a cumulative grade point average of 2.0 or higher, or
3. complete all other requirements as prescribed by the School Board.

A student who has received a standard Certificate of Completion, who subsequently meets the requirements for a standard diploma, shall be awarded a standard diploma whenever the requirements are completed. Students shall be withdrawn using a code of W8.

H. Participation in the Graduation Ceremony

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

- completion of all graduation requirements (student will receive diploma),
- meet requirements for a Certificate of Completion

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

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

I. Military Dress at Graduation

A school may not prohibit a student from lawfully wearing the dress uniform of any of the Armed Forces of the United States or of the state at his or her graduation ceremony. F.S. 1001.43(8)

VI. EXCEPTIONAL STUDENT EDUCATION

A. Eligibility and Programs

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

- Autism Spectrum Disorder
- Deaf or Hard of Hearing
- Developmentally Delayed
- Dual-Sensory Impaired
- Emotional/Behavioral Disability
- Gifted
- Hospital/Homebound
- Language Impaired
- Orthopedically Impaired
- Other Health Impaired
- Specific Learning Disabled
- Speech Impaired
- Traumatic Brain Injured
- Visually Impaired
- Intellectual Disability

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

<https://beessgsw.org/spp/institution/public>

B. Student Performance Goals and Objectives

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

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

C. Curriculum and Instruction

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

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

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

Students with disabilities who are receiving instruction based on the access point standards for students with significant cognitive disabilities will participate in the Florida Standards Alternate Assessment. IEP teams are responsible for determining whether a student with a disability will be instructed on the general Florida Standards, assessed with the FSA/EOC assessments or the Access Points Standards, and assessed with the Florida Standards Alternate Assessment (FSAA) as outlined in Rule 6A-1.0943 (4), Florida Administrative Code.

D. Reporting Student Progress

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

1. Report Cards and Grading

- A student's placement in an Exceptional Student Education Program may not be designated on the report card due to FERPA (Family Education Rights and Privacy Act).
- Students with disabilities must receive a report regarding progress toward IEP goals and objectives along with the report card.
- Students may not be discriminated against in grading because of their disability. Teachers may not unilaterally decide to use an individual grading system for a student with disabilities.
- A student with a disability shall not be penalized with a lower grade for using accommodations.

E. Assessment of Student Performance

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

1. State and Local Assessment

State Board rule 6A-1.0943, FAC provides the basis for accommodations to Florida's statewide assessment system for students with disabilities who have an IEP.

Students classified solely as gifted shall not receive any special test accommodations.

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

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

- Accommodations must be necessary for enabling the student to demonstrate knowledge, ability, skill or mastery.

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

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

2. *Alternate Assessment Guidelines*

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

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

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

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

c. State Board of Education Exemption

Upon receipt of a written request from the superintendent, the Commissioner may exempt an exceptional student or one who has been determined to be a person with a disability pursuant to Rule 6A-19.001(6), FAC, from meeting specific requirements for graduation, due to extraordinary circumstances which would cause the results of the testing to not represent the student's achievements, but rather reflect the student's impaired sensory, manual, speaking or psychological process skills. The written request must document the specific extraordinary circumstances, which prevents the students from meeting the requirements of Rules 6A01.0942 and 6A-1.095(4), FAC.

F. Standards and Promotion Criteria

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

1. Decisions regarding the promotion/retention of 3rd grade students with disabilities must be based on provision of S.1008.25 (5) (b), Florida Statutes. A small number of students with disabilities may be promoted if they meet requirements for good cause.
2. Decisions to promote are made by the principal based on the recommendation of the IEP Team. Participation in the regular state assessment program shall be available to all exceptional students. Articulation staffings shall be held on students moving from school to school (ex. PK-K, Elementary-Middle, Middle-High).

G. Graduation Requirements - Standard Diploma

A standard high school diploma will be awarded to students who meet the requirements as referenced in the secondary education section of this Student Progression Plan, demonstrate mastery of the State Performance Standards that apply, and pass such demonstrated test. In Rule 6A-.0312, FAC, School boards shall provide accommodations to basic courses, as necessary, to assure exceptional students the opportunity to meet the graduation requirements for a standard diploma. School boards shall modify vocational courses and programs of study,

as necessary, to assure exceptional students the opportunity to meet graduation requirements for a standard or a special diploma.

1. Accommodations to basic courses shall not include modifications to the curriculum frameworks or student performance standards. When modifying vocational courses, the particular outcomes and student performance standards, which a student must master to earn credit, must be specified on the student's individual educational plan.
2. Accommodations to basic or vocational courses may include any of the following:
 - a. The instructional time may be increased or decreased
 - b. Instructional methodology may be varied.
 - c. Special communications systems may be used by the teacher or the student.
 - d. Classroom and district test administration procedures and other evaluation procedures may be adjusted as specified in Rule 6A-1.0943, FAC., to accommodate the student's disability.
3. When making accommodations to basic courses, the school board shall use one of the following strategies:
 - a. Assignment of the exceptional student to an exceptional education class for instruction in a basic course with the same student performance standards as those required of non-exceptional students, or
 - b. Assignment of the exceptional student to a basic education class for instruction which accommodates the student's exceptionality.
4. The IEP team shall determine which of these strategies to employ based on an assessment of the student's needs and shall reflect this decision in the student's Individual Educational Plan. Course accommodations will be used to facilitate student participation in the general curriculum to the extent possible. At least one regular education teacher will be involved in IEP development and the determination of course accommodations.
5. Exceptional students enrolled in basic courses utilizing the strategy described in Rule 6A-0312(3)(a), FAC., shall be counted as exceptional student special program cost factors only if the class is being taught in a special program for exceptional students, by a qualified teacher in accordance with Rule 6A-1.0503, FAC.
6. Students failing the state assessment will be remediated and/or retested at the time designated by the state during the eleventh or twelfth grade. Juniors or seniors not passing the state assessment, but having successfully completed courses that meet standard diploma graduation requirements and whose abilities cannot be accurately

measured by the statewide assessment test, may meet waiver options as a requirement for a standard high school diploma. Waiver requirements include students:

- a. who are currently juniors or seniors in high school with an Individual Educational Plan (IEP),
 - b. who have met the graduation requirement of 24 academic credits with a cumulative 2.0 or better grade point average (GPA) and any other district requirements,
 - c. who have taken the state assessment at least once in the 10th grade and once in the 11th grade, but have not attained a passing score, and
 - d. For whom the Individual Educational Plan (IEP) team determines that the state assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations.
7. The State of Florida no longer offers an option of a Special Diploma for students with disabilities.

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

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

3 Credits Science		
<p>One of which must be Biology I, two of which must be equally rigorous science courses. Two of the three required credits must have a laboratory component.</p> <p>An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I).</p> <p>An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I).</p>	<p>Must earn credits for all of the courses listed in the first column.</p> <p>May substitute a CTE course with content related to science for one science credit (except for Biology I).</p>	<p>Must earn credits for all of the courses listed in the first column.</p> <p>May substitute access courses for general education courses.</p> <p>May substitute a CTE course with content related to science for one science credit (except for Biology I).</p>
3 Credits Social Studies		
<p>1 credit in World History</p> <p>1 credit in U.S. History</p> <p>.5 credits in U.S. Government</p> <p>.5 credits in Economics with Financial Applications</p>	<p>Must earn credits for all of the courses listed in the first column.</p> <p>May substitute a CTE course with content related to social studies for one social studies credit (except for U.S. History).</p>	<p>Must earn credits for all of the courses listed in the first column.</p> <p>May substitute access courses for general education courses.</p> <p>May substitute a CTE course with content related to social studies for one social studies credit (except for U.S. History).</p>

1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts**		
8 Elective Credits		
	Must include .5 credits in an employment based course. May include ESE courses.	May include employment based course/s.

1 Credit Physical Education to include the integration of health
1 Online course
Online course may be waived by IEP team.
Students must earn a 2.0 grade point average on a 4.0 scale and pass statewide assessments unless a waiver of assessment results is granted by the IEP team.

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

**Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory at <http://www.fldoe.org/policy/articulation/ccd/2020-2021-course-directory.shtml>

H. Types of Certificates

a. Certificate of Completion

A student who has met all requirements for graduation with a standard diploma with the exception of passing the state assessments or being granted a waiver shall be awarded a Certificate of Completion.

VII. ENGLISH for SPEAKERS of OTHER LANGUAGES (ESOL)

A. Placement

Students in the English for Speakers of Other Languages (ESOL) program are commonly referred to as English Language Learners (ELLs). ELLs shall be placed in appropriate courses designed to provide ESOL instruction in English and the basic subject areas of mathematics, science, and social studies. Upon enrollment, an ELL student must have verification of the DEUSS (date entered US Schools).

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

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

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

B. Assessment, Retention and Promotion

1. Assessment

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

2. Retention

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

3. Promotion in Grade 12

Florida Statute 1003.433(3) Students who have been enrolled in an ESOL program for less than two (2) years and have met all requirements for a standard high school diploma except for passing the grade 10 FCAT or having a concordant score may receive immersion English language instruction during the summer following their senior year (to the extent funding is

provided in the General Appropriations Act.) Students receiving such instruction are eligible to take the Florida Standards Assessments or other assessments that provide a concordant score.

C. Awarding of Credit

ELLs shall be given credit toward fulfilling graduation requirements in English for each English for Speakers of Other Languages (ESOL) English course completed satisfactorily. Credit shall also be given toward fulfilling graduation requirements for each basic subject area course completed satisfactorily through ESOL instruction.

APPENDIX

Required Instruction

Florida Statute, 1003.42 provides for required courses and instruction to ensure that students meet State Board of Education adopted standards. Most specifically, members of the instructional staff of the public schools, subject to the rules of the State Board of Education and the district school board, shall teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historic accuracy, **following the prescribed courses of study**, and employing approved methods of instruction.

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

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

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

All classes will provide appropriate instruction designed to ensure that students meet Florida Standards. Careers and vocational awareness will be integrated into the curriculum. Technology will be an integral tool in the elementary instructional program. Students will understand and utilize technology as a source of information and an application of data for problem-solving. Members of the elementary instructional staff shall use approved materials and resources to teach 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) The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.
- (h) The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the

enslavement experience, abolition, and the contributions of African Americans to society.
Instructional materials shall include the contributions of African Americans to American society.

(l) The elementary principles of agriculture.

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

(K) Kindness to animals.

(l) The history of the state.

(m) The conservation of natural resources.

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

(o) Such additional materials, subjects, courses, or fields in such grades as are prescribed by law or by rules of the State Board of Education and the district school board in fulfilling the requirements of law.

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

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

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

(s) A character-development program in the elementary schools, similar to Character First or Character Counts, which is secular in nature. Beginning in school year 2004-2005, the character-

development program shall be required in kindergarten through grade 12. Each district school board shall develop or adopt a curriculum for the character-development program that shall be submitted to the department for approval. The character-development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation. The character-development curriculum for grades 9 through 12 shall, at a minimum, include instruction on developing leadership skills, interpersonal skills, organization skills, and research skills; creating a resume; developing and practicing the skills necessary for employment interviews; conflict resolution, workplace ethics, and workplace law; managing stress and expectations; and developing skills that enable students to become more resilient and self-motivated.

(t) In order to encourage patriotism, the sacrifices that veterans have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Veterans' Day and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans when practicable.

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

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

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

American Founders' Month

Florida Statute 683.1455

The month of September of each year has been designated as "American Founders' Month". This allows the governor to issue a proclamation recognizing "America Founders' Month" and

urging various groups, including public and private educational institutions, to recognize and observe the month, inviting state, county and local governmental officials to participate.

Patriotic Programs

Florida Statute 1003.44

Suwannee County School District shall require:

- programs of a patriotic nature to encourage greater respect for the government of the United States and its national anthem and flag, subject always to other existing pertinent laws of the United States or of the state.
- When the national anthem is played, students and all civilians shall stand at attention, men removing the headdress, except when such headdress is worn for religious purposes.
- The pledge of allegiance to the flag, "I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all," shall be rendered by students standing with the right hand over the heart.
- The pledge of allegiance to the flag shall be recited at the beginning of the day in each public elementary, middle, and high school in the state.

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

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

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

If the material refers to laws or judicial decisions that have been superseded, the material must be accompanied by a statement indicating that such law or decision is no longer the law of the land.

No material shall be selected to advance a particular religious, political, or sectarian purpose.

Human Trafficking

State Board of Education Rule 6A-1.094123

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

6A-1.094123 Child Trafficking Prevention Education.

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

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

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

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

- (a) Recognition of signs of human trafficking;
- (b) Awareness of resources, including national, state and local resources;
- (c) Prevention of the abuse of and addiction to alcohol, nicotine, and drugs;
- (d) Information on the prevalence, nature, and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance; and
- (e) Information on how social media and mobile device applications are used for human trafficking.

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

Mental and Emotional Health Education

State Board of Education Rule 6A-1.094121

(1) School districts must annually provide a minimum of five (5) hours of instruction to students in grades 6-12 related to youth mental health awareness and assistance, including suicide prevention and the impacts of substance abuse.

(2) Using the health education standards adopted in rule 6A-1.09401, F.A.C., Student Performance Standards, the instruction for youth mental and emotional health will advance each year through developmentally appropriate instruction and skill building and must address, at a minimum, the following topics:

- (a) Recognition of signs and symptoms of mental health disorders;
- (b) Prevention of mental health disorders;
- (c) Mental health awareness and assistance;
- (d) How to reduce the stigma around mental health disorders;
- (e) Awareness of resources, including local school and community resources;
- (f) The process for accessing treatment;
- (g) Strategies to develop healthy coping techniques;
- (h) Strategies to support a peer, friend, or family member with a mental health disorder;
- (i) Prevention of suicide; and
- (j) Prevention of the abuse of and addiction to alcohol, nicotine, and drugs.

(3) By December 1 of each year, each school district must submit an implementation plan to the commissioner at MentalHealthEducation@fldoe.org and post the plan on the school district website. The implementation plan must include:

- (a) The specific courses in which instruction will be delivered for each grade level;
- (b) The professional qualifications of the person delivering instruction; and
- (c) A description of the materials and resources utilized to deliver instruction.

(4) By July 1 of each year, each school district must submit an annual report to the commissioner at MentalHealthEducation@fldoe.org. The report must verify completion of the instruction and include:

- (a) The specific courses in which instruction will be delivered for each grade level;
- (b) The professional qualifications of the person delivering instruction; and
- (c) A description of the materials and resources utilized to deliver instruction.

Substance Use and Abuse

6A-1.094122 Substance Use and Abuse Health Education.

(1) School districts must annually provide instruction to students in grades K-12 related to youth substance use and abuse health education.

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

CHAPTER 2 – SCHOOL BOARD GOVERNANCE AND ORGANIZATION

FAMILY AND SCHOOL PARTNERSHIP FOR STUDENT ACHIEVEMENT

2.091*

- I. The School District and each school principal are encouraged to strengthen family involvement and family empowerment in the school. The District will coordinate and integrate parental involvement strategies with school improvement, Title I, Title II, Title IV, Title VI, Community Involvement Programs, Business Partnerships, and other community involvement activities.
- II. The District will provide the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective and comprehensive parent involvement programs, based on the National Standards for Parent/Family Involvement Programs, which include:
 - A. Communication between home and school is regular, two-way and meaningful.
 - B. Responsible parenting is promoted and supported.
 - C. Parents play an integral role in assisting student learning.
 - D. Parents are welcome in school and their support and assistance are sought.
 - E. Parents are full partners in the decisions that affect children and families.
 - F. Community resources are utilized to strengthen school programs, family practices and student learning.
- III. The District will communicate parental choices and responsibilities to parents.

CHAPTER 2 – SCHOOL BOARD GOVERNANCE AND ORGANIZATION

- IV. The District shall develop and distribute a parent guide to successful student achievement. The guide shall contain information that parents need to know about their child's educational progress and how parents can help their child's success in school.
- V. The District will provide professional development opportunities for staff members to enhance understanding of effective parent involvement strategies through the District professional development plan.
- VI. The District, to the extent practicable, shall provide full opportunities for parents with disabilities, parents with limited English proficiency and parents of migratory children to participate in school and parental involvement activities and programs.
- VII. The District will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this policy
 - A. To determine the effectiveness in increasing parent participation;
 - B. To identify barriers to greater parent participation; and
 - C. To report the findings to the State Board of Education.
- VIII. The District will use the findings of the evaluations in designing strategies for school improvement and revising, if necessary, the parent involvement policies.

STATUTORY AUTHORITY:

1001.41, 1001.42, F.S.

LAWS IMPLEMENTED:

1000.21, 1001.42, 1001.51, 1001.54, 1002.20,
1002.23, 1003.33, 1006.07, 1008.25, 1012.72, 1012. 1012.98 F.S.

~~NO CHILD LEFT BEHIND ACT OF 2001, P.L. 107-110~~

Every Student Succeeds Act, Title I, Part A, Subpart 1, Section 1116

HISTORY:

ADOPTED:

REVISION DATE(S): 3/23/2010

FORMERLY: NEW

CHAPTER 5.00 – STUDENTS

HOMELESS STUDENTS

5.021

POLICY:

Homeless children who live within the county shall be admitted to school in the District, shall have access to free public education including preschool, shall be given the opportunity to meet local and state academic achievement standards, and shall be included in state and District assessments and accountability systems.

I. Definitions

A. Homeless Child

One who lacks a fixed, regular and adequate nighttime residence and includes children and youth who:

1. Are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason;
2. Are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;
3. Are living in emergency or transitional shelters, abandoned in hospitals or awaiting foster care placement;
4. Have a primary nighttime residence that is:
 - a. A supervised shelter designed to provide temporary living accommodations;
 - b. An institution providing temporary residence for persons who are to be institutionalized; or

CHAPTER 5.00 – STUDENTS

- c. A public or private place not designed or normally used as a regular sleeping accommodation for human beings;
 - 5. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; or
 - 6. Are migratory children who qualify as homeless because the children are living in circumstances described in I.A.1. through I.A.5.
- B. Unaccompanied Youth - A youth is a person up to the age of 21. The term unaccompanied homeless youth includes a child or youth not in the physical custody of a parent or guardian.
- C. Certified Homeless Youth – A minor, homeless child or youth, including an unaccompanied youth, who has been certified as homeless or unaccompanied by a school district homeless liaison, the director of an emergency shelter program funded by the U. S. Department of Housing and Urban Development or designee, or the director of a runaway or homeless youth basic center or transitional living program funded by the U. S. Department of Health and Human Services or designee, a licensed clinical social worker, or a circuit court.
- D. School of Origin - The school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.
- E. Enroll and Enrollment - Attending classes and participating fully in school activities.

CHAPTER 5.00 – STUDENTS

- F. Immediate – Without delay.
 - G. Parent – Parent or guardian of a student.
 - H. Liasion – The staff person designated by the District as the person responsible for carrying out the duties assigned to the liasion by the McKinney-Vento Homeless Assistance Act.
 - I. Designated receiving school - Includes the next level school, elementary from prekindergarten, middle from elementary, high from middle, that a homeless child or youth, whose homelessness continues into the next school year, may attend when that next level school is the district designated school for those students in the homeless student's school of origin.
 - J. Eligible School - The school of origin, the school zoned for the address where the student is temporarily residing, or another school which students residing in that attendance zone are eligible to attend [s.722(g)(3)(A)]
- II. The District shall identify a liaison to carry out the duties described in the McKinney-Vento Homeless Assistance Act.
 - III. The District shall identify homeless students as defined by federal and state law. If the District liaison for homeless children and youth determines that the minor is an unaccompanied homeless youth, the liaison shall issue to the youth a certificate documenting his/her status as required by law.
 - IV. The District shall seek to remove barriers to the identification, enrollment and retention of homeless children and youth. Uniform or

CHAPTER 5.00 – STUDENTS

dress code requirements, outstanding fees, fines, or absences shall not be barriers to enrollment or participation

- V. The District shall ensure the immediate enrollment of homeless students, even if the child or youth missed an application or enrollment deadline during any period of homelessness.
 - A. The District shall assist homeless children to provide documentation to meet state and local requirements for entry into school.
 - B. A homeless child shall be given a thirty (30) school day exemption to provide proof of age, certification of a school-entry healthy examination, proof of immunization, and other documentation required for enrollment.
- VI. Each homeless student shall be provided the services that are available for all other students including transportation, school nutrition programs, before and after school programs, academic and extracurricular activities, and education services for which the child meets the eligibility criteria such as exceptional education, gifted education, vocational and technical programs, preschool programs.
- VII. If requested by a child's or youth's parent or guardian, a homeless child or youth may enroll in any public school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.
- VIII. The enrolling school shall immediately contact the school last attended by the child or youth to obtain relevant academic and other records.

CHAPTER 5.00 – STUDENTS

- IX. Appropriate credit for full or partial coursework satisfactorily completed by homeless children and youth while attending a prior school shall be awarded.
- X. Unaccompanied homeless high school youth will receive counseling to prepare and improve their readiness for postsecondary education.
- XI. If the child or youth needs to obtain immunizations or immunization records, the enrolling school shall immediately refer the parent or guardian of the child or the youth to the homeless liaison who will assist in obtaining necessary immunizations or records.
- XII. Any record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, regarding each homeless child or youth shall be maintained so that the records are available, in a timely fashion, when the child or youth enters a new school or school district. These records shall be treated as student records and held confidential in a manner consistent with section 444 of the General Education Provision Act (20 U.S.C. 1232g) and shall not be deemed to be directory information.
- XIII. Keeping the child or youth in the school of origin is presumed to be in the child's or youth's best interest, except when doing so is contrary to the request of the child's or youth's parent or guardian, or (in the case of an unaccompanied youth) the youth when considering placement in a school other than the child's or youth's school of origin, the district will consider student-centered factors to determine a placement that is in the student's best interest.
- XIV. When the district determines that a placement other than the school of origin is in the best interest, the district will provide the parent, guardian, or unaccompanied homeless youth with a written explanation in a manner and form understandable to the parent,

CHAPTER 5.00 – STUDENTS

guardian, or unaccompanied youth, and information on the right to appeal the placement determination.

- XV. During a school selection dispute, the child or youth will either remain enrolled in the student's school of origin or shall be immediately enrolled in the eligible school in which enrollment is sought, either the school zoned for the address where the student is residing or another school which students residing in that attendance zone are eligible to attend, pending final resolution of the dispute including all available appeals the parent or guardian of the child or youth or, in the case of an unaccompanied youth, the youth shall be provided with a written explanation of any decisions related to school selection or enrollment made by the school or the district, including the rights of the parent, guardian, or unaccompanied youth to appeal such decisions and the parent, guardian, or unaccompanied youth shall be referred to the district's designated homeless liaison to carry out the dispute resolution process as expeditiously as possible.
- XVI. If requested by the parent of a homeless child or by the liaison on behalf of an unaccompanied youth, the District shall be responsible for providing transportation to and from the school of origin throughout the duration of homelessness. The District shall share the responsibility of transportation if a homeless student begins living in another district in a homeless status and continues to attend the school of origin.
- XVII. A homeless student who becomes permanently housed during the academic year, may remain at their school of origin for the remainder of the academic year and continue to receive all McKinney-Vento Act benefits.

CHAPTER 5.00 – STUDENTS

- XVIII. Homeless students shall not be stigmatized, segregated, or separated in any education program on the basis of their homeless status.
- XIX. The District shall coordinate district programs and collaborate with other school districts, community service providers and organizations, including:
- B. Local social services and other community agencies to provide support to homeless students and their families,
 - C. Other school districts regarding homeless student-related transportation, transfer of school records, and other inter-district activities, as needed,
 - D. housing authorities, and
 - E. ESE.
- XIV. The District shall follow the requirements of the McKinney-Vento Homeless Assistance Act and Florida Statutes.

STATUTORY AUTHORITY: 1001.41, 1001.42, 1003.21, F.S.

LAW(S) IMPLEMENTED: 382.002, 722(g), 743.067, 1000.21, 1001.43,
1003.01, 1003.21, 1003.22, F.S.

MCKINNEY-VENTO HOMELESS ASSISTANCE ACT, P.L.100-77

Every Student Succeeds Act of 2015. PL 114-95
20 USC 6311(g)(1)(F)

HISTORY: ADOPTED: 10/28/08

REVISION DATE(S): 7/2009, 5/25/2010, 7/23/13, 1/27/2015, 6/26/2018

FORMERLY: Homeless Education

CHAPTER 5.00 – STUDENTS

EDUCATIONAL STABILITY FOR CHILDREN IN FOSTER CARE	5.025
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- I. The District shall collaborate with child welfare agencies to ensure educational stability for children in foster care.
- II. The District shall designate a contact person for students in foster care. The point of contact will be reported to the Florida Department of Education and the local child welfare agency.
- III. The District shall ensure that children in foster care remain in the school of origin when it is in the best interest of the child.
- IV. If it is determined that it is not in the child's best interest to remain in the school of origin, the District shall expedite transfer and enrollment in the new school.
- V. The District shall collaborate with the local child welfare agency to provide for transportation so that a child in foster care may remain in the school of origin when it is determined to be in the best interest of the child. If additional costs are incurred, the District shall work with the child welfare agency to resolve the issue of transportation expense in accordance with 475 (4) (A) of the Social Security Act.
- VI. The District shall ensure that children in foster care receive all appropriate services.
- VII. Relevant personnel shall be trained on the requirements relating to educational stability for students in foster care and the procedures for best interest determination and transportation.

CHAPTER 5.00 – STUDENTS

- VIII. The Superintendent shall develop procedures for ensuring educational stability for students in foster care. Procedures shall include but are not limited to:
- A. Identification of students in foster care;
 - B. Role of the point of contact;
 - C. Determination of the child's retention in the school of origin or placement in another school;
 - D. A dispute resolution process developed with the child welfare agency to be used when all parties do not agree on the proposed placement of the student;
 - E. Methods of providing transportation to maintain enrollment in the school of origin or to provide transportation to a different school;
 - F. Process for expediting enrollment and attendance in another school if it is determined to be in the best interest of the child;
 - G. Process for expediting transfer of student records to the enrolling school if the student does not remain at the school of origin.
 - H. Training for staff regarding the requirements for maintaining stability for children in foster care and the effects placement in foster care on students.

STATUTORY AUTHORITY: 1001.41, 1001.42, 1003.21, F.S.

**LAW(S) IMPLEMENTED: 1000.21, 1001.43, 1003.01, 1003.21, 1003.22, 1003.25, F.S. Elementary and Secondary Education Act of 1965, P.L. 89-10
~~No Child Left Behind Act of 2001, P.L. 107-110~~
Family Educational Rights and Privacy Act, 20 USC 1232g
Fostering Connections Act of 2008, P.L. 110-351
Every Student Succeeds Act of 2015. P.L. 114-95**

HISTORY: ADOPTED: 3/28/2017

REVISION DATE(S): _____

FORMERLY: NEW

CHAPTER 5.00: STUDENTS

BULLYING AND HARASSMENT

5.101*

I. Statement Prohibiting Bullying and Harassment

- A. It is the policy of the Suwannee County School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind. The District will not tolerate bullying and harassment of any type. Conduct that constitutes bullying and harassment, as defined herein, is prohibited.
- B. The District upholds that bullying or harassment of any student or school employee is prohibited
 - 1. During any education program or activity conducted by a public K- 12 educational institution;
 - 2. During any school-related or school-sponsored program or activity;
 - 3. On a school bus of a public K-12 educational institution; or
 - 4. Through the use of data or computer software that is accessed through a computer, computer system, or computer network of a public K- 12 education institution within the scope of the School District, meaning regardless of ownership, any computer, computer system, computer network that is physically located on school property or at a school-related or school-sponsored program or activity; . or
 - 5. Through the use of data or computer software that is accessed at a nonschool-related location, activity, function, or program or through the use of technology or an electronic device that is not owned, leased, or used by the School District or a school, if the bullying substantially interferes with or limits the victim's ability to participate in or benefit from the services, activities, or opportunities offered by a school or substantially disrupts the

CHAPTER 5.00: STUDENTS

education process or orderly operation of a school. School staff is not required to monitor any nonschool-related activity, function, or program.

II. Definitions

- A. Accused is defined as any District employee, consultant, contractor, agent, visitor, volunteer, student, or other person in the school or outside the school at school-sponsored events, on school buses, and at training facilities or training programs sponsored by the District who is reported have committed an act of bullying, whether formally or informally, verbally or in writing, of bullying.
- B. Bullying includes cyberbullying and means systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. It is further defined as unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by a student or adult, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation; and may involve but is not limited to:
 - 1. Teasing;
 - 2. Social Exclusion;
 - 3. Threat;
 - 4. Intimidation;
 - 5. Stalking;
 - 6. Cyberstalking
 - 7. Physical violence;

CHAPTER 5.00: STUDENTS

8. Theft;
9. Sexual, religious, anti-semitic or racial harassment;
10. Public or private humiliation; or
11. Destruction of property.

The term *bullying* shall include cyberbullying whether or not specifically stated.

- C. Complainant is defined as any District employee, consultant, contractor, agent, visitor, volunteer, student, or other person who formally or informally makes a report of bullying, orally or in writing.
- D. Cyberbullying means bullying through the use of technology or any electronic communication, which includes, but is not limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photoelectronic system, or photooptical system, including, but not limited to, electronic mail, internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person, or the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying. Cyberbullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.
- E. Cyberstalking as defined in s. 784.048(1)(d), F.S., means to engage in course of conduct to communicate, or cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication directed at a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.

CHAPTER 5.00: STUDENTS

- F. Harassment means any threatening, insulting or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student or school employee that
1. Places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property;
 2. Has the effect of substantially interfering with a student's educational performance, opportunities, or benefits;
 3. Has the effect of substantially negatively impacting a student's or employee's emotional or mental well-being; or
 4. Has the effect of substantially disrupting the orderly operation of a school.
- G. Bullying and harassment also encompass
1. Retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying or harassment. Reporting an act of bullying or harassment that is not made in good faith is considered retaliation.
 2. Perpetuation of conduct listed in the definition of bullying or harassment by an individual or group with intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by
 - a. Incitement or coercion;
 - b. Accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of the District school system;

CHAPTER 5.00: STUDENTS

- c. Acting in a manner that has an effect substantially similar to the effect of bullying or harassment.

III. Behavior Standards

- A. The Suwannee County School District expects students to conduct themselves as appropriate for their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment.
- B. The District believes that standards for student behavior must be set cooperatively through interaction among the students, parents/legal guardians, staff, and community members producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for District and community property on the part of students, staff, and community members. Because students learn by example, school administrators, faculty, staff, and volunteers will demonstrate appropriate behavior; treat others with civility and respect, and refuse to tolerate bullying or harassment.
- C. All administrators, faculty, and staff, in collaboration with parents, students, and community members, will incorporate systemic methods for student recognition through positive reinforcement for good conduct, self-discipline, good citizenship, and academic success.
- D. Student rights shall be explained in the *Student Code of Conduct*;
- E. Proper prevention and intervention steps shall be taken based on the level of severity of infraction as outlined in the *Student Code of Conduct*.

IV. Consequences

- A. Committing an act of bullying or harassment

CHAPTER 5.00: STUDENTS

1. Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances. The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action.
 2. Consequences and appropriate remedial action for students who commit acts of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion, as outlined in the *Code of Student Conduct*.
 3. Consequences and appropriate remedial action for a school employee, found to have committed an act of bullying or harassment, shall be determined in accordance with District policies, procedures, and agreements. Additionally, egregious acts of harassment by certified educators may result in a sanction against an educator's state issued certificate.
 4. Consequences and appropriate remedial action for a visitor or volunteer, found to have committed an act of bullying or harassment, shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.
- B. Wrongful and intentional accusation of an act of bullying or harassment
1. Consequences and appropriate remedial action for a student, found to have wrongfully and intentionally accused another as a means of bullying or harassment, range from positive behavioral interventions up to and including suspension or expulsion, as outlined in the *Code of Student Conduct*.
 2. Consequences and appropriate remedial action for a school employee, found to have wrongfully and intentionally accused another as a means of bullying or harassment, shall be determined in accordance with District policies, procedures, and agreements.

CHAPTER 5.00: STUDENTS

3. Consequences and appropriate remedial action for a visitor or volunteer, found to have wrongfully and intentionally accused another as a means of bullying or harassment shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

V. Reporting an Act of Bullying or Harassment

- A. At each school, the principal or the principal's designee shall be responsible for receiving complaints alleging violations of this policy.
- B. All school employees are required to report alleged violations of this policy to the principal or the principal's designee.
- C. All other members of the school community, including students, parents/legal guardians, volunteers, and visitors are encouraged to report any act that may be a violation of this policy anonymously or in person to the principal or principal's designee.
- D. The principal of each school in the District shall establish and prominently publicize to students, staff, volunteers, and parents/legal guardians, how a report of bullying or harassment may be filed either in person or anonymously and how this report will be acted upon.
- E. The victim of bullying or harassment, anyone who witnessed the bullying or harassment, and anyone who has credible information that an act of bullying or harassment has taken place may file a report of bullying or harassment.
- F. A school employee, school volunteer, student, parent/legal guardian or other persons who promptly reports in good faith an act of bullying or harassment to the appropriate school official and who makes this report in compliance with the procedures set forth in the District policy is immune from a cause of action for damages arising out of the reporting itself or any failure to remedy the reported incident.
- G. Submission of a good faith complaint or report of bullying or harassment will not affect the complainant or reporter's future

CHAPTER 5.00: STUDENTS

employment, grades, learning or working environment, or work assignments.

- H. Any written or oral reporting of an act of bullying or harassment shall be considered an official means of reporting such act(s).
- I. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

VI. Investigation of a Report of Bullying or Harassment

- A. The investigation of a reported act of bullying or harassment is deemed to be a school-related activity and shall begin with a report of such an act. Incidents that require a reasonable investigation when reported to appropriate school authorities shall include alleged incidents of bullying or harassment allegedly committed against a child while the child is en route to school aboard a school bus or at school bus stop.
- B. The principal or designee shall select an individual(s), employed by the school to initiate the investigation. The person may not be the accused perpetrator (harasser or bully) or victim.
- C. Documented interviews of the victim, alleged perpetrator, and witnesses shall be conducted privately, separately, and shall be confidential. Each individual (victim, alleged perpetrator, and witnesses) will be interviewed separately and at no time will the alleged perpetrator and victim be interviewed together.
- D. The investigator shall collect and evaluate the facts including but not limited to
 - 1. Description of incident(s) including nature of the behavior;
 - 2. Context in which the alleged incident(s) occurred;
 - 3. How often the conduct occurred;

CHAPTER 5.00: STUDENTS

4. Whether there were past incidents or past continuing patterns of behavior;
 5. The relationship between the parties involved;
 6. The characteristics of parties involved, *i.e.*, grade, age;
 7. The identity and number of individuals who participated in bullying or harassing behavior;
 8. Where the alleged incident(s) occurred;
 9. Whether the conduct adversely affected the student's education or educational environment;
 10. Whether the alleged victim felt or perceived an imbalance of power as a result of the reported incident; and
 11. The date, time, and method in which the parents/legal guardians of all parties involved were contacted.
- E. Whether a particular action or incident constitutes a violation of this policy shall require a determination based on all the facts and surrounding circumstances and shall include
1. Recommended remedial steps necessary to stop the bullying and/or harassing behavior; and
 2. A written final report to the principal.
- F. The maximum of ten (10) school days shall be the limit for the initial filing of incidents and completion of the investigative procedural steps.
- G. The highest level of confidentiality possible will be upheld regarding the submission of a complaint or a report of bullying and/or harassment and the investigative procedures that follow.
- VII. Investigation to Determine Whether a Reported Act of Bullying or Harassment is Within the Scope of the District

CHAPTER 5.00: STUDENTS

- A. The principal or designee will assign an individual(s) to initiate an investigation of whether an act of bullying or harassment is within the scope of the School District.
- B. The investigator(s) will provide a report on results of investigation with recommendations for the principal to make a determination if an act of bullying or harassment falls within the scope of the District.
 - 1. If it is within the scope of the District, a thorough investigation shall be conducted.
 - 2. If it is outside the scope of the District and determined a criminal act, the principal shall refer the incident(s) to appropriate law enforcement.
 - 3. If it is outside the scope of the District and determined not a criminal act, the principal or designee shall inform the parents/legal guardians of all students involved.
- C. Computers without web-filtering software or computers with web-filtering software that is disabled shall be used when complaints of cyberbullying are investigated.

VIII. Notification to Parents/Guardians of Incidents of Bullying or Harassment

- A. Immediate notification to the parents/legal guardians of a victim of bullying or harassment.
 - 1. The principal, or designee, shall promptly report via telephone, personal conference, and/or in writing, the occurrence of any incident of bullying or harassment as defined by this policy to the parent or legal guardian of all students involved on the same day an investigation of the incident(s) has been initiated. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

CHAPTER 5.00: STUDENTS

2. If the bullying or harassment incident results in the perpetrator being charged with a crime, the principal, or designee, shall by telephone or in writing by first class mail, inform the parents/legal guardian of the victim(s) involved in the bullying or harassment incident about the Unsafe School Choice Option (~~No Child Left Behind, Title IX, Part E, Subpart 2, Section 9532~~ Every Student Succeeds Act, Title VIII, Part F, Subpart 2, Section 8532) that states “. . .a student who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary school or secondary school within the local educational agency, including a public charter school.”

- B. Immediate notification to the parents/legal guardians of the perpetrator of an act bullying or harassment.

The principal, or designee, shall promptly report via telephone, personal conference, and/or in writing, the occurrence of any incident of bullying or harassment as defined by this policy to the parent or legal guardian of all students involved on the same day an investigation of the incident(s) has been initiated. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

- C. Notification to local agencies where criminal charges may be pursued.

Once the investigation has been completed and it has been determined that criminal charges may be pursued against the perpetrator, all appropriate local law enforcement agencies will be notified by telephone and/or in writing.

- IX. Referral of Victims and Perpetrators of Bullying or Harassment for Counseling

When bullying or harassment is suspected or when a bullying or harassment incident is reported, counseling services shall be made available to the victim(s), perpetrator(s), and parents/guardians.

CHAPTER 5.00: STUDENTS

- A. The teacher or parent/legal guardian may request informal consultation with school staff (specialty staff, *e.g.*, school counselor, school psychologist), to determine the severity of concern and appropriate steps to address the concern. The teacher may request that the involved student's parents or legal guardian are included.
 - B. School personnel or the parent/legal guardian may refer a student to the school intervention team or equivalent school-based team with a problem-solving focus for consideration of appropriate services. Parent or legal guardian involvement shall be required when the student is referred to the intervention team.
 - C. If a formal discipline report or formal complaint is made, the principal or designee must refer the student(s) to the school intervention team for determination of counseling support and interventions. Parent or legal guardian involvement shall be required.
 - D. A school-based component to address intervention and assistance shall be utilized by the intervention team. The intervention team may recommend
 - 1. Counseling and support to address the needs of the victims of bullying or harassment;
 - 2. Research-based counseling or interventions to address the behavior of the students who bully and harass others, *e.g.*, empathy training, anger management; and/or
 - 3. Research-based counseling or interventions which include assistance and support provided to parents/legal guardians, if deemed necessary or appropriate.
- X. Reporting Incidents of Bullying and Harassment
- A. Incidents of bullying or harassment shall be reported in the school's report of data concerning school safety and discipline data required under s. 1006.09(6), F.S. The report shall include each incident of bullying or harassment and the resulting consequences, including discipline and referrals. Cyberbullying incidents shall be included

CHAPTER 5.00: STUDENTS

within the bullying incidents category. The report shall also include in a separate section each reported incident of bullying or harassment that did not meet the criteria of a prohibited act under this section with recommendations regarding such incidents.

- B. The District will utilize Florida's School Environmental Safety Incident Reporting (SESIR) Statewide Report on School Safety and Discipline Data, which includes bullying/harassment as incident codes as well as bullying-related as a related element code.

1. SESIR Definitions

- a. Bullying – Systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees that is severe or pervasive enough to create an intimidating, hostile, or offensive environment; or unreasonably interfere with the individual's school performance or participation.
- b. Harassment – Any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct that 1) places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property, 2) has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or 3) has the effect of substantially disrupting the orderly operation of a school including any course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose.

- 2. Bullying and/or harassment incidents shall be reported in SESIR with the bullying (BUL) or harassment (HAR) code. Unsubstantiated incidents of bullying or harassment shall be coded UBL or UHR.
- 3. If the bullying/harassment results in any of the following SESIR incidents, the incident will be coded appropriately using the

CHAPTER 5.00: STUDENTS

relevant incident code and the bullying-related code. Such incidents are:

- a. Alcohol
- b. Arson
- c. Battery
- d. Breaking and Entering
- e. Disruption on Campus
- f. Drug Sale/Distribution Excluding Alcohol
- g. Drug Sale/Possession Excluding Alcohol
- h. Fighting
- i. Homicide
- j. Kidnapping
- k. Larceny/Theft
- l. Robbery
- m. Sexual Battery
- n. Sexual Harassment
- o. Sexual Offenses
- p. Threat/Intimidation
- q. Trespassing
- r. Tobacco
- s. Vandalism

CHAPTER 5.00: STUDENTS

- t. Weapons Possession
 - u. Other Major (Other major incidents that do not fit within the other definitions)
 - C. Discipline and referral data shall be recorded in Student Discipline/Referral Action Report and Automated Student Information System.
 - D. The District shall provide bullying incident, discipline, and referral data to the Florida Department of Education in the format requested, through Surveys 2, 3, and 5 from Education Information and Accountability Services, and at designated dates provided by the Department.
 - E. Data reporting on bullying, harassment, unsubstantiated bullying, unsubstantiated harassment, sexual harassment, and threat / intimidation incidents as well as any bullying-related incidents that have as a basis sex, race, or disability shall include the incident basis. Victims of these offenses shall also have the incident basis (sex, race, or disability) noted in their student records.
- XI. Instruction on Identifying, Preventing, and Responding to Bullying or Harassment
- A. The District shall ensure that schools sustain healthy, positive, and safe learning environments for all students. It is committed to maintain a social climate and social norms in all schools that prohibit bullying and harassment. This requires the efforts of everyone in the school environment – teachers; administrators; counselors; school nurses; other nonteaching staff such as bus drivers, custodians, cafeteria workers; school librarians; parents/legal guardians; and students.
 - B. Students, parents/legal guardians, teachers, school administrators, counseling staff, and school volunteers shall be given instruction at a minimum on an annual basis on the District's policy and regulations against bullying and harassment. The instruction shall include evidence-based methods of preventing bullying and harassment as well as how to effectively identify and respond to bullying or harassment in schools.

CHAPTER 5.00: STUDENTS

- C. The District shall establish a list of programs that provide instruction to students, parents, teachers, school administrators, counseling staff, and school volunteers on identifying, preventing, and responding to bullying and harassment including instruction on recognizing behaviors that lead to bullying and harassment and taking appropriate preventive action based on those observations. The list of authorized programs shall be available at each school, District offices, and on the District website.

XII. Reporting to a Victim's Parents/Legal Guardians the Legal Actions Taken to Protect the Victim

The principal or designee shall by telephone and/or in writing report the occurrence of any incident of bullying or harassment as defined by this policy to the parent or legal guardian of all students involved on the same day an investigation of the incident has been initiated. According to the level of infraction, parents/legal guardians will be notified by telephone and/or writing of actions being taken to protect the child; the frequency of notification will depend on the seriousness of the bullying or harassment incident. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

XIII. Publicizing the Policy

- A. At the beginning of each school year, the Superintendent or designee shall, in writing, inform school staff, parents/legal guardians, or other persons responsible for the welfare of a student of the District's student safety and violence prevention policy.
- B. Each District school shall provide notice to students and staff of this policy through appropriate references in the *Code of Student Conduct* and employee handbooks and through other reasonable means.
- C. The Superintendent shall also make all contractors contracting with the District aware of this policy.

CHAPTER 5.00: STUDENTS

- D. Each school principal shall develop an annual process for discussing the school district policy on bullying and harassment with students in a student assembly or other reasonable format.
- E. Reminders of the policy and bullying prevention messages such as posters and signs will be displayed around each school and on the District school buses.

XIV. Review of Policy

The Superintendent and appropriate staff shall review this policy at a minimum every three (3) years. The review shall include input from parents, law enforcement, and other community members. The Superintendent shall present the policy and any recommended changes to the School Board for consideration.

STATUTORY AUTHORITY:

1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED: 1001.43, 1003.04, 1003.31, 1003.32, 1006.07,
1006.08, 1006.09, 1006.10, 1006.147, F.S.,
20 USC 1232g

STATE BOARD OF EDUCATION RULE(S):

6A-10.081

HISTORY:	ADOPTED: 12/16/2008
REVISION DATE(S): 1/28/2014, 8/25/2015, 6/28/2016, 10/24/2017, 11/19/2019	
REVIEWED	
DATE(S)	

STUDENT RECORDS

5.19

POLICY:

School Board Rules and procedures for maintaining student records shall be consistent with Florida Statutes, State Board of Education Rules, and Federal Laws relating to Family Educational Rights and Privacy Acts and Privacy Rights of Parents and Students. The Superintendent shall be responsible for interpreting this rule and the school principal shall be responsible for controlling and supervising student records, following all rules on student records, and interpreting rules on student records to the school staff, students, and the community.

- I Procedures on student records shall be approved by the School Board. Included shall be provisions of the ~~No Child Left Behind Act~~ Family Educational Rights and Privacy Act requirements relating to the surveying of students, the collecting of information from students for marketing purposes, and certain nonemergency medical examinations.
- III. Parents and students shall be notified annually of their rights regarding education records.
- IV. The District shall not collect or retain information including biometric information restricted by §1002.222, F.S.
- V. ~~The individual records of children enrolled in the Voluntary Prekindergarten Education Program~~ shall be maintained as confidential records exempt from public records law as required by Florida Statutes.
- VI. A school may release a student's education records to partners to an interagency agreement among the Department of Juvenile Justice, the school, law enforcement authorities and other signatory agencies as allowed by law.
- VII. Student information that is confidential and exempt shall not be released except when authorized by §1002.221, F.S.

CHAPTER 5.00 – STUDENTS

- VIII. Reporting of student database information shall comply with these safeguards.
- A. Data reported to the Florida Department of Education shall not disclose a student's name or identity unless required by Florida Statutes;
 - B. Data shall not be stored in a single file or released in such a manner that a complete student profile can be reported unless specified by Florida Statutes; and,
 - C. Data shall be protected from unauthorized use at all times.
- VIII. Social security numbers may be collected from students
- A. To be used as student identification numbers as required by 1008.386, F.S., until the Department of Education has issued a student identification number;
 - B. To facilitate the processing of student scholarships, college admission, and other applications; and
 - C. For other purposes when consent of the parent or adult student is granted.

STATUTORY AUTHORITY: 1001.41; 1001.42, F.S.

LAWS IMPLEMENTED: 119.07(1); 119.071; 1001.43; 1001.52; 1002.22; 1002.221, 1002.222, 1003.25; 1008.386, F.S.
20 USC§ 1232g (34 CFR PART 99) pl 103-382 (34 CFR PART 99)

STATE BOARD OF EDUCATION RULE(S): 6a-1.0955

<u>History:</u>	Adopted: Revision Date(s): 5/25, 2010, 3/22, 2011, 1/27/2015 Formerly: JO
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CHAPTER 5.00 – STUDENTS

PARENTAL ACCESS TO INFORMATION

5.241

POLICY:

- I. The Board shall incorporate into the Board approved Student Services Plan, rules and procedures required by the ~~No Child Left Behind Act~~ Every Student Succeeds Act relating to the student privacy, parental access to information and administration of physical examinations to minors.
- II. The Superintendent shall develop procedures to ensure that this policy is carried out in each of the District schools.
- III. The parents, as defined by Florida Statutes, of each student shall be notified at a minimum, at least annually at the beginning of the year, regarding the rules and procedures relating to this policy. Parents shall be notified within a reasonable period of time of any substantive change made to this policy.

STATUTORY AUTHORITY:

1001.41; 1001.42, F.S.

LAWS IMPLEMENTED:

20 USC 1232g; 1000.21; 1001.43; 1002.22, F.S.

Every Student Succeeds Act, Title I, Part A, Subpart 1, Section 1116
Title IV of Public Law 90-247, [Section 445(20 USC 1232(h)(b))]

History:

Adopted: 5/25/10

Revision Date(s):

Formerly: New

CHAPTER 6.00 – PERSONNEL

EDUCATION PARAPROFESSIONALS AND AIDES

6.15*

POLICY:

Aides and paraprofessionals are persons assigned by the School Board to assist an instructional staff member(s) in performing his / her instructional or professional duties or responsibilities. A paraprofessional has additional responsibilities consistent with the requirements of the federal ~~No Child Left Behind Act~~ Every Student Succeeds Act.

I. The conditions of employment of an aide or paraprofessional shall be governed by Board policy and shall include the following:

I. An aide or paraprofessional shall have a high school diploma or hold a high school equivalency diploma issued pursuant to State Board of Education Rules.

II. A paraprofessional shall meet one of the following requirements:

- a. Hold an associate's or higher degree.
- b. Two (2) years of study (60 semester hours) at an institution of higher education with a "C" or higher; or
- c. A rigorous state or local assessment of knowledge and the ability to assist in instruction in reading, writing, and mathematics or reading readiness, writing readiness, or mathematics readiness.

A "Pass" score on all four parts of the Florida Department of Education General Knowledge Test or a score of 464 on the Praxis Paraprofessional exam shall satisfy I,B,3, above.

III. Be at least eighteen (18) years of age.

CHAPTER 6.00 – PERSONNEL

- IV. Present a complete set of fingerprints taken by a law enforcement agency or properly trained District personnel and the appropriate processing fee. The fingerprints shall be acceptable for processing by the Florida Department of Law Enforcement and the Federal Bureau of Investigation. The Director of Human Resources or designee shall initiate a records check by the two (2) agencies.
- V. A drug test shall be required of all non-instructional applicants recommended for hire and shall be administered by Board approved testing laboratory.
- II. The principal shall assure that the aide or paraprofessional assigned to the school possesses a clear understanding of State and District rules relating his/her responsibilities and to the safety, welfare, and health of students. It shall be the principal and the instructional staff member's responsibility to ascertain that a paraprofessional possesses the necessary knowledge about rules to perform duties of a special nature in a proper and reasonable manner.
- III. It shall be the principal's responsibility to assure the School Board and the Superintendent that each aide or paraprofessional possesses a clear understanding of all State and District instructional practices and rules relevant to his/her responsibilities if he / she is expected to assist a teacher in promoting learning activities. When an aide or paraprofessional is assigned duties requiring knowledge of instructional practices and policies or providing prescribed physical care for students of a specialized nature, it is the instructional staff member's responsibility to ascertain in advance whether the paraprofessional possesses the necessary knowledge and skills.

CHAPTER 6.00 – PERSONNEL

- IV. The aide or paraprofessional shall complete a period of supervised practice when assigned to a new instructional staff member or assigned a type of duty which he/she has not previously performed. The length of such supervised practice may vary depending upon previous experiences of the aide or paraprofessional. A record shall be maintained in each school to show the length, nature, and inclusive dates of each supervised practice assignment for each aide or paraprofessional.
- V. An education paraprofessional may administer or proctor statewide standardized assessments or assessments associated with Florida Approved Courses in accordance with Florida Statutes and State Board of Education rules.
- VI. A paraprofessional shall not perform any of the following:
 - A. Establish instructional objectives;
 - B. Render decisions regarding the relevancy of certain activities or procedures to achieve instructional objectives;
 - C. Make decisions regarding the appropriateness of training materials for accomplishing instructional objectives; and,
 - D. Evaluate a student's attainment of instructional objectives unless clear and objective criteria such as a specific achievement standard on an objective test are defined.
- VII. The principal and instructional staff members who are assigned paraprofessional personnel shall be responsible for assigning duties to paraprofessionals which are consistent with Florida Statutes, State Board of Education Rules, and School Board Rules and other controlling regulations.

CHAPTER 6.00 – PERSONNEL

STATUTORY AUTHORITY: 1001.41; 1008.24, 1012.22; 1012.23, F.S.

LAWS IMPLEMENTED: 1001.43; 1012.22; 1012.32; 1012.37, F.S.
34 CFR 200
Title I Part A Section 1111(g)(2)(J)

STATE BOARD OF EDUCATION RULES: 6A-1.070; 6B-1.006

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