

**Gulf School District
Student
Progression Plan**

**School Year
2010-2011**

Board Approved:

July 22, 2010

GULF DISTRICT SCHOOLS
STUDENT PROGRESSION PLAN

(Revised July 2010)

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I. GENERAL INFORMATION

PURPOSE

The purpose of this document, the Student Progression Plan for Gulf School District, is to present to school personnel, parents, students, and other interested citizens, the State Board of Education Rules and Administrative Procedures required to implement state legislative and local board student progression requirements. The Florida State Legislature passed into law the Educational Accountability Act of 1976, which includes a statutory requirement that each school district in Florida establish a comprehensive program for student progression. The Act specifically requires that:

1. Each district school board shall establish a comprehensive plan for student progression which shall be based upon an evaluation of each student's performance, including a measurement of the student's mastery of standards approved by the state board. The board shall assist schools and teachers in implementation of research-based reading activities.
2. The district plan for student progression shall be based upon local goals and objectives which are compatible with the state's plan for education and which supplement performance standards approved by the State Board of Education. The skills include reading, writing, arithmetic, computer literacy, science, economics, geography, government, history and the mastery of these skills is developed through programs in the following areas of learning: language arts, measurement, problem solving, art, music, physical education, science and social studies. Other pertinent factors considered by the teacher before recommending that a pupil progress from one grade to another shall be prescribed by the Gulf School District Student Progression Plan.
3. Each district school board shall establish standards for graduation from its secondary schools. Such standards shall include, but not be limited to, mastery of the basic skills and satisfactory performance on the Florida Comprehensive Assessment Test as determined by the State Board of Education, and the completion of the credits required by the district school board. Each district shall develop procedures for the remediation

of those students who are unable to meet such standards. Based on these standards, each district shall provide for the awarding of Certificates of Completion and may provide for differentiated diplomas to correspond with the varying levels of competencies of its secondary students.

The goal of the Student Progression Plan is to help students to learn. It is not to encourage or prescribe failure, but rather to prevent it. The plan encourages programs that provide for the accomplishment of standards; it also assists those students who do not accomplish certain standards within a specific time period.

GENERAL PROCEDURES FOR STUDENT PROGRESSION PLAN

1. District wide standards for promotion are established in this Student Progression Plan. The average and superior pupil should perform well above these standards. Meeting the state standards does not automatically result in student promotion. Consideration may be given to other factors such as general progress, attendance, sense of responsibility, mental and physical health, maturity, work habits and attitudes.
2. School personnel should utilize resources to achieve parent understanding and cooperation regarding a student's grade placement; the final decision as to grade placement; however, is the responsibility of the principal.
3. All non-English speaking students will receive a recommended grade placement from the principal after an evaluation of the student's records and parent conference has been made. Adjustments to these placements may be made by the school principal after conferring with a staffing committee and any other resource persons.
4. Students entering Gulf County Schools during the last month of school should be promoted, retained, or recommended for summer school based primarily on records which are obtained from the student's out-of-

county school and on the judgment of the school staffing committee. These students will be tested with a district test at the most appropriate time.

5. For students who are working at a skill level below that of their assigned grade placement, the regular periodic report of academic progress for students in grades K-6 (the report card) will indicate this report is on work done below the expected skill level for this grade placement.

RESPONSIBILITIES

In developing and implementing the Student Progression Plan, the following responsibilities should be understood:

1. Administration
 - a. It is the responsibility of the School Board and the administration of Gulf County schools to provide all students with instructional and remedial programs. Such programs will monitor progress, promote continuous achievement, and make provisions for individual differences.
 - b. The Gulf County School Board, through its administrators, will accept the responsibility of assisting teachers with resources and staff development to accomplish these goals and will establish procedures for record keeping to certify the accomplishment of state and district standards.
 - c. Standards shall be established for competency levels of performance in reading, writing, mathematics, computer literacy and science for grades kindergarten through twelve.
 - d. Students who do not meet the criteria of academic performance are to be placed in appropriate educational programs until such time as they can meet standards. This does not necessarily require retention and/or summer school, but may include them. This does not mean that students will be separated into special classes, although special

grouping assignments for part of the day may be deemed desirable. In some cases separate classes may be appropriate.

2. Teachers

Teachers are responsible for providing effective instruction and remediation. Effectiveness will be based upon implementation of the Gulf County curriculum and the establishment of a productive learning environment; e.g., discipline, fair treatment, development of positive incentives, etc.

3. Students

Students must assume the responsibility for learning. They must accept the educational responsibility commensurate with their age and maturity. Students must be accountable for being at school and in class. Courtesy and good conduct will be expected of all students. Guidelines for appropriate behavior are outlined in the District Code of Conduct and the School Code of Conduct.

4. Parents

Parents/Guardians are responsible for seeing that their children are in school and for promoting an interest in learning. They are responsible for the conduct of their child.

II. ATTENDANCE

ATTENDANCE REQUIREMENTS (GRADES K-12)

Attendance is compulsory for students from ages 6 to 16 unless exempt by law. F.S. 1003.21, and requires that students between the ages of 16 and 18 years attend school regularly unless a formal intent to withdraw from school is filed and signed by the student and the parent. Upon receipt of the form, the Superintendent must notify the Board of the student's intent to withdraw from school.

For grades 9-12 state law defines a minimum of 67.5 hours of instruction as one-half (1/2) credit or 135 hours as 1 credit. Any student who has not been in attendance for instruction for a minimum of 59 hours must demonstrate mastery of the student performance standards through testing, class work, projects, and homework to receive credit. Student promotion to the next higher grade will be seriously jeopardized when a student's absenteeism is in excess of three (3) days per nine (9) weeks.

Period attendance is defined as being present fifty percent (50%) of the class. Attendance will be recorded as excused or unexcused. Upon return to school from an absence, the student must bring a note from parents/guardians explaining the absence or the parent may contact the school by phone, email or in person. The student will have a maximum of three (3) days after the absence to bring a note. If the parent wishes to personally contact the school via phone, email or in person, it must be done within 3 days after the absence or the absence will be unexcused. It is the student's responsibility, the day he or she returns, to make arrangements with individual teachers to make up all work.

School is in session 180 days and students are expected to attend unless they have an excusable absence. Excused absences will be given only to requests that fall under the following: a) Religious holidays; b) Illness or injury; c) Death within the family; d) Legal reasons; e) Participation in an academic class or program; f) Absences due to other insurmountable conditions that may arise. The principal may rule on special situations; g) Preapproved family vacation with student academic requirements, but with the understanding the principal has the right to revoke preapproval if the student has been absent a questionable number of times.

A doctor's note may be required if a student is continually sick or repeatedly absent from school.

MAKE-UP WORK FOR EXCUSED ABSENCES

The student is expected to make up all work and all tests missed during the **EXCUSED** absence(s) according to the following conditions:

1. The student must contact the teachers on the first day back in each class in order to make arrangements to make up the work.
2. It is the student's responsibility to make up work within the given time frame unless other arrangements are made due to extenuating circumstances. The time frame for make-up work is the number of days absent plus one (1) day commencing immediately upon return from the absence. (i.e., 1 day absent plus 1 equals 2 days to make up work).

MAKE-UP WORK FOR OUT-OF-SCHOOL SUSPENSIONS AND UNEXCUSED ABSENCES

Students who are suspended out of school are remanded to the custody of the student's parent with specific homework assignments to complete s.1003.01(5) (a) and may earn a grade up to 59. The student will be given the number of days suspended plus 1 to complete assignments.

Students who have unexcused absences may complete homework and class work assignments but receive a grade no higher than 59. The student will have the number of consecutive days absent plus one to turn in their work.

TARDIES

The student is responsible for regular and punctual class attendance. Students must be inside the classroom by the end of the ringing of the tardy bell in order not to be considered tardy. The teacher will determine if a tardy is excused or unexcused.

Students who arrive more than five (5) minutes after the beginning of the school day must report to the office.

Students will be allowed one (1) unexcused tardy in each class per nine (9) weeks. When a student is issued a second (2nd) unexcused tardy in a class, he/she will be referred to the office for disciplinary action.

EXEMPTION FROM FINAL EXAMS

There will be no exemptions from final exams.

EXEMPTION FROM ACADEMIC PERFORMANCE REQUIREMENTS

A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement. 1003.33

ATTENDANCE REQUIREMENTS FOR HOME EDUCATION

Florida Statutes 1003.26 specifies requirements to be followed if a parent or guardian of a child who has been identified as exhibiting a pattern of nonattendance enrolls the child in a home education program pursuant to 1002.41, Florida Statutes. These requirements are as follows:

- Requires the Superintendent of schools to provide the parent or guardian with a copy of Section 1002.41, Florida Statutes, and accountability requirements of this paragraph and to refer the parent or guardian to a home education review committee composed of the district contact for home education and at least two home educators selected by the parent from a district list of all home educators who have conducted a home education program for at least three years and who have indicated a willingness to serve on the committee.
- Provides that the home education review committee must review the student's portfolio, as defined by Section 1002.41, Florida Statutes, every 30 days of the regular school term until the committee is satisfied that the home education program is in compliance with Section 1002.4, Florida Statutes. The first portfolio review must occur within the first 30 calendar days of the establishment of the program. Once the committee determines that the home education program is in compliance with Section 1002.41, Florida Statutes, then provisions for failure to produce a portfolio, as described below, no longer apply.

- Provides that if a parent or guardian fails to produce a student portfolio pursuant to Section 1002.41, Florida Statutes, the committee shall notify the Superintendent, who shall then terminate the home education program and require the parent to enroll the child in an attendance option under Section 1002.41, Florida Statutes, within three days. Upon termination of a home education program, the parent or guardian shall not be eligible to re-enroll the child in a home education program for 180 calendar days. Failure to enroll the child in an attendance option, after termination of the home education program, shall constitute non-compliance with compulsory attendance requirements of Section 1003.01, Florida Statutes, and may result in criminal prosecution under Section 1003.27, Florida Statutes. Nothing in this section shall restrict the ability of the Superintendent of Schools or his or her designee to review the portfolio pursuant to Section 1002.41, Florida Statutes.

III. STUDENT PROGRESSION

1. Screening and Testing

- a. All students in kindergarten through grade 5 shall be screened within the first three (3) weeks of their initial public school experience in Florida using school board approved educational screening instruments and/or teacher observation.
- a. Each student must participate in the statewide assessment tests required by s. 1008.22. All students (grades K-11) will be assessed at least annually for academic achievement with such instruments as criterion referenced tests, norm referenced tests and/or others. Students scoring on the 25th percentile or lower in reading, language or math on the last criterion referenced test taken will be considered deficient and will be provided remediation. Students who score level 1 on the FCAT math, reading, or writing will be considered deficient and will be provided remediation.
- c. Students in grades kindergarten through 12 who demonstrate potential difficulty in the learning situation shall be referred for consultation and/or further evaluation in areas such as intelligence, speech, language, hearing, and vision, as well as physical, social and emotional problems. Further evaluation may be required prior to any special placement.

2. Kindergarten Enrollment

Children who have attained the age of 5 on or before September 1 of the school year are eligible for admission to public kindergarten during that school year. Florida Statute 1003.21(2).

3. Students Who Have Been Retained

A student who has been retained one time in each grade group (K-2, 3-5, 6-8, 9-12,) or a total of 2 times but still has not met specific requirements, may be placed in an alternative setting, provided that a staffing committee believes that the student would not benefit from a special assignment in the same grade. The exception is grade 3 where a student who is deficient in reading must be retained

unless that student receives a good cause exemption. Other methods of evaluation may include but not be limited to:

1. Progress tests
2. Classroom Assignments
3. Performance tasks
4. Classroom Observation
5. State and District Assessments
6. Mastery level/rate of Sunshine State Standards
7. Teacher-made tests
8. Checklists
9. Progress Monitoring
10. Portfolios
11. Other objective data

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

4. Exceptional Student Education Placement

Exceptional students are placed in appropriate programs by an IEP committee utilizing standard referral and placement procedures. Specific criteria for program placement must be met. Criteria and procedures for placement in exceptional education programs are prescribed in Gulf County's Special Programs and Procedures for Exceptional Students. Consideration/Criteria for promotion or retention of exceptional students include but are not limited to completion of goals and objectives in the Individual Educational Plan, ability to handle social situations, age, and ability to meet the state-adopted standards for the program.

5. Transfer Students

The grade placement of students transferring from any school whether in-state, out-of-state, or from a foreign country will be **DETERMINED BY THE PRINCIPAL** of the receiving school in accordance with current Florida Statutes. The counselor and/or teachers will be involved in reviewing the appropriate student data. Determination of the transfer student's accomplishment of the district's standards shall be made as soon as possible. If the staffing committee feels that additional data are needed prior to determining

permanent grade placement, the student will be tested and must demonstrate mastery according to or commensurate with their ability using the appropriate level of a normed-referenced test.

- a. Transfer students from any school, public or non-public, within the state seeking entrance to first grade must show evidence of successful completion of kindergarten from those schools and meet the requirements as stipulated in Florida Statute 1003.22 and 1003.25. Successful completion will be judged based on accomplishment criteria listed in Section C-Promotion of Students, Elementary grades, Gulf School District Progression Plan.
- b. As per State Board Rule 6A-6.0902 Foreign born students shall be placed in an age appropriate grade and equal credit shall be awarded for courses taken in another country or language other than English as would the same courses taken in the U.S. or taken in English.
- c. Transfer students from out-of-state or home schooling seeking entry to kindergarten and first grade must meet requirements of SBER 6A-1.0985.
- d. Credits for students transferring into the state should be interpreted so that the requirements for graduation are not retroactive provided the student has met all requirements for that grade placement in the school from which the student is transferring. Transfer of credits should be in accordance with requirements outlined in SBER 6A-1.095 and accepted for face value.
- e. If a transfer student produces a viable transcript from an accredited school for courses for which he/she has already earned credit, the principal may waive the state required End of Course Exam and accept the transfer credit at face value.
- f. Seniors wishing to receive a Florida diploma must master standards tested on the Florida Comprehensive Assessment Test or they may use concordant ACT or SAT scores. If they have missed the regular administration of the FCAT, copies can be obtained from Student Assessment Services, Florida Department of Education. Those transferring late in the school year can apply for a diploma from the state from which they came following successful completion of the appropriate course work taken in this district. Seniors must receive a FCAT score determined by the State on

mathematics and on reading to receive a standard diploma unless concordant scores are used.

- g. A student who transfers in their junior or senior year from out of state or from a foreign country shall not be required to spend additional time in school in order to meet high school course requirements, Section 1003.433, Florida Statutes. If the student has met all requirements of the school district, state, or country from which he or she is transferring;
 - If the student is not proficient in English he/she should receive immediate and intensive instruction in English language acquisition;
 - If the student earns a 2.0 GPA and passes the Grade 10 FCAT as required in Section 1008.22(3), Florida Statutes, or an alternate assessment as described in Section 1008.22(9), Florida Statutes, in order to receive a standard high school diploma.
- h. All transfer students must meet immunization requirements outlined in F.S. 1003.22.

6. Accelerated Placement (Grades 2-8)

The assignment of a student to a higher grade, which results in the student skipping a grade or part of a grade, should be made on the basis of exceptionally high achievement by the student and evidence that the student will benefit more from the instructional program at the advanced grade level. The probable long-range academic, social and emotional effects of the decision should be considered.

Consideration for accelerated placement will be based on the following:

- a. Superior intellectual development as evidenced by a score of two (2) standard deviations or more above the mean on the Stanford-Binet or the Wechsler.
- b. Scores ranging from the 95th to the 99th percentile in all areas tested on a NRT.
- c. Recommendations from a school psychologist that such placement would not be detrimental socially or emotionally. Such recommendation based upon results of a personality evaluation.

The principal will identify the appropriate staff to review all information relative to each child who is being considered for accelerated placement. This staffing committee should include, but not be limited to the principal or designee, a district level administrator, two (2) classroom teachers who are teaching or who have taught the student, a guidance counselor, and a school psychologist. The parents must be involved during the process of considering a child for accelerated placement. If this placement occurs, the student's cumulative folder will indicate "accelerated grade placement."

PROMOTION OF STUDENTS, ELEMENTARY

1. General Information

A student in any elementary grade who does not meet the Gulf County requirements shall be staffed to determine retention or placement consistent with the retention policy previously stated. A staffing committee in each school, consisting of the principal/designee, classroom teacher, and any other personnel deemed necessary, will review the student's records to determine if retention should occur. They must be in agreement that retention is in the best interest of the student. The promotion of elementary students shall be based upon consideration of the following:

- a. Attainment of passing grades for the yearly average in reading, writing, science, mathematics, and language arts (which includes spelling). Social studies may be integrated into reading or a separate course.
- b. Student performance on the Stanford 10 Standardized Achievement Test and/or the Florida Comprehensive Assessment Test and/or the FAIR.
- c. The student must demonstrate proficiency in reading, language arts, writing, science, and mathematics as evidenced by mastery of the Sunshine State Standards with a grade of 60 or better on each benchmark. In addition, Kindergarten through Grade 3 students are expected to score 80% or higher on the District determined sight word list in order to be considered for promotion (Appendix F). Students will be given multiple opportunities during the school year to master

sight words. Writing grades will reflect the Florida Writes rubric. Students scoring below the 26th percentile on a norm referenced test and/or scoring level one on the FCAT must be retained unless other assessments determine students are achieving the standards. Other methods of evaluation may include but not be limited to the following:

1. Progress tests
2. Classroom Assignments
3. Performance tasks
4. Classroom Observation
5. State and District Assessments
6. Mastery level of Sunshine State Standards
7. Teacher-made tests
8. Checklists
9. Progress Monitoring - FAIR, GATES, State Developed Tools
10. Portfolios
11. Other objective data
12. Summer Reading Camp

- d. A student may be retained if all requirements identified for his/her grade level have not been met. This includes standardized test scores. Students in this category may not be promoted for good cause without written authorization from the superintendent. At the beginning of grades 1,2,3,4, and 5 students must be assessed in reading. If a student is deficient and that deficiency is not remedied by the end of grade 3 the student must be retained. F.S. 1008.25. If a student is deficient in reading, writing, science, and/or math at the end of any grade, the student may be retained. Proficiency in writing is 3.5 or above on FL Writes. If a student is deficient in reading and math at the end of grade 5, the student may be retained. Proficiency is the 50th percentile and above on a norm referenced test and level 3 on the FCAT. Students who are retained will have an intensive program within an intensive program that is different from the previous year's program and that takes into account the student's learning style.

2. School-Wide Progress Monitoring (K-12)

All students who have demonstrated a need for academic assistance as evidenced by state and local assessments in reading, writing, and mathematics shall have a Progress Monitoring Plan developed in consultation with the student's parent and may be designed to assist the student in meeting state and district expectations for proficiency. FL Statute 1008.25; 1003.25.

The plan shall address academic literacy, and life skills and shall include provisions for intensive remedial instruction in areas of weakness. Progress monitoring for reading will be accomplished through the state's progress monitoring system (PMRN). Progress monitoring of math and writing will be school-based and accomplished with weekly/quarterly writing using school/district developed writing assessments and teacher-made/textbook supplemented assessments on a weekly basis.

Additional diagnostic assessments will be used to determine the nature of the student's difficulty and areas of academic need. If a student has been identified as having a deficiency in reading, a plan shall identify the student's specific areas of deficiency in phonemic awareness, phonics, fluency, comprehension, and vocabulary; the desired levels of performance in these areas; and the instructional and support services to be provided to meet the desired levels of performance. This plan must be developed in consultation with the parent. F.S. 1008.25

3. K-3 Reading Deficiency and Retention F.S. 1008.25

Any student who exhibits substantial deficiency in reading, based upon locally determined or statewide assessments, MUST be given intensive reading instruction immediately following the identification of the deficiency. The student must continue to be provided with intensive reading instruction until the deficiency is remedied.

If the student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring at Level 2 or higher on the statewide assessment test in reading for grade 3, the student **MUST** be retained.

The Superintendent may only exempt students in grade 3 from mandatory retention for good cause. Good cause exemptions shall be limited to the following:

- a. Limited English proficient students who have had less than 2 years of instruction in an ESOL program.
- b. Students with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule.
- b. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education.
- c. Students who demonstrate, through a portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the Sunshine State Standards in reading equal to at least a Level 2 performance on the FCAT.
- d. Students with disabilities who participate in the FCAT and who have an Individual Education Plan or a Section 504 plan that reflects that the student has received the intensive remediation in reading, as required by paragraph(4)(b), for more than 2 years but still demonstrates a deficiency in reading and was previously retained in kindergarten, grade 1, or grade 2.
- e. Students who have received the intensive remediation in reading as required by paragraph (4)(b) for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, or grade 2 for a total of 2 years. Intensive reading instruction for students so promoted must include an altered instructional day based upon an academic improvement plan that includes specialized diagnostic information and specific reading strategies for each student. The district school board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low performing readers.

(c) Requests for good cause exemptions for students from the mandatory retention requirement as described in subparagraph(b)3 and 4 shall be made consistent with the following:

1. Documentation shall be submitted from the student's teacher to the school principal that indicates that the promotion of the student is appropriate and is based upon

the student's academic record. In order to minimize paperwork requirements, such documentation shall consist only of the existing school-wide progress monitoring, individual educational plan, if applicable, report card, or student portfolio.

2. The school principal shall review and discuss such recommendation with the teacher and make the determination as to whether the student should be promoted or retained. If the school principal determines that the student should be promoted, the school principal shall make such recommendation in writing to the district school superintendent. The district school superintendent shall accept or reject the school principal's recommendation in writing.

Progression of Retained Third Grade Students (Appendix C)

Third grade student who are retained will be provided intensive interventions in reading to include, but not be limited to the following: diagnostic assessment, a minimum of 90 minutes per day of reading instructing, scientifically research based materials and instruction; transition classes (3rd and 4th grades students) which allow mid-year promotion if students have met the criteria by October 1.

Mid-Year Promotion Grade 3 - Options for student retained in Grade 3 more than 2 times; (Portfolio required)
Students who have been retained 2 years in grade 3 and score Level 1 on FCAT (Portfolio required):

1. May participate in an intensive acceleration class. If the student increases his/her reading level at least 2 grade levels in 1 year, he/she could be promoted to grade 5.
2. Receive intensive remediation and can demonstrate reading at or above grade level may be promoted to grade 4 at the end of first semester.

4. Title I School-Wide Program (Elementary)

The federal compensatory education program in the Gulf County Schools will serve eligible children in appropriate programs as developed by the district and school personnel.

5. Elementary Course-of-Study

The regular course-of-study requirement for elementary students includes instruction in mathematics, science, writing, language arts, reading, social studies, critical thinking skills, and physical education. Bicycle and gun safety training is provided in all elementary schools. Provisions are made for teaching computer literacy, health, critical thinking skills, patriotism, flag education (including proper flag display and flag salute), the Holocaust, character education and other related skills in the context of mathematics, language arts, reading, social studies, and science.

6. Promotion Of Students With Disabilities

Students with disabilities must master the appropriate performance standards (Sunshine State Standards or other appropriate standards) or have results of specific remediation strategies documenting mastery in their individual educational plan (IEP), prior to promotion to the next grade level. The ESE teacher is responsible for the assessment, remediation and documentation of appropriate standards. The IEP shall indicate how the student's disability impacts the student's progress in the general curriculum.

The following factors must be considered for promotion of ESE students at grade levels:

- (a) successful completion of IEP goals and objectives
- (b) chronological age
- (c) grades earned in all courses
- (d) attendance

PROMOTION OF STUDENTS, MIDDLE SCHOOL

1. General Information

A student who is promoted to middle school must have met all requirements for promotion from the elementary school as set forth by the elementary section of the District Student Progression Plan. Any fifth grade student scoring Level 1 in reading on the FCAT shall be required to take intensive

reading in grade 6. Students in middle school will be required to take a course during each period of the school day. Students will be required to take academic courses (language arts, mathematics, reading, social studies, science) and physical education. The remainder of the courses will be taken from elective areas. *Students entering grade 6 who have scored below Level 3 on the FCAT reading must have a Progress Monitoring Plan. The plan must be implemented until the student scores Level 3 or above on FCAT or completes the 8th grade. This plan must be developed in collaboration with the student and his/her parent.

Provisions are made for teaching computer literacy, the Holocaust, critical thinking skills, character education, flag education, and other related skills in context of the subjects of mathematics, science, language arts, reading and social studies. The student must demonstrate proficiency in reading, English, science, social studies*, and mathematics as evidenced by mastery of the Sunshine State Standards with a grade of 60 or better on each benchmark. Student reading grades may be merged with language arts grades when determining a passing grade. Students scoring below the 26th percentile on a normed reference test and/or Level 1 of the FCAT **may** be retained unless other assessments determine students are achieving the standards. Other methods of evaluation may include but not be limited to the following:

1. Progress tests
2. Classroom Assignments
3. Performance tasks
4. Daily Observation
5. State and District Assessments
6. Mastery level/rate of Sunshine State Standards
7. Teacher-made tests
8. Checklists
9. Progress Monitoring
10. Portfolios
11. Other objective data
12. Performance based computer instruction

*Social Studies curriculum includes World History, Civics (State and Federal Government)/Florida History/Geography / U.S. History

2. Students who are identified as eligible to participate in special approved programs, dropout prevention programs, and exceptional student education may be placed in that program as an alternative placement.
3. Any student who has a passing grade in each core subject and meets the established district/state grade level performance criteria with a grade of 60 or better on each benchmark in reading, English, mathematics, social studies, and science shall be promoted. Any student who fails one of the core subjects and/or fails to meet the district/state performance requirements of FCAT (above Level 1 or above 26 percentile) may be retained unless the student makes up the course. Any student who fails two core subjects must be retained unless the student makes up one or more courses the year following the failure. Students failing 3 core courses shall be retained, but will be allowed to participate in credit recovery options and may be promoted as soon as credits are made up.

Students who are retained will have an intensive program within an intensive program that is different from the previous year's program and that takes into account the student's learning style. SS 1008.25

Students who have been retained more than two years will be provided an alternative placement.

4. Students in grade 8 who have a minimum of a 3.5 overall average, have scored 85% or above on a normed reference test in reading and the content area for which said student desires to take an advanced course, may take a course designated as grade 9 in the Florida Course Code Directory provided:
 1. A child study team consisting of two teachers, the guidance counselor, and the principal conclude, based on academic data, maturity, and other pertinent factors, that it is in the best interest of the student;
 2. The parent gives written consent; and
 3. That the parent and student understand that the grade earned will be factored into the student's high school GPA and may be used to satisfy high school graduation requirements or Florida Bright Futures Scholarship Program requirements.

4. Middle school students who take high school courses and earn a grade below "C" may use the forgiveness policy.

REQUIRED COURSES

Beginning with students entering grade 6 in 2006-2007, course requirements are:

- 3 English (emphasizing literature, composition and technical text)
- 3 Mathematics (at least one high school math must be offered)
- 3 Social Studies (one semester must include study of state/federal government and civics education)
- 3 Science
- 1 Course in career and education planning to be completed in 7th or 8th grade and must include an ePEP using FACTS.org

The personalized academic and career plan (ePEP) must be signed by the student, guidance counselor, and parent. Parent meetings will inform parents about course curriculum.

PROMOTION OF STUDENTS WITH DISABILITIES

Students with disabilities must master the appropriate performance standards (Sunshine State Standards or other appropriate standards) or have results of specific remediation strategies documenting mastery in their individual educational plan (IEP), prior to promotion to the next grade level. The ESE teacher is responsible for the assessment, remediation, and documentation of appropriate standards. The IEP shall indicate how the student's disability impacts the student's progress in the general curriculum.

The following factors must be considered for promotion of ESE students at grade levels:

- (a) successful completion of IEP goals and objectives
- (b) chronological age
- (c) grades earned in all courses
- (d) attendance

2. Alternative Education Program

The alternative education program provides special instruction for students identified as potential dropouts. Students are identified for this program on the basis of state test scores and/or norm-referenced test scores, attendance, retention, and adjustment problems. Instruction in academic subjects is delivered in a self-contained setting to provide for individual differences. An essential element of this program is individual and small group guidance. Another alternative education option is inclusion with a student support and assistance plan.

3. Remedial Reading/Math/Language/Writing/Science

- a. Any sixth or seventh grade student who scores Level 1 in reading on FCAT shall be required to take a course in reading at grades 7 and/or 8.
- b. Any student who scores in the 1st quartile on the Stanford 10 Achievement Test or other normed reference test in math, reading or language or scores Level 1 of the FCAT math, reading, or science shall be remediated.
- c. Any student scoring below 3 on FCAT reading/writing/math/science shall be remediated within the required courses.

PROMOTION OF STUDENTS, HIGH SCHOOL

1. Grade 9 (Students entering grade nine in 2008-2009 and thereafter must attain 26 credits to graduate)
 - a. A student who is promoted to the ninth grade must have met all requirements as set forth by the middle school section. During the registration process for grade 9, students and their parent(s)/guardian(s) will select the 18 or 24/26 Credit Option for graduation. Once enrolled in an option, the student must remain in that option for the entire school year. Parents and students will be given the opportunity to change Options **ONLY** at the time of registration. For students who enroll, withdraw, and reenroll during a school year, the initial enrollment Option stands for that school year.

- b. The student must earn 5 credits to be promoted to grade 10. Credits are to be taken from the chart on pages 51-54. Students who select the 18 Credit Option must earn 18 credits by the end of year 3, otherwise they will revert to the 24/26 Credit Option.
- c. Any ninth grade student who scores Level 1 in reading on the FCAT shall be required to take one course in reading, and a compensatory English course unless the student participates in a 90 minute reading course.
- d. Any student who scores below 41%tile on a normed reference test in math, reading, language, or scores below Level 3 of FCAT reading, math, or below 3.5 in writing shall be remediated using Progress Monitoring school-wide or individually.
- e. Students scoring Level 2 in reading will take a reading course and compensatory English.
- f. Any student scoring Level 1 or 2 in math on FCAT must receive remediation the following year and which can be through applied, integrated or combined courses.
- g. A student must demonstrate achievement of a cumulative grade point average of 2.0 on a 4.0 scale, or its equivalent, in all courses.
- h. Beginning with students entering their first year of high school in 2007-08, an additional math credit is required for a total of 4.
- i. Student entering ninth grade whether for the first time or for repeating courses shall not affect that student's classification as a first time ninth grader for reporting purposes.
- j. Students entering Grade 9 in 2010-2011 must take End of Course Exams in Algebra I or its equivalent, Geometry, and Biology. The End of Course Exam will carry 30% weight of the final grade.

2. Grade 10

- a. During the registration process for grade 10, students and their parent(s)/guardian(s) will select the 18 or 24 Credit Option for graduation. Once enrolled in an option, parents and students will be given the opportunity to revert to the 26 credit option **ONLY** at the semester. For students who enroll, withdraw, and reenroll during a school year, the initial enrollment Option stands for that school year. Only students who have earned a cumulative weighted GPA of 3.0 on a 4.0 scale or its equivalent may enter an 18 credit program. Students opting for the college Preparatory program MUST earn a minimum of 6 of the 18 credits in dual enrollment, AP, IB or Advanced International Certificate of Education courses. The student must have a 3.5 GPA by the end of year 3 or the student reverts to the 26 credit option.
- b. The student must earn 11 credits to be promoted to grade 11. Credits are to be taken from the chart on pages 53-55. Students who select the 18 Credit Option must earn 18 credits by the end of year 3, otherwise they will revert to the 24/26 Credit Option.
- c. Any student who scores in the first quartile on the Stanford 10 Achievement Test in math, reading, science, or language shall be remediated within the required courses.
- d. Any student scoring Level 1 of FCAT reading, math, or writing, shall be remediated using school-wide or individual Progress Monitoring.
- e. Any tenth grade student who scores Level 1 or 2 in reading on the FCAT shall be required to take one course in reading, and a compensatory English course unless the student participates in a 90 minute reading course.
- f. The student will take the Florida Comprehensive Assessment Test (FCAT) during the tenth grade. Students who do not make a state determined passing score on mathematics and/or on reading shall be remediated and may be placed in an Educational

Alternative Program. Students will have the opportunity to retake the test in grade 11 and subsequent grades. **Passage of the FCAT reading, and math is a requirement for receiving a standard diploma.**

3. Grade 11

- a. The student must earn 17 credits to be promoted to grade 12. Credits are to be taken from the chart on pages 51-54.
- b. Students who elect the 18 Credit Option must earn 18 credits by the end of year 3, otherwise they will revert to the 24/26 Credit Option.
- c. Any student who scores in the 1st quartile on a normed reference test in math, reading, language, or science shall be remediated.
- d. Any student who fails FCAT Reading or Math shall be remediated.
- e. Students scoring below the state determined score for a standard diploma on FCAT mathematics and on FCAT reading shall be remediated. Students scoring Level 1 or 2 in reading shall enroll and complete a reading course unless they have passed the FCAT, then they must take a compensatory English class, and may elect to take a reading course.
- f. Students who lack no more than one credit for promotion or graduation on the 18 Credit Option shall be allowed to acquire that credit via one of the following methods:
 - 1) Dual enrollment
 - 2) Florida Virtual School
 - 3) Adult education
 - 4) Courses offered after school hours by the district
 - 5) DIS
 - 6) Graduation Options
- g. Students who elect the 18 Credit Option and **DO NOT** complete the required credits by the end of the third

year or **have not passed** the FCAT will automatically revert to the 24 credit option.

4. Grade 12

- a. During the 12th grade, a student must successfully complete course requirements as outlined on the chart on page 52 (Graduation Requirements).
- b. A student must have passed the FCAT to be eligible for a standard diploma.
- c. Any student who fails either the FCAT reading or math shall be remediated. Students not passing the FCAT reading shall enroll and complete a reading course.
- d. Students who meet all requirements for a standard high school diploma except earning passing scores on the Grade 10 FCAT are eligible to receive a standard diploma using the concordant scores of the ACT or SAT. Once the student has taken the FCAT 3 times and failed, but has a concordant passing score, the student may elect to continue taking the FCAT, but it is not required. The parent **MUST** be notified if the student decides to use concordant scores in lieu of the FCAT.
- e. A student who enters a Florida school for the first time as a senior may use concordant scores without taking FCAT s.1008.22.
- f. Students who have not passed the College Placement Test in math by the beginning of their senior year will be offered the MATH for COLLEGE READINESS course.

PROMOTION OF STUDENTS WITH DISABILITIES

Students with disabilities must master the appropriate performance standards (Sunshine State Standards or other appropriate standards) or have results of specific remediation strategies documenting mastery in their individual educational plan (IEP), prior to promotion to the next grade level. The ESE teacher is responsible for the assessment, remediation, and documentation of appropriate standards. The IEP shall indicate

how the student's disability impacts the student's progress in the general curriculum.

The following factors must be considered for promotion of ESE students at grade levels:

- (a) successful completion of IEP goals and objectives
- (b) chronological age
- (c) grades earned in all courses
- (d) attendance
- (e) credits

Recovery for High School

Students may enroll in Graduation Options at the high school. The Graduation Options program provides a myriad of opportunities for Credit Recovery:

- 1) Standard texts and curriculum
- 2) PASS materials
- 3) Computerized instruction
- 4) Adult school

A student who is behind one or more credits may enroll in the Gulf County Adult School's night program as a co-enrolled student to earn no more than one credit per semester.* Students must be at least 16 years old and must have permission from both the high school principal and the adult school supervisor.

In addition, the student must exhibit exemplary behavior and attend a minimum of six hours per month in order to earn a minimum of .5 credit per semester and to remain enrolled. Students who co-enroll and fail to meet the requirements will not be allowed to continue co-enrollment or to re-enroll as a co-enrolled student that school year. Extenuating circumstances may be reviewed by the principal and the adult school supervisor.

*Students may co-enroll only to recover credits, not to get ahead in credits.

ATTAINING COURSE CREDIT

A student who successfully masters the benchmarks in a course as determined by the district will be awarded credit. One-half

credit shall be awarded if the student successfully completes either the first half or the second half of a full year course, but fails to successfully complete the other half. A full credit shall be awarded if the student successfully completes either the first or second half of a full-year course, but fails to successfully complete the other half of the course and the averaging of the grades in each half result in a passing grade. Each course shall be a minimum of 135 hours. Students may not receive credit for a course and its Honors version.

HONORS COURSES

Parents and students may request participation in honors courses; however, careful consideration should be given to the following criteria:

- 1) A "B" or higher average in a previous similar or like course;
- 2) Rigor of academic requirements in the course
- 3) Students MUST remain in the course for a minimum of one semester;
- 4) An NRT score of 75% or higher in reading or math depending on the content of the honors courses;
- 5) Teacher recommendation; and
- 6) Score a minimum of a high Level 3 or higher on FCAT and/or EOC exams.

SCHOOL CHOICE - See Appendix B

REMEDIATION

1. General Program

Each school in the district shall provide specific remedial programs for those students who evidence deficiencies in basic skills. To the extent that resources are available, each school should create special classes of a reduced size to emphasize basic skills instruction for those pupils who require more intensive* instruction or provide an extra year of instruction in the same grade. These classes may be designated as intensive or compensatory basic skills classes. At these grade levels, educational alternatives for remediation may include but not be limited to:

- a. School-wide Progress Monitoring
- b. State and/or Federal Compensatory Education Programs
- c. Change in teacher or pupil assignment
- d. Scheduling adjustment
- e. Counseling
- f. Parent conferences
- g. In-depth diagnostic evaluation in reading and/or math
- h. Development of an Individual Education Plan
- i. Assistance from a teacher aide during basic skills instruction
- j. Student tutoring help within the classroom
- k. Placement in ungraded remedial basic skills class
- l. Summer school
- m. Retention
- n. Recommendation for after school tutorial programs
- o. Performance based computer instruction

*Remedial instruction in courses labeled "intensive" in the Florida Course Code Directory may not be lieu of required Math and English courses. Remedial instruction provided during high school may not be in lieu of English and mathematics credits required for graduation.

Each school shall be responsible for maintaining adequate records to verify that students who do not meet district standards have, indeed, been given an appropriate reevaluation and appropriate adjustments have been made.

Students who do not pass the FCAT shall retake and pass the FCAT before they are eligible for a standard diploma. In grade eleven (11) students will be provided opportunities to take the FCAT in October and March. Students who do not pass the FCAT their third year will be provided opportunities in October, and March of their fourth year. If the FCAT has not been passed at the time of graduation the student will receive a Certificate of Completion and may elect to return to school for year thirteen (13).

2. Dropout Prevention - Grades 9-12

The state approved Dropout Prevention Program provides a component for basic skills instruction for eligible students in grades nine through twelve. The program helps students

pass the FCAT and to become eligible for a regular high school diploma. This program also provides Graduation Options, a mechanism for credit recovery during the regular school day.

ALTERNATIVE COURSE CREDITS AND PROGRAMS

1. Accelerated Graduation - Early Admissions

Students who meet the conditions of an early admission program may be graduated in less than four (4) years in grades 9-12. Each student on the 24 Credit Option or the 18 Credit Option must be approved by the School Board and meet other requirements of State Board of Education, Administrative Rules, and in addition, meet other district guidelines as set forth below. Students in Gulf County high schools who are considering early admission must follow guidelines and deadlines:

- a. Must have 3.5 grade point average, on a 4.0 grade system grades 9-11;
- b. Obtain a personal recommendation from their high school principal;
- c. Be eligible for senior classification at the high school;
- d. Apply for approval from the School Board to enter an early admission program by June 15 after their junior year;
- e. Be accepted at a college as an early admission student;
- f. Successfully complete the Florida Comprehensive Assessment Test;
- g. Shall forfeit the opportunity to participate in senior class activities except graduation and baccalaureate.

Early admissions will not be granted on a semester basis.

2. Students who elect the 18 credit accelerated graduation option must follow guidelines and deadlines:

- a. Be on track to complete required credits by the end of year 3 (a traditional junior year) and have met all other early admissions criteria; and
- b. Shall have passed the Grade 10 FCAT.

3. Additional High School Credit

a. Dual Enrollment

Under the terms of annually updated articulation agreements between Gulf County School Board and accredited post-secondary institutions, students in grades 10-12 may receive both high school and post secondary credit upon successful completion of approved courses. In addition to the common placement examination, student qualifications for college credit dual enrollment courses must include a 3.0 unweighted grade point average, and teacher/guidance counselor/principal recommendation. Student qualifications for vocational certificate dual enrollment courses must include a 2.0 unweighted grade point average. F.S. 1007.27

A student may take no more than one dual enrollment course each semester during the regular school year for which the district will purchase textbooks.

If a student enrolls in a dual enrollment class and the district purchases the textbook and the student does not complete the course, the student and the parent/guardian must reimburse the district for the text.

See Appendix G - Articulation agreement with GCCC.

b. Correspondence Courses

High school seniors may earn a maximum of two (2) credits by correspondence from an approved accredited institution. Principal approval is required prior to enrollment in each course and a mandatory completion date for that course established.

c. Directed Individual Studies (DIS)

Students in grade 12 who have maintained a 2.5 GPA or above may take Directed Individual Studies (DIS) for credit provided:

1. The desired course is not available at the school site; or, if offered, the student's schedule precludes enrollment in the course.
2. Approval is granted by the principal and the school superintendent.

3. The course must be listed in the current Florida Course Code Directory.
 4. Any deviation from above plans must have school board approval.
- d. The Florida Virtual School. See Appendix A
Courses taken from the Florida Virtual School must be approved 30 days prior to enrollment by the Principal.
 - e. Gulf School District Virtual School
Students may enroll in the district's K-12 Virtual School. Parents are expected to provide the essential internet connections, hardware and software unless the student is identified as eligible for the free/reduced lunch program and has no other means of accessing the school. Procedures for loaning equipment and responsibility of the student and the parent for equipment are in the District's Instructional Materials Manual. The student must demonstrate continuous progress and pass all courses each semester in order to continue enrollment. The district's K-12 Virtual school does not have extra curricular programs. Students in the Virtual school are not eligible to participate in extra curricular activities provided at the district's other public schools. Only students who were full-time public school students the previous school year are eligible to enroll for the current school year.
 - f. Gulf County Adult School.
Students in need of no more than one (1) credit for graduation, may attend the Gulf County Adult School in the summer after their senior year, and upon successfully completing requirements, may receive their diploma or certificate of completion from their high school of record.
 - g. Students in grade 8 who have a minimum of a 3.5 overall average, have scored 85% or above on a normed reference test in reading, in the content area for which said student desires to take an advanced course, or scored Level 4 or 5 on FCAT Reading or Math may take a course designated as grade 9 in the Florida Course Code Directory provided:
 1. A child study team consisting of two teachers, the guidance counselor, and the principal conclude, based on academic data, maturity, and other pertinent factors, that it is in the best interest of the student;

2. The parent gives written consent; and
3. That the parent and student understand that the grade earned will be factored into the student's high school GPA and may be used to satisfy high school graduation requirements or Florida Bright Futures Scholarship Program requirements.

IV. GRADUATION

TYPES OF DIPLOMAS

1. Standard Diploma

Gulf County secondary students who pass the FCAT, satisfactorily, complete the required credits approved by the Gulf County School Board and defined as basic and vocational in the Course Code Directory, and earned at least a 2.0 grade point average (GPA) will be eligible for a Standard Diploma. Students may use ACT or SAT Concordant scores to satisfy the passing of the FCAT requirement.

Students must earn at least a 2.0 grade point average on a 4.0 grading scale to be eligible for a Standard Diploma.

Students must maintain a 2.0 cumulative grade point average computed on a 4.0 scale in all courses taken. At the end of each semester, students in grades 9-12 and their parents are notified if the cumulative grade point average is below 2.5. The following activities are offered to assist students in maintaining the 2.0 cumulative grade point average:

- a. Forgiveness policy - Repeat a required course (MUST be the same course number or a comparable course) in which the student had a grade of D or F and have the second grade replace the first grade earned in the GPA calculations. (S.1003.43(5)(e)(1) Another course may be used to replace a "D" or "F" in an elective course
- b. Adult school attendance
- c. Special counseling
- d. Volunteer and peer tutors
- e. School sponsored help sessions
- f. Study skills classes
- g. The required GPA must be based on all courses taken, except courses forgiven under state and district forgiveness policies.
- h. Graduation Options Program

Concordant Scores

- 1) Pursuant to S.1008.22(9)(b), F.S. (Concordant Scores for the FCAT), in order to use a concordant subject area score to satisfy the assessment requirement for a standard high school diploma, a student must take each subject area of the Grade 10 FCAT a total of three

times without earning a passing score. The requirements shall not apply to a new student who enters the Florida public school system in Grade 12, who may either achieve a passing score on the FCAT or use an approved subject area concordant score to fulfill the graduation requirement. A new student entering the Florida public school system in Grade 12 is not required to take the Grade 10 FCAT if he or she is able to document the approved concordant scores.

- 2) Students who are eligible to use a concordant score, as described above, and have attained the current ACT (Reading - 18; Math - 15) or SAT (Reading - 420; Math - 340) scores concordant with the FCAT passing scores shall satisfy the assessment requirement for a standard high school diploma as provided by Florida law S.1003.429(6) (a)
- 3) Once a student has met the assessment graduation requirement for a standard high school diploma with a concordant score (and taken and failed the Grade 10 FCAT a total of three times, if applicable. The student is not required to continue retaking the Grade 10 FCAT for the purpose of high school graduation.

2. Certificate of Completion

Any student who has completed district requirements, but fails the FCAT or achievement of a 2.0 GPA, will be given a Certificate of Completion unless the student elects to return for a thirteenth year. If the student refuses the Certificate of Completion, he/she may enroll in a full or part "13th year program" (Section 232.246(9) Florida Statute). If the student accepts the Certificate of Completion he/she may be remediated in either regular or adult school and take the test again in the following June administration. If the student passes, he/she can exchange the Certificate of Completion for a Standard Diploma.

3. CPT - Eligible Certificate of Completion

Students who meet all requirements for a standard high school diploma except earning passing scores on the Grade 10 FCAT are eligible to receive the Common Placement Test Eligible Certificate of Completion. The CPT - Eligible

Certificate of Completion applies **ONLY** to student who select the 24 credit traditional high school graduation program and are seeking a standard diploma. Special diploma tract students are not eligible for the CPT - Eligible Certificate of Completion.

4. High School Equivalency Diploma (GED)

The GED may be given only when the student has completed all requirements for graduation except attainment of the required GPA. The student may elect to take the GED and if he/she passes it, will be awarded a GED from the Department of Education. F.S. 1003.43, subsection 229.814

5. Requirements for Standard Diploma for Exceptional Students (Course Accommodations)

- a. The aforementioned requirements for graduation apply equally to exceptional students who will receive a standard diploma; however, Section 1003.438, F.S., and rule 6A-6.0312 authorizes district school boards to make course and program accommodation for exceptional students.
- b. As outlined below, accommodations shall be made where necessary to ensure students with disabilities access to a standard diploma. Section 1003.438, F.S., specifically states "Nothing provided in this section, however, shall be construed to limit or restrict the right of an exceptional student solely to a special diploma." An exceptional student should be awarded credit in a basic course under the following condition:
 - i. The exceptional student has taken the course (regular course code directory number) with regular students and has passed the course, with or without accommodations, or
 - ii. The exceptional student has taken the regular course in an exceptional student class with any of the following modifications to the course:
 - (a) The instructional time may be increased or decreased.
 - (b) Instructional methodology may be varied.

- (c) Special communications systems may be used by teacher or the students.
- (d) The student may receive classroom and district test administration procedures and other evaluation procedures as specified in Rule 6A-1.0943, FAC, to accommodate the student's disability and specified in the sub-section entitled "Students with disabilities participate in State and District Assessment Programs."

c. A student with a disability, as defined in s.1007.02(2), for whom the individual education plan (IEP) committee determines that the FCAT cannot accurately measure the student's abilities taking into consideration all allowable accommodations, shall have the FCAT requirement of paragraph (4)(b) waived for the purpose of receiving a standard high school diploma, if the student:

- 1) Completes the minimum number of credits and other requirements prescribed by subsections (1), (2), and (3).
- 2) Does not meet the requirements of paragraph (4)(b) after one opportunity in 10th grade and one opportunity in 11th grade and in March of grade 12.

NOTE: Accommodations in basic courses shall not include modifications to the curriculum frameworks, course description, student performance standards or benchmarks. The outcome and student performance standards of vocational courses and programs may be modified when the ESE student's individual education plan (IEP) identifies the specific requirements for the individual student's vocational program. (Rule 6A-6.0312 FAC-DPS Memo 87-345 clarification)

6. Special Diploma

Students who have been properly classified with an intellectual disability such as ASD, E/BD, hearing impaired, specific learning disabled, physically impaired or language impaired, may be eligible for a special diploma. Access to a special diploma may be made available for profoundly

handicapped students through the requirements for any other exceptionality eligible for a special diploma. Gulf School Board may award Special Diplomas based on two (2) options.

- a. Beginning with school year 2002-2003, special diploma requirements for certain students with disabilities shall include:

Demonstration of proficiency at the independent, supported, or participatory level of each Sunshine State Standard for Special Diploma prescribed in paragraph (1)(h) of Rule 6A-1.09401, FAC, as determined through the IEP process and

Completion of the minimum number of course credits for a special diploma as prescribed by the school board.

Sunshine State Standards for students with disabilities as defined in this rule, mastery of the Sunshine State Standards through successful completion of courses that meet graduation requirements for a standard diploma, specified in paragraphs (1)(a) through (g) of Rule 6A-1.09401, FAC shall be accepted in lieu of Sunshine State Standards for Special Diploma for awarding of a special diploma.

Sunshine State Standards for special diplomas describe what certain students with a disability should be able to do at three (3) proficiency levels - independent, supported and participating. These standards are herein incorporated into this Student Progression Plan.

- b. The second option includes procedures for determining and certifying mastery of demonstrated employment and community competencies in accordance with subsection (14) of Rule 6A-1.0996, FAC.

Independent: Students functioning at the independent level are generally considered to be capable of meeting their own needs and working and living successfully in their communities as adults without overt support from others.

Supported: Students functioning at the supported level are generally considered to be capable of achieving supported independence in adulthood.

Participatory: Students functioning at the participatory level are generally considered to have significant cognitive and physical limitations that preclude their ability to generalize or transfer their learning. These students will be dependent on others for most, if not all, of their daily living needs as adults.

7. Diploma Procedures

Students may select and move between two Special Diploma options and between courses of study leading to Standard or Special Diplomas, as appropriate.

- a. The individual educational plan (IEP) committee shall document whether the student is pursuing a course of study leading toward a Standard or Special Diploma on the IEP developed during the student's eighth grade year, or the IEP developed during the year prior to the student's sixteenth birthday, whichever occurs first. This decision shall be reviewed annually. Parents shall be notified of the diploma options through the annual IEP meeting. The awarding of a special diploma or special certificate of completion does not prevent a student with disabilities from pursuing a standard diploma or from receiving a free appropriate public education until the student reaches age 22.
- b. Nothing contained in this plan shall be construed to limit or restrict the right of an exceptional student solely to a Special Diploma. The parents of each exceptional student eligible for a Special Diploma for exceptional students shall be notified in writing of the options available under this rule prior to tenth grade testing.

The following requirements for a special diploma are in effect:

1. Attainment of district/state required credits.

Special Certificate of Completion

The student must meet requirements for a special diploma, but fail to demonstrate mastery of the state standards.

- c. Employment and community competencies. The School Board's requirements for demonstration of mastery of specified employment and community competencies ensure:
 - i. The student has achieved all the annual goals and short-term objectives which were specified on the IEP related to the employment and community competencies;
 - ii. The student is employed in a community-based job, for the number of hours per week specified in the student's training plan, for the equivalent of one (1) semester, and paid a minimum wage in compliance with the requirements of the Fair Labor Standards Act.
 - iii. The student has mastered the employment and community competencies specified in the training plan. The training plan is developed and signed by the student, parent, teacher, and employer prior to placement in employment and identifies the following:
 - (1) The expected employment and community competencies;
 - (2) The criteria for determining and certifying mastery of the competencies;
 - (3) The work schedule and the minimum number of hours to be worked per week; and
 - (4) A description of the supervision to be provided by school district staff.
 - iv. Student mastery of performance standards may be documented through tracking sheet checklists, grades, or samples of student work. Written documentation of student mastery must minimally include the date each standard was mastered, and sign off by the teacher who verified mastery. Written documentation shall be maintained until the student graduates.

Students with Disabilities Participation in State And District Assessment Programs

1. **GUIDELINES FOR EXEMPTION OF STUDENTS WITH DISABILITIES**

The general expectation of state and district assessment systems is that all students participate in assessment for accountability purposes. The district has established a goal of 85% inclusion of students with disabilities in the state assessment program. However, a student's disability and characteristics may be such that assessment programs may not be appropriate for that individual student. The decision to exclude a student from district and/or state assessment must be made at the IEP meeting and reflected on the IEP (ESE#13). The decision should be made based on whether the student is pursuing a standard diploma and past performance. If exemption or exclusion is the decision, the rationale should be included on the IEP, and decisions revisited annually. Exemption may be permitted only when all of the following criteria are met:

The IEP team uses the recommended policy of the Department of Education in making the decision of appropriate exclusion from the state or district assessment of student achievement, to include:

- a. The student's demonstrated cognitive ability prevents the student from completing required coursework and achieving Sunshine State Standards (SSS) even with appropriate and allowable course modifications; and
- b. The student requires extensive direct instruction to accomplish the application and transfer of skills and competencies needed for domestic, community living, leisure and vocational activities; and
- c. The student's inability to complete the required coursework is not due to excessive or extended absences or the result of social, cultural, or economic differences; and
- d. For high school age students, the student's inability to complete the standard diploma program even with allowable course accommodations and adaptations.

2. Alternative Assessment

If the IEP team determines that the student will not participate in a particular state or district assessment (or part of that assessment) of student achievement, a statement of why that assessment is not appropriate for the child and how the child will be assessed will be indicated on the IEP.

An alternate assessment procedure will be provided for each student who is excluded from state or district assessment of student achievement at each grade level where a state or district assessment is required for other students in the district.

Alternate assessment procedures provide documentation of specific student performance and the scoring criteria used to assess the student's progress.

Alternate assessment procedures match the instructional goals (standards and benchmarks) as determined appropriate for the student.

Alternate assessment procedures address, at a minimum, areas that correspond to areas assessed through the state and district assessment of student achievement. For example, reading, writing, mathematics would correspond to the Sunshine State Standards for Special Diploma Functional Academics and Communication Domains.

Efforts are made to meet or exceed the state's inclusion goal of 85% of the district's student with disabilities in the state and district assessments for student achievement.

If a student does not participate in the statewide assessment, the district must notify the student's parent and provide the parent with information regarding the implications of such nonparticipation. If modifications are made in the student's instruction to provide accommodations that would not be permitted on the statewide assessment tests, the district must notify the student's parent of the implications of such instructional modifications. A parent must provide signed consent for a student to receive instructional modifications that would not be permitted on the statewide assessments and must acknowledge in writing

that he or she understands the implications of such accommodations.

3. GUIDELINES FOR DETERMINING APPROPRIATE ACCOMODATIONS

Determination of appropriate accommodations in assessment situations for students with disabilities shall be based on the individual needs of each student, and decisions shall be made at IEP meetings and recorded on the IEP. It is appropriate to orient students to testing format and procedures near test time. Guidelines to consider are as follow:

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

4. PARTICIPATION OF STUDENTS WITH DISABILITIES IN STATEWIDE ASSESSMENT

Rule 6A-1.0943, FAC, provides the basis for accommodations to Florida's statewide assessment system for students with disabilities. In addition, the test administrator's manual for each statewide assessment provides a listing of allowable accommodations that can be used for students with disabilities. Such accommodations include:

- a. Presentation: The student may be administered any statewide assessment through the following presentation formats:
 - (1) Regular print versions of the test may be enlarged through mechanical or electronic means.
 - (2) The district test coordinator may request large print versions.
 - (3) Braille versions may be requested for students who use Braille materials. Some test items may be altered in format for Braille versions of the test

as authorized by the Department. Test items that have no application for the Braille reader will be deleted as authorized by the Department. Student performance standards that cannot be assessed in the Braille format will be deleted from the requirements of s.299.57, F.S.

- (4) Signed or oral presentation may be provided for all directions and items other than reading items. Reading items must be read by the student through visual or tactile means.
 - (5) The student may use means to maintain or enhance visual attention to test items.
 - (6) Presentation formats not covered by this rule may be requested through the Department of Education and will be provided, as appropriate, upon approval from the Commissioner of Education.
- b. Responding: The student may use varied methods to respond to the test, including written, signed, and verbal response. Written responses may include the use of mechanical and electronic devices. A test administrator or proctor may transcribe student responses to the format required by the test. Transcribed responses must accurately reflect the response of the student, without addition or edification by the test administrator or proctor.
- c. Scheduling: The student may be administered a test during several brief sessions, allowing frequent breaks during the testing sessions, within specifications of the test administration manual. Students may be provided additional time for the administration of the test.
- d. Setting: The student may be administered a test individually or in a small group setting, and may be provided with adaptive or special furniture, lighting, or acoustics.
- e. Assistive devices: The student may use the following assistive devices typically used in classroom instruction.

- (1) If the purpose of the assessment requires complex computation, calculators may be used as authorized in the test administration manual. A calculator may not be used on assessments of basic computation as specified in the test administration manual.
- (2) Visual magnification and auditory amplification devices may be used. For students with visual impairments, an abacus may be used.
- (3) Technology may be used without accessing spelling or grammar, checking applications for writing assessments, and without using speech output programs for reading items assessed. Other assistive technology typically used by the student in classroom instruction may be used provided the purpose of the testing is not violated. Implementation of assistive devices must assure that test responses are the independent work of the student. Unusual circumstances of accommodations through assistive devices must be approved by the Department of Education before use.

REQUIREMENTS FOR GRADUATION

18 Credits Option for Graduation College Preparatory Program:

Beginning with the 2006-07 ninth grade, students who elect the 18 credit option must earn the following 18 credits in grades 9-11 while enrolled in a 9-11 homeroom. Six of 18 credits must be dual enrollment, AP, IB or AICE courses.

| | |
|---|-----------|
| English.....(Concentration in composition, informational reading & literature) | 4 credits |
| Mathematics...(One must be Algebra I or higher)..... | 4 credits |
| Science..... (Natural Science)..... (2 must have laboratory components) | 3 credits |
| Social Science (American History (1), World History (1); (Government (.5), Economics .5) | 3 credits |
| Foreign Language (or demonstrate Proficiency)..... | 2 credits |
| Electives | 2 credits |

Must achieve a cumulative GPA of 3.5 on a 4.0 scale and pass grade 10 FCAT by the end of year 3 in the 18 credit option and must achieve a score of 3 or higher on the grade 10 FCAT Writing Assessment, must earn 5 credits by the end of grade 9 and 11 by the end of grade 10.

Must have written permission from the parent. If, at the end of grade 10 a student is not on track to meet credit, assessment, and GPA, parents must be notified of the following: Requirements students are not meeting, specific performance necessary in grade 11 for the student to meet accelerated requirements and the right of the student to change to the 24 credit track.

18 Credits Option for Graduation Career Preparatory Program:

Earn the following 18 credits in grades 9-11 while enrolled in a 9-11 homeroom.

- English.....(Concentration in composition, informational reading & literature).....4 credits
- Mathematics...(One must be Algebra I or higher).....4 credits
- Science..... (Natural Science).....3 credits
(2 must have laboratory components)
- Social Science (American History, World History)..... 3 credits
(Government, Economics)
- Vocational.....(Vocational/Career or Tech Dual enroll).....3 credits
OR
(Vocational/Career Education).....4 credits

Must achieve a cumulative GPA of 3.0 on a 4.0 scale and pass grade 10 FCAT.

24 Credits Option for Graduation - 26 Credits for students entering ninth grade in 2008-2009

Earn the following 24/26 credits in grades 9-12 while enrolled in a 9-12 homeroom:

The 24 credits may be earned through applied, integrated, and combined courses approved by the Department of Education and shall be distributed as follows:

- 16 core curriculum credits:
 - Four (4) credits in English with a major concentration in composition, **reading for information**, and literature.
 - Four (4) credits in mathematics, one of which must be Algebra I, a series equivalent to Algebra I, or a high-level mathematic course. School districts are encouraged to set specific goals to increase enrollments in, and successful completion of, geometry and Algebra II.
 - Three (3) credits in science, two of which must have a laboratory component.
 - Three (3) credits in social studies as follows: one (1) credit in American history; one (1) credit in world history; one-half credit in economics; and one-half credit in American Government.
 - One (1) credit in fine arts or performing art such as speech or debate.
 - One (1) credit in physical education to include integration of health.
 - Eight/Ten (8/10) credits in electives:
 - Elective courses are selected by the student in order to pursue a complete education program and to meet eligibility requirements for scholarships.
 - For each year in which a student scores at Level 1 on FCAT reading, the student must be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs.
 - For each year in which a student scores Level 1 or Level 2 on FCAT Mathematics, the student must receive remediation the following year. These courses may be taught through applied, integrated, or combined courses and are subject to approval by the Department for inclusion in the Course Code Directory.
 - Credit recovery courses shall be offered so that students can simultaneously earn an elective credit and the recovered credit.

All students entering grade nine during the 2007-08 school year and thereafter will be required to take the Health Opportunities through Physical Education (HOPE) or the HOPE-PE variation course requirements to fulfill the Physical Education graduation requirement. Two waivers apply:

- 1) Participation in two (2) seasons of an interscholastic sport AND a passing grade of "C" on the Personal Fitness Competency test satisfies the one(1) credit Physical Education requirement.
- 2) Completion of two years in a R.O.T.C. class satisfies the one (1) credit Physical Education requirement and one (1) credit in the performing arts.

The course code number for the above waivers is for non-credit.

HIGH SCHOOL EXTRACURRICULAR ACTIVITIES

A cumulative GPA of 2.0 or above in the courses required by statute or Gulf County School Board policy for graduation is required for participation in extracurricular activities in the junior or senior year. Students in the 9th or 10th grade must maintain a GPA of 2.0 or above in the semester preceding participation or a cumulative GPA of 2.0 or above in the course required by statute or Board policy for graduation. If the student's GPA falls below the cumulative 2.0, the student must enter a contractual agreement with the district, the appropriate extracurricular governing association or its designee, and the student's parent. The contract must require that the student attend summer school, or its graded equivalent, between 9th and 10th grades or the 10th and the 11th grades, as necessary.

When a student's GPA falls below a 2.0, state graduation requirements for core courses in addition to Gulf County's requirements will also be considered and eligibility will be determined by whichever best serves the interest of the student.

Home education students may participate in extracurricular activities at the school to which they would have been assigned according to district attendance policies or which the student

could have chosen to attend pursuant to district controlled open enrollment provisions.

SERVICE LEARNING

The hours high school students devote to course-based service learning activities may be counted toward meeting community service requirements for high school graduation and for community service required for participation in the Bright Futures Scholarship Program.

CONTENT REQUIRED BY LAW

1. Algebra or Equivalent (Applied Mathematics I & II; Integrated Math I & II, Algebra Ia & Ib). The mixing of Algebra options is ONLY allowed in transfer situations or for struggling students who have completed an applied course with a "D". (i.e. the student could then take Algebra IA/IB or Integrated I/II).

Algebra I, a series of courses equivalent to Algebra I, or a higher level course, shall be a requirement for high school graduation. Level I math courses may be counted for a credit **only** if they are included in the student's IEP or in a student performance plan. Students may receive credit for both Integrated Math II and Geometry, for both Geometry and Informal Geometry, and for both Integrated Math III and Algebra II. Beginning with 2010-2011 ninth grade Integrated Math and Applied Math courses and Informal Geometry, are eliminated as options.

2. The Holocaust

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

3. The Role of Women and Hispanics

Social studies instruction will include:

- (1) The study of Hispanic contributions to the United States.
- (2) The study of Women's contributions to the United States.

4. The History of African Americans

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.

5. American Government

The curriculum for American government shall include the history, meaning, significance, provisions of the Constitution of the U. S. with emphasis on each of the 10 amendments that make-up the Bill of Rights and how the Constitution provides structure for our government, Florida government, including the Florida Constitution, the three branches of state government, and municipal and county government and the nature and importance of free enterprise to the U.S. economy.

6. Science and ROTC

Upon completion of the JROTC Naval Sciences program, including Naval Science I, II and III, students may substitute on a curriculum equivalency basis one JROTC credit for Physical Science (2003310) to satisfy one of the three science requirements needed for graduation.

7. ESOL

Basic ESOL courses for Speakers of Other Languages will count toward high school graduation as allowed by Florida State Statutes.

8. Patriotism

Instruction in the sacrifice that veterans have made in serving the county and protecting democratic values worldwide. Special emphasis will be given to this content immediately prior to Veteran's Day and Memorial Day. Flag education, including proper flag display and flag salute will be emphasized in social studies.

9. **Declaration of Independence** - The established portion shall be recited in social studies classes. The history and content, 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 will be taught in American History or U.S. Government courses.

10. TV Production Course

The TV Production courses cannot be used as credit toward meeting the Fine Arts requirement.

11. Instruction in Character Education, Alcohol/Substance Abuse Prevention, and Health

Instruction in health education including instruction in alcohol and/or substance abuse prevention and character education will be provided in grades K-12 via the district developed character education curriculum.

12. Recycling of Waste Materials

The instruction of recycling of waste material will be an integral part of the program, especially in the areas of social studies and science, in both elementary and secondary schools.

13. U.S. History

U.S. History, from the period of discovery to the present shall be viewed as factual not constructed and shall be viewed as knowable, teachable and testable and defined as the creation of a new nation based on the principles stated in the Declaration of Independence.

THE FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM

1. Florida Academic Scholars Award

To be eligible a student must meet the guidelines as outlined in the Florida Statutes (Section 232.2465) and/or the state Course Code Directory and have:

- a. An overall GPA of 3.5 and completed the 18 courses identified as college prep.
- b. A score of 28 on the ACT or 1270 on the SAT.

Each student being awarded the Academic Scholar's designation must complete at least 75 hours of community service.

- a. A potential candidate for the Academic Scholars designation may register for and complete course number 2104330 - Voluntary School/Community Service and may receive 1/2 elective credit;
- b. The Community Service Program Proposal will be completed and approved by all concerned after the student has made arrangements with an agency or organization for providing the required community service;
- c. The faculty advisory will meet periodically with the student to answer questions and provide guidance (at least four times during the semester);
- d. A volunteer log, signed by a responsible agent at the agency or organization, will be kept to certify the 75 hours of community service;
- e. At the conclusion of the project, the principal, teacher advisor and at least one other teacher (evaluation committee) will have a conference with the student. At the conference the student will summarize the project and the evaluation committee will assign a grade to the project; and
- f. All pertinent materials will be provided to the principal who in turn will be responsible for having it filed in the student's academic record.

- g. Service Learning - The hours high school students devote to course based service-learning activities may be counted toward meeting community service requirements for high school graduation and for community service required for participation in Bright Futures Scholarship Program.

2. Florida Medallion Award

To be eligible for the Florida Medallion Award a student must have:

- a. An overall GPA of 3.0 and completion of the 18 courses identified as college prep;
- b. A score of 970 on the SAT or 20 on the ACT

3. Florida Gold Seal Award

To be eligible for the Florida Gold Seal Award a student must:

- a. Take three (3) vocational credits in a sequential program with a minimum of 3.5 GPA in that program;
- b. Have an overall GPA of 3.0;
- c. Continue in a planned post-secondary program

4. Scholarship Eligibility

Students who are not a resident of Florida will be ineligible for scholarships.

HONOR GRADUATES

Gulf County will have honor graduates. In order to be an honor graduate, a student must meet all criteria for high school graduation by the time final grades are submitted for seniors. Beginning with the 2003-04 ninth grade, students having a 3.5-3.849 weighted Alpha numerical average will be graduated with honors and those having a 3.850 and above will be graduated with high honors. A weighted numeric average may be used to determine local class ranking and the salutatorian and valedictorian at each high school. Students on the 18 Credit Option track may be honor graduates. For each honors, academic dual enrollment, advanced placement, international baccalaureate, gifted, Level III or above course (as defined in the State Course Code Directory) that a student successfully completes, an extra 2.5 points will be added to each numeric semester grade.

The state GPA will be determined by the following point system:

| | | |
|------------|---|---|
| A (90-100) | - | 4 |
| B (80-89) | - | 3 |
| C (70-79) | - | 2 |
| D (60-69) | - | 1 |

The semester grades for grades 9-12 will be used in computing this average. When it becomes necessary to distinguish between two or more state GPA's, a numeric computation will be used.

Teachers may not assign a grade higher than 100 for any course.

V. OTHER PROGRESSION PROGRAMS

ADULT EDUCATION

1. Students receiving diplomas through the adult program must complete 24 credits earned in grade 9 or higher. Diplomas will be awarded in accordance with State Board of Education Rules. The 24 credits (grade 9 or higher) must include: 4 credits in English, 3 in mathematics (4 beginning 2007-08), 3 in science, excluding the laboratory component because facilities are inaccessible, 1 in World History, 1 in American History, 1/2 in American Government, 1/2 Economics, 1/2 Performing Fine Arts, 1/2 Life Management Skills, and 10 electives. In order to receive a standard diploma, the student must also complete state requirements of Florida Statutes and/or State Board of Education Rules. Students failing to meet these requirements may be issued a certificate of completion, provided all the credit requirements have been met. Credit shall be granted to adult students on the basis of examination as set forth in 6A-6.020. No student, except one assigned to the adult program for acceleration purposes, shall be permitted to qualify for high school graduation at an earlier date than that on which he or she would normally have been graduated through regular attendance in high school. (F.S. 1003.43; S.B.R. 6A-6.13; S.B.R. 6A-6.014; S.B.R. 6A-6.020; G.S.B.R. 3.511; G.S.B.R. 3.5122; G.S.B.R. 3.513)
2. Any adult who has earned sufficient credit to be classified as a high school junior shall be allowed to take the FCAT, initially at any scheduled administration. If an adult is not currently enrolled in an appropriate educational program, he or she shall not be allowed to retake the FCAT, in whole or in part, until at least the second administration following the most recent examination taken.
3. Adult students not mastering both parts of the FCAT shall be provided special instructional assistance in order to remediate deficiencies.
4. Students receiving GED diplomas through the Adult Education program must meet the requirements established in the State Board of Education Rules and Gulf School Board Rules (G.S.B.R. 3.514).

5. Admission into and completion of Adult Education programs shall be in accordance with State Board of Education Rules and Gulf School Board procedures.
6. Any student who withdraws from the regular high school program to enroll in the adult school shall not be permitted to re-enroll in the regular school program, except by approval of the superintendent and school board.
7. General Equivalency Diploma (GED)
 - a. Any person at least 18 years of age on the date of the examination may apply to be a candidate.
 - b. A person 16 or 17 years of age may apply for candidacy with the recommendation of an approved committee verifying extraordinary circumstances.

Students under the age of 18 must receive school board approval to take the GED.

HOME EDUCATION

Gulf District allows students to attend a home education program. Details of the program for students between the ages of 5-16 are available upon request from the Office of the Superintendent. A student seeking to enter or re-enter Gulf District Schools from a home education program must meet all entrance requirements that any other student must meet. The student shall be placed academically as any other student that seeks to enter a public school below the ninth grade. Special considerations are outlined in the School Board adopted program to award credits for grade 9 and above.

SEE ATTENDANCE REQUIREMENTS

VI. GRADING SYSTEM

GRADING SYSTEM FOR GRADES K-12

1. Grading Scale for Kindergarten

The following grading system shall be used for Kindergarten:

| <u>Grade</u> | <u>Definition</u> |
|--------------|--|
| E | Making above average progress |
| S | Making satisfactory progress |
| N | Not performing to potential - needs to improve |
| U | Unsatisfactory progress |

1.A. Elementary and middle school students who are placed in the Bridges Program and whose IEP indicates appropriateness may be assigned grades based on an E, S, N, U scale. High school students must be given a grade for each course based on the state required grade scale.

2. Grading Writing for Grades 1-5

The following grading system shall be used for writing:

1.0 2.0 3.0 4.0 5.0 6.0

3. Grading Scale for Grades 1-12

The following grading system shall be used for grades 1-12*:

| <u>Grade</u> | <u>Percent</u> | <u>Point Value</u> | <u>Definition</u> |
|--------------|----------------|--------------------|----------------------------|
| A | 90-100 | 4 | Outstanding progress |
| B | 80-89 | 3 | Above average progress |
| C | 70-79 | 2 | Average progress |
| D | 60-69 | 1 | Lowest acceptable progress |
| F | 0-59 | 0 | Failure |
| I | 0 | 0 | Incomplete |

Teachers may not assign a grade higher than 100 for any course.

*The exception is handwriting which shall use the S, N, U grading system if a school elects to grade this skill.

4. END of Course EXAMS

Students entering grade 9 during the 2010-2011 school year shall take an End of course Exam in algebra I which shall count as 30% of their final grade. These students shall also take an EOC for geometry and biology which shall constitute 30% of their final grade.

Students entering grade 9 during the 2011-2012 school year shall take an end of course exam in Algebra I, Biology and Geometry. The end of course exam will have a weight of 30% of the final grade. Students must pass the end of course exam in order to receive credit for the course. Upon parent and student request in writing, a student may take the end of course exam in lieu of taking the course. If the student passes the exam, the student will receive credit for the course. No more than one attempt per course will be allowed.

End of Course Exams will have 2 cut scores: Passing and College Ready

5. Exceptional Student Program Grades - Grades K-5

ESE students, grades K-5, shall be graded on an individual basis which shall be decided at each IEP meeting. IEP meetings should be attended by the following:

| | |
|-----------------------|---------------------------|
| Parents | Guidance Counselor |
| Principal or Designee | Regular Classroom Teacher |
| ESE Teacher | |

REPORTING TO PARENTS

Report cards are issued to parents to provide an evaluation of their child's academic achievement and social and physical development. At the kindergarten-12 level report cards will be issued at the conclusion of each nine (9) week grading period with grades which indicate the progress and level or achievement of the student. In grades 1-6, the report provides indication of the performance level of students in reading and arithmetic. In grades 7-12, students who receive passing grades on their report

cards can be assumed to be working within the range acceptable for the grade or subject course in which they are enrolled unless indicated on the report card that the student is working below grade level. In grades 7-12, students are to be advised of the grading criteria employed in the school and in each class so that they clearly understand the class or course requirements which are needed to earn a letter grade of A,B,C, etc. Every student will be issued a progress report at the mid-nine week grading period. Students and parents are also to be advised of district standards for promotion and graduation as applied to the student grade placement, and further advised that any student who is not working at grade level may be considered for retention.

Parents will also be informed that students must successfully master standards on the 10th grade FCAT in order to receive a standard diploma upon completion of all district and State requirements for graduation. Comments in conduct and effort are to objectively reflect the student's progress independent of academic achievement. Standards for comments in these areas are to be explained to the students.

Parents are to receive reports on their child's performance on the district adopted standardized achievement test administered county-wide and on the FCAT. Parent-teacher conferences concerning results are recommended at all grade levels and may be initiated either by the parent or by school personnel. Parents are to annually receive a report of each student's progress towards achieving state and district proficiency in reading, writing, science and mathematics. (See Appendix C)

In addition to mandatory retention if reading deficiency is not remedied by the end of grade 3, each district school board must annually report to the parent of each student the progress of the student toward achieving state and district expectations for proficiency in reading, writing, science, and mathematics.

The district school board must report to the parent the student's results on each statewide assessment test.

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 reporting must be provided to the parent in writing in a format adopted by the district school board.

Beginning with the 2001-2002 school year, each 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:

- 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.
- 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 FCAT.
- By grade, the number and percentage of all students retained in grades 3 through 10.
- Information on the total number of student who were promoted for good cause, by each category of good cause as specified in paragraph (6)(b).
- Any revisions to the district school board's policy on student retention and promotion from the prior year.
- Letters to parents of student in grades K-3 are located in Appendix E.

P.E. Policy

Gulf School District recognizes the importance of physical fitness in the overall well-being and academic acumen of its students; therefore, the following Physical Education requirements are identified for elementary, middle, and high school:

- Elementary school students in grades K-5 shall have a minimum of 150 minutes per week and on any day during which physical education is conducted there are at least 30 consecutive minutes.
- Middle school students shall have a minimum of 75 hours of P.E. each year unless waived for remedial courses or parent request to allow band or another course which is only offered at a time that conflicts with physical education to replace physical education.
- High school students shall have a minimum of 135 hours of P.E.

The intended outcome of providing students the opportunity to be physically active during the school year in an organized and well supervised program is to promote a life long interest in and recognition of the benefits of a physically active lifestyle.

Students in K-8 are eligible to waive the physical education requirement if they meet any 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:**
 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.**

Appendix A

THE FLORIDA VIRTUAL SCHOOL GULF COUNTY DISTRICT GUIDE 2007-2008

WHAT IS THE FLORIDA VIRTUAL SCHOOL?

The Florida High School is an Internet-based high school serving the students of the State of Florida. The for-credit coursework of the school is based upon the Sunshine State Standards and represents a fundamental change in the educational process. A major characteristic of the school's instructional program is the expectation that students assume responsibility for learning by finding, evaluating, and using a wide range of resources available in the Information Age. The acquisition of these 21st century skills is essential for students' success in the modern workplace.

WHO CAN TAKE COURSES IN THE FLORIDA VIRTUAL SCHOOL?

Any qualified student who is a resident in an affiliated county may take courses with FVS.

CAN A HOME SCHOOL STUDENT ENROLL IN THE FLORIDA VIRTUAL SCHOOL?

Yes.

WHO CAN BENEFIT FROM THE FLORIDA VIRTUAL SCHOOL COURSES?

- < Students who need to make up credits in order to graduate on schedule.
- < Students who want to accelerate their academic program.
- < Students who may need a different learning environment from that of the traditional classroom setting.
- < Students who are enrolled in homebound/home school educational programs.
- < Students who are traveling.
- < Students who have scheduling conflicts.
- < Students who want to take a course(s) not offered at their school.
- < Students who want individualized attention.

WHAT ATTRIBUTES WILL CONTRIBUTE TO STUDENT SUCCESS?

- < Self-motivation: Students can direct their own learning environment and methods to fulfill course requirements and achieve individual academic success.
- < Independent learner: The on-line environment enables students to learn at their chosen pace, relieving the stress of feeling rushed or pressured and providing enjoyment in the learning process.
- < Computer literate: Although it is not necessary to have advanced computer skills, students should possess a working knowledge of their personal or school computer.
- < Personal commitment: Since there are no bells that begin and end classes, students must have a strong desire to learn and achieve knowledge and skills via on-line courses. Making a commitment to learn in this manner is a very personal decision and requires a strong commitment to personal in order to achieve academic success. Students must make a strong commitment to organize and plan their learning.

IS THERE A REQUIRED GPA TO ENROLL?

No.

IS IT NECESSARY FOR A STUDENT TO HAVE ACCESS TO THE INTERNET?

Yes. Students access courses via the Web using Netscape 4.0 or higher as a browser. The courses are designed to be highly interactive between teacher/student, students/students, and student/community.

DOES A STUDENT NEED TO BE A "COMPUTER WIZARD?"

No. The more computer experience a student has, however, the less he/she will have to learn. Directions and assistance will always be readily available through FVS. In some cases a student may need to take an on-line computer course to attain the necessary computer skills to be successful.

IS IT NECESSARY FOR A STUDENT TO HAVE AN EMAIL ACCOUNT?

Yes. If the student's Internet Service Provider (ISP) does not provide an email account, he/she can request an email account from the registration form. Directions are given to the student on the FVS website. A student must have a personal email account

to complete the registration form. If a student is going to access FVS from more than one location, it is highly recommended that students have a web-based email account, i.e. Hotmail, Juno.

WHO PROVIDES INTERNET ACCESS?

If a student is taking the classes on campus, the district school will provide the necessary Internet access. If a student is taking the class off campus, the student is responsible for Internet access. The district school may make arrangements on an individual basis to allow a student to access school computers and Internet providers while on campus. FVS does not recommend using America OnLine as the ISP.

HOW LONG DOES A COURSE LAST?

The student makes a selection of slow, traditional, or accelerated paths. In most cases, no course should take more than one semester longer than it would take in a traditional environment. Some courses have assessments that test prior knowledge. The results of these tests will affect the length of time it takes to complete a course.

WHAT COURSES MAY BE TAKEN?

Each school year there is an approved course list.

MAY A STUDENT DROP A COURSE?

Yes. FVS has procedures in place to communicate with a student who has been inactive. If required contact with instructor is not met, FVS will drop the student and contact the student's host school. The student must return all course materials to FVS.

IF IT TAKES TWO OR MORE SEMESTERS TO COMPLETE A COURSE, WHAT IS
PUT ON THE REPORT CARD
FOR A SEMESTER ONE GRADE?

If the course is not completed during the school year in which it is taken, the grade becomes an F.

MAY A STUDENT TAKE ONE SEMESTER OF A YEAR LONG COURSE FOR
ONE-HALF CREDIT?

No. FVS does not give partial credit. A student could choose to take fewer courses within a shorter time period and finish sooner than one year.

CAN A STUDENT RECEIVE HONORS CREDIT?

Yes, the student may take the honors component with approval of The Florida Virtual School instructor. The student and counselor decide if he/she wants to take the honors component and communicates this to his instructor at The Florida Virtual School. The course code number will reflect the honors course.

HOW DOES A STUDENT KNOW HIS/HER GRADE?

Progress reports are delivered on-line to students as predetermined intervals in the course. Progress reports are sent to district contacts. Upon request from schools, the progress report will be available to administrators and/or guidance counselors. All final grades will be reported on the student's official transcript.

MAY A STUDENT TAKE THE FLORIDA VIRTUAL SCHOOL IN LIEU OF SUMMER SCHOOL?

No. The Florida Virtual School courses are not designed in such a way that they can be condensed for a summer session.

WHAT HAPPENS IF A STUDENT IS SUSPENDED BUT IS TAKING ON-LINE CLASSES ON CAMPUS?

When a student may not be on any County Public School property because of suspension, this student will be responsible for providing his/her own resources during the time of suspension.

HOW DOES A STUDENT REGISTER FOR COURSES WITH THE FLORIDA VIRTUAL SCHOOL?

FVS has very detailed step-by-step directions on how to register on their website:<http://fhs.net> Students also will receive very detailed information as to what to expect after they register.

Appendix B

CONTROLLED OPEN ENROLLMENT PLAN THE SCHOOL DISTRICT OF GULF COUNTY, FLORIDA

The School District of Gulf County, Florida shall continue to offer controlled open enrollment in all of the six district schools. If parents wish for their child to change schools or attend a school out of their geographical district, then they can apply at the beginning of the school year for their child to attend the school of their choice. Parents will also place a second and third place choice on the application. Applications may be turned in to the Superintendent's Office starting April 1 of the preceding school year. If a school reaches capacity, then assignments will be made up to the educational capacity of the school, in accordance with the racial and ethnic diversity guidelines and the following preferences:

- a. Prior Attendance
- b. Proximity Preference
- c. Sibling Preference
- d. Random Lottery Number

Prior Attendance

Preference will be given to students having attended a school during the previous year.

Proximity Preference

Preference will be given to requests from students residing in a geographical/attendance zone.

Sibling Preference

Preference will be given to requests to allow siblings to attend the same school.

Random Lottery Number

A number will be assigned to each first time request for school assignment. The pool of names will be comprised of those students completing applications between April 1 and June 1. The numbers will be assigned numerically as applications are submitted. The district will determine the number of available student assignments by grade/school. After applying preferences 'a' through 'c' above, numbers will be randomly drawn to fill seats/assignments. Applications received after June 1 will be handled on a first come basis.

Students who cannot be accommodated at their first choice school will be assigned to their second or third choice depending on seat availability. Students also may be placed in an eligibility pool for possible reassignment to their first choice school if and when space becomes available in their particular grade level. Hardship cases may be appealed to the School Board on an individual basis.

Student transfer procedures will permit equitable, but limited and necessary movement of students from school to school. Once a student enrolls in or is assigned to a school, they must request School Board permission to transfer to another district school during the school year. Such request during the school year must be made prior to the Winter (Christmas) holiday period. Special consideration will be given to students with changes in residence from one geographical zone to another and may be made at any time to the School Board.

The School District of Gulf County, Florida will continue to design bus routes that will accommodate controlled open school enrollment within the confines of safety and economic feasibility.

Each of the six school advisory councils will have the opportunity to review all aspects of the district's controlled open enrollment plan and provide input as needed. A parent liaison will be selected by each council to represent and communicate with parents on all open enrollment issues.

The district will make information available to parents to assist them in making informed choices about where to send their children to school. This information may be in the form of written and audio/visual materials that will provide information and statistical data about each of the six schools in the district. Additional information can be provided on an individual basis on request.

A school assignment may create undue hardship. If such a hardship is created, the parent may submit a written statement requesting the School Board reconsider the student placement. This written request must contain the child's name, school and grade, the specific reasons for the hardship, and the signature, physical address, mailing address, and telephone number of the parent. The written request should be sent to:

Superintendent of Schools
Administrative Offices
150 Middle School Road
Port St. Joe, FL 32456

Persons needing assistance with this "hardship" procedure should contact the Superintendent's Office at the above address or by telephone, (850) 229-8256 or (850) 639-2871.

The School District of Gulf County, Florida consists of the following schools:

| | | |
|--------------------------------|----|-----------------------|
| Port St. Joe Elementary School | -- | Grades PK - 5 and ESE |
| Wewahitchka Elementary School | -- | Grades PK - 5 and ESE |
| Port St. Joe Middle School | -- | Grades 6 - 8 and ESE |
| Wewahitchka Middle School | -- | Grades 6 - 8 and ESE |
| Wewahitchka High School | -- | Grades 9 - 12 and ESE |
| Port St. Joe High School | -- | Grades 9 - 12 and ESE |

The Pre-Kindergarten program at Port St. Joe and Wewahitchka Elementary School are for students with identified speech and hearing needs.

Both high schools provide dually enrolled courses enabling participating students to receive both high school and community college credit. Gulf Coast Community College issues the post secondary credit.

Transportation is currently provided on a geographical and time zone basis. To be eligible, a student must reside at least two (2) miles from the school. Generally, the district provides transportation for eligible students in the Wewahitchka area to the Wewahitchka Elementary, Middle, and High Schools. The district provides transportation to Port St. Joe Elementary, Middle, and High Schools. Students requiring special needs transportation will be considered on an individual basis. Some private vehicle transportation may be arranged on individual contract with the parent or other adult. Some students requiring special educational programs may be transported to the Bay County Schools on district buses or privately contracted transportation.

Resident students of Gulf County may attend school in an adjoining district. Parents must request this arrangement in writing to the School Board of Gulf County, Florida. The request must be accompanied with a written letter from the receiving district stating the student may attend. In reverse, a student from outside Gulf County may attend schools in Gulf County by making a written request to the School Board and providing written authorization from the county school board of residence.

Appendix C

Assessment and Remediation

Upon subsequent evaluation, if the documented deficiency of a student has not been remediated in accordance with the academic improvement plan, the student may be retained.

Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment tests in reading, writing, science, and mathematics must continue to be provided with remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance. FS 1008.25(4)(c)

It is the ultimate goal of the Legislature that every student read at or above grade level. Any student who exhibits a substantial deficiency in reading, based upon locally determined or statewide assessments conducted in kindergarten or grade 1, grade 2, or grade 3, or through teacher observations, must be given intensive reading instruction immediately following the identification of the reading deficiency.

The student's reading proficiency must be reassessed by locally determined assessments or through teacher observations at the beginning of the grade following the intensive reading instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied. FS 1008.25(5)(a)

Beginning with the 2002-2003 school year, if the student's reading deficiency, as identified in paragraph (a), is not remedied by the end of grade 3, as demonstrated by scoring at Level 2 or higher on the statewide assessment test in reading for grade 3, the student must be retained. FS 1008.25(5)(b)

Beginning with the 2002-2003 school year, the parent of any student who exhibits a substantial deficiency in reading, as described in paragraph (a), must be notified in writing of the following:

1. That his or her child has been identified as having a substantial deficiency in reading.
2. A description of the current services that are provided to the child.
3. A description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
4. 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.
5. Strategies for parents to use in helping their child succeed in reading proficiency. FS 1008.25(5)(c)

Appendix D
DISTRICT SCHOOL BOARD OF GULF COUNTY
NOTIFICATION OF STUDENT'S ACADEMIC PROGRESS

To the Parents/Guardians of:
Student Number:
Grade/Level:
School:

Florida Statute (1008.25) requires that each district report annually to families their sons'/daughters' progress toward achieving state and district expectations for reading, writing, mathematics, and science the results on the statewide assessments.

To meet this state requirement, our district sends to parents results of standardized tests and state tests soon after they are received in the district. In addition, one or more of the following have been used to evaluate your son's/daughter's progress toward achieving district expectations:

- standardized tests
- classroom work
- teacher observations
- tests
- district and/or state assessments (FCAT, STANFORD 9, FCAT Writing, diagnostic)
- grades
- portfolios
- other relevant information

Your son/daughter

_____ has met or exceeded minimal state/district expectations in the area of **reading** as measured by standardized tests and/or classroom performance.

_____ has met or exceeded minimal state/district expectations in the area of **writing** as measured by standardized tests and/or classroom performance.

_____ has met or exceeded minimal state/district expectations in the area of **mathematics** as measured by standardized tests and/or classroom performance.

_____ has met or exceeded minimal state/district expectations in the area of **science** as measured by standardized tests and/or classroom performance.

If your son/daughter has not met state or district expectations in any of the four areas above, we will provide remediation to him/her improve in those areas. We will be contacting you to develop an Academic Improvement Plan (AIP) which is designed to assist your son/daughter in school. If you have questions or concerns, please contact

_____ .
_____ Your son/daughter has been identified as being served by an Exceptional Student Education Program (ESE). The remediation is addressed in his/her Individual Educational Plan (IEP). Please contact an ESE teacher if you need additional information or a conference.

Principal/Designee

Distribution: Parent/guardian, cumulative folder, school

Appendix E

Dear Parent or Guardian:

According to FL. Statute 1008.25, any student who exhibits a substantial deficiency in reading, based upon locally determined or statewide assessments conducted in kindergarten or grades 1, 2, or 3, or through teacher observations, must be given intensive reading instruction immediately following the identification of the reading deficiency.

Based upon the above criteria, your child _____, in grade _____ demonstrates a need for intensive remediation in reading. He/She will be provided intensive reading instruction during the _____ school year with the following instructional services:

If your child's reading deficiency is not remediated by the end of grade 3, your child MUST be retained unless exempt for good cause. Ways to help your child become a better reader are listed below:

- Encourage your child to read
- Limit TV time - Set aside time each day to read
- Take your child to the library
- Read every day
- Tell your child how proud you are that he/she is learning
- Let your child see you reading
- Talk with your child about what she/he has read - ask questions

Please feel free to call your child's teacher or me for further information.

Sincerely,

Principal