

EXECUTIVE SUMMARY (CONTINUED)

The following is a summary of the Student Progression Plan revisions listed by section. The page number references are the document page numbers.

General Statements (pp. 1-4)

State Required Instruction (p. 2)

- Added statute language pertaining to state required instruction specific to Mental and Emotional Health, Substance Use and Abuse, and Child Trafficking Prevention (F.S. 1.094121, 1.094122, 1.094123)

Grade Level Placement (pp. 3-4)

- Revised the final approval procedures of the District Placement Committee

Elementary (pp. 6-11)

State Assessments (p. 7)

- Added elementary state assessment requirements

Middle School (pp. 12-19)

Career and Education Planning Guide (pp. 12-13)

- Added statute language pertaining to the middle school career and education planning course and the personalized and educational career plan (F.S. 1003.492, F.S. 1008.44)

Course Grade Criteria (p.15) & Semester Grade Calculation Chart (p. 18)

- Standardized the middle school exam weighting at 25% for grades 6-8
- Revised the middle school semester grade calculation chart to reflect the exam weighting changes

Middle School Students Enrolled in High School Credit Courses (p. 17)

- Clarified the process to request approval for high school courses not offered at the middle school level
- Clarified the College Board Advanced Placement policy regarding middle school course enrollment

High School (pp. 20-44)

Course of Study (p. 20)

- Added two new courses of study to earn a standard diploma; the Advanced International Certificate of Education (AICE) curriculum and the Career and Technical Education graduation pathway

Financial Literacy (p. 21)

- Added statute language pertaining to a new .5 elective credit of Financial Literacy available within a district

Industry Certification Course Substitutions (p.21)

- Added new statute language pertaining to computer science industry certification substitutions (F.S.1003.4282)

College and Career Acceleration (p. 29)

- Added state grading criteria to earn a college or career acceleration

Career and Technical Education Pathway Option (p. 30)

- Added statute language pertaining to the new Career and Technical Education graduation pathway option (F.S. 1003.4282)

Advanced International Certificate of Education (AICE) Program (pp. 32-33)

- Added curriculum and examination information about the AICE program to be offered at selected sites beginning 2020-21

Advanced Placement (AP) Program (p. 33)

- Added AP examination fee notification for test cancellation or a non-approved absence

Senior Exam Exemptions (p. 36)

- Revised senior exam exemption criteria to include the requirement to pass both quarters to meet exemption eligibility

Honor Roll Criteria (p. 41)

- Revised quarterly honor roll criteria to align with middle school procedures

Exceptional Student Education (pp. 48-51)

Gifted Education (pp. 50-51)

- Added information on Gifted Education placement and services

Workforce Connections: Career and Technical Education (CTE) (pp. 54-55)

Industry Certification Course Substitutions (pp.54-55)

- Added new statute language pertaining to computer science industry certification substitutions (F.S.1003.4282)



Hillsborough County
PUBLIC SCHOOLS
Preparing Students for Life



Student Progression Plan

Board Approved _____



Hillsborough County
PUBLIC SCHOOLS
Preparing Students for Life

Vision

Preparing Students for Life

Mission

Our mission is to provide an education and the supports which enable each student to excel as a successful and responsible citizen.

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General Statements

District Vision and Mission

The vision of Hillsborough County Public Schools is *“Preparing Students for Life”*.

The mission of Hillsborough County Public Schools is to provide an education and the supports which enable each student to excel as a successful and responsible citizen.

Student Progression

The School Board of each Florida district is required by state law to establish a comprehensive program for student progression that is based on an evaluation of each student’s performance including an assessment of how well the student masters the performance standards approved by the state board. The district’s program for student progression is based on mastery of the English language arts, mathematics, science, and social studies standards. (F.S. 1008.25)

All procedures listed in this Student Progression Plan are subject to change due to Hillsborough County School Board action, legislative requirements, or Board approved site level School Improvement Plans. Students and parents or guardians will be notified when such changes occur.

Charter schools under contract with the School Board may adopt the district’s Student Progression Plan or develop an independent plan consistent with the provisions of the charter application and Florida statute to include all state graduation requirements. Charter schools are independent public schools operated by non-profit organizations which function as the governing board. The charter board assumes responsibility for hiring teachers, designing the academic program, and adopting curriculum aligned with the Florida standards.

Required Instructional Time

Florida Statute defines a full-time student day as not less than 300 average minutes per day over a 180-day period, or it’s hourly equivalent, for a student in grades 4 through 12, and not less than 240 average minutes per day over a 180-day period for a student in kindergarten through grade 3 or in an authorized prekindergarten exceptional program. (F.S.1011.61(1)(a))

Florida Education Equity Act

The District adheres to the Florida Education Equity Act that prohibits discrimination related to race, ethnicity, national origin, gender, disability, or marital status. Provisions are made for all students to participate fully in classroom instruction and extracurricular activities. (F.S.1000.05)

District Racial Equity Policy

The District Racial Equity Policy 2260.03 includes the following expectation pertaining to teaching and learning.

HCPS employees will work together to increase their individual and collective capacity to effectively teach a racially and ethnically diverse and changing student population by:

- ensuring a positive and academically rigorous school environment that engages ALL students;
- collaborating as teachers and administrators to create and implement culturally responsive instructional practices, curriculum, and assessments; and
- eliminating practices that lead to the over or under representation of any student racial/ethnic group compared to peers.

Florida Standards and Next Generation Sunshine State Standards

The Florida Standards and the Next Generation Sunshine State Standards (NGSSS) reflect the foundational expectations of what students should know and be able to do in each grade level. Instruction is designed to ensure that students meet these standards in all applicable subjects. Schools provide all courses required for elementary and middle grades promotion, as well as, high school graduation. (F.S.1003.42)

In January 2019, the Governor issued Executive Order 19-32. This mandate directed the Commissioner of Education to review the K-12 academic standards and provide recommended revisions to the Governor by January 1, 2020. Refer to the FLDOE website for additional information.

State Required Instruction

The following required instruction is embedded in K-12 course of study, where age appropriate and consistent with course standards. (F.S. 1003.42)

- History of the United States
- Declaration of Independence
- Constitution of the United States
- Republican Form of Government as embodied in the Federalist Papers
- Civil Government
- Free Enterprise to the United States Economy
- History of the State of Florida
- History and Contributions of African Americans
- Hispanic Contributions to the United States
- Women's Contributions to the United States
- History of the Holocaust
- Character Development
- Patriotism and Sacrifices of Veterans and Medal of Honor Recipients
- Flag Education
- Kindness to Animals
- Principles of Agriculture
- Conservation of Natural Resources
- Comprehensive Health Education
- Effects of Alcohol and Narcotics

Comprehensive health education addresses concepts of community health; consumer health; environmental health; family life, including an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy; mental and emotional health; injury prevention and safety; Internet safety; nutrition; personal health; prevention and control of disease; and substance use and abuse. State board rule further specifies that comprehensive health education must annually include:

- five hours of instruction related to youth mental health awareness and assistance, including suicide prevention and the impacts of substance abuse for students in grades 6-12 (Rule 6A-1.094121, F.A.C.);
- instruction related to youth substance use and abuse health education in grades K-12 (Rule 6A-1.094122, F.A.C.); and
- instruction related to child trafficking prevention and awareness in grades K-12 (Rule 6A-1.094123, F.A.C.).

Students may be exempted from the comprehensive health components that include reproductive health or the symptoms, development, and treatment of any disease, including HIV and AIDS, when requested by a parent in writing. A student who is exempted will not be penalized because of the exemption.

Assessment and Support

1. Students are required by statute to participate in the statewide, standardized assessment program. Refer to the *English Language Learners* and the *Exceptional Student, Assessment* section for additional information. (F.S. 1008.22)
2. Students who score below level 3 on the statewide, standardized English Language Arts (ELA) and/or mathematics assessment are highly recommended for remedial instruction and will be evaluated to identify the academic need and appropriate strategies for providing academic supports to improve the student's performance. (F.S. 1008.25)
3. A student who is not meeting the school district or state requirements for satisfactory performance in ELA and/or mathematics must be provided one of the following plans:
 - a school-wide system of progress monitoring;
 - an individualized progress-monitoring plan; or
 - a federally required student plan, such as an Individual Education Plan.
4. A student who scores a level 4 or 5 on the statewide, standardized ELA and mathematics assessments may be exempted from participation in the school-wide system of progress monitoring.

Progress Monitoring

The progress of any student who does not meet minimum state expectations on state assessments must be monitored until the expectations are met as documented by retaking the state assessment or graduating from high school. Any student who scores below level 3 in ELA and/or mathematics must be provided with additional diagnostic assessments to determine the specific academic need as it relates to the standards. Additionally, the strategies for appropriate intervention and instruction must be determined as part of the progress monitoring plan.

Extended learning opportunities are offered based on district criteria, availability of resources, and state statutes related to student progression.

In cases where retention in the same grade level is necessary, academic interventions may include small group instruction, virtual instruction, online resources, tutoring, and/or mentoring.

A written annual report indicating the progress of each student towards achieving state and district expectations for proficiency in English language arts, mathematics, science, and social studies including the student's results on each statewide, standardized assessment is provided to the parent or guardian. (F.S.1008.25(8)(a))

Annual Report to Parents

The School Board reports annually the following information on the district website:

- provisions of the law relating to public school student progression and procedures for student retention and promotion;
- number and percentage of all students in grades 3 through 10 performing at levels 1 and 2 on the statewide, standardized English Language Arts assessment;
- number and percentage of all students retained in kindergarten through grade 12; and
- number of students who were promoted from grade 3 students for good cause by each category of the good cause exemption. (F.S.1008.25(8)(b))

Grade Level Placement

District and state regulations place the responsibility for decisions regarding student placement including retention, administrative, and accelerated placement primarily with the principal and the School Placement Committee. Students may not be assigned to a grade level based solely on age or other

factors that constitute social promotion (F.S.1008.25). Grade level placement decisions are made with consideration of the following indicators:

- achievement level and ability level to reach the age appropriate standards;
- physical, social, and emotional maturity;
- attendance and number of retentions;
- other school records; and
- input from parent or guardian.

Placement exceptions are considered through the following process with parental input.

1. Placement from one grade to another is determined by the School Placement Committee unless the placement involves another school. The Committee includes the principal and/or assistant principal, school counselors, and teachers, with input from the English Language Learners (ELL) Committee and the Individual Education Plan (IEP) Team, when applicable.
2. Recommendations by the School Placement Committee that involve another school are to be reviewed by the principals or designees from the sending and receiving schools.
3. If the principals of the sending and receiving schools do not reach consensus, the case is submitted to the Area Placement Committee for review. The Area Placement Committee includes the area superintendent, ESE supervisor, instructional leadership director(s) or designee, administrators from the sending and receiving schools, and representatives from the career center, ELL, dropout prevention and adult education programs.
4. If the parent or guardian disagrees with the grade level placement, the principal contacts the Instructional Leadership Director to request a district placement review to include representatives from the schools, student services, Office of Teaching and Learning, and the parent or guardian. The District Placement Committee meets as needed during the summer.
 - a. Grade placement decisions for students with disabilities are made with input from the student's Individual Educational Plan (IEP) Team. Refer to *Exceptional Student Education, Grade Level Placement* section for additional information.
 - b. Grade placement decisions for English language learners are made with input from the ELL Committee.
5. The District Placement Committee makes the final grade-level placement decision.
6. Students who are placed in the next grade level through a placement committee review will be considered administratively placed. Refer to FHSAA athletics guidelines for eligibility criteria.
7. The placement of students between schools is done prior to the beginning of the school year except in extenuating circumstances.
 - a. The principal or designee of the sending school notifies the parent or guardian of the final placement decision and is responsible for documenting and coding the placement.
 - b. The principal or designee of the receiving school provides the parent or guardian enrollment and scheduling information.

Classroom Schedule Change Request

If a parent has a concern regarding a classroom teacher, the parent should request a conference with the teacher to discuss the concern. Should the concern not be resolved, the parent may request a schedule change by contacting the school counselor or administrator. The school will review the options and approve or deny the request. If the request is denied, the school will notify the parent and specify the reasons within two weeks. (F.S.1003.3101)

Early Childhood Programs

Early childhood programs are designed to provide developmentally appropriate, standards-based instruction for children under the age of five in preparation for kindergarten and are located at designated district school sites.

Specific program locations and enrollment requirements are available on the district website. The parent or guardian must provide documentation of eligibility to enroll.

Head Start

Head Start is a federally funded, comprehensive child development program for at risk students. Eligibility is based on the child's age and family income.

Children must be three or four years of age on or before September 1 of the enrollment school year, except in cases where the Head Start program's approved grant provides specific authority to serve younger children.

Family income must meet the criteria as published in the Federal Poverty Guidelines. In addition, children who are in foster care, homeless, or receiving public assistance through Temporary Assistance for Needy Families or Supplemental Security Income are also considered eligible for Head Start. Upon entry into the program, each child receives required screenings to assess overall health and developmental strengths and/or needs to include indications of delays or disabilities. Through initial assessment and progress monitoring, the program is designed to provide personalized experiences that supports the intellectual and developmental needs of the whole child.

Prekindergarten Exceptional Student Education

The Primary Early Exceptional Preschool Services program (PEEPS) provides specialized instruction and intervention for children with a developmental delay or disability who are age three to five years old. The program is designed to increase inclusive opportunities and developmentally appropriate learning experiences for the district's youngest learners.

Interventions are embedded in the curriculum as appropriate for each child. The continuum of services may include the following options:

- part-time, walk-in services;
- itinerant in-home or private preschool services; and/or
- full-time classroom on-site services.

Voluntary Prekindergarten (VPK)

The Voluntary Prekindergarten Program (VPK) was implemented to give all 4-year-olds access to a quality prekindergarten experience. The VPK program is offered at no cost to families, without income requirements or restrictions. Students must reside in Florida and be 4 years of age on or before September 1 of the enrollment year.

A child who will be five years of age after February 1 and before September 2 is eligible for VPK or kindergarten, if there was no prior enrollment in either program. This exception is intended as an option for children who would normally enroll in kindergarten as a younger 5-year-old, allowing additional time for kindergarten readiness.

Parents have the option of enrolling eligible children in a school-year program (540 instructional hours) or a summer program (300 instructional hours). Seats are limited, and early application is encouraged.

Elementary Student Progression

Initial Placement

Kindergarten

A student enrolling in kindergarten is required to be five years of age on or before September 1 of the school year. A transferring student from an in-state private school must meet the same age requirement and provide a report card, transcript, or letter from the principal. (F.S.1003.21)

If a kindergarten student transfers from an out-of-state public or private school and does not meet age requirements for admission to a Florida public school, the student must meet the age requirement for the state from which the student is transferring. The parent or guardian must provide all the following documentation:

- legal residency of the parent or guardian from the state where the child was previously enrolled;
- school records of previous kindergarten placement for a minimum of four weeks; and
- report card or other records indicating academic performance.

Grade 1

A student enrolling in grade 1 is required to be six years of age on or before September 1 of the school year and to have satisfactorily completed kindergarten as documented by a report card, transcript, or letter from the principal. A transferring student from an in-state private school must meet the same age requirement and provide the required documentations. (F.S.1003.21)

If a student in grade 1 transfers from an out-of-state public or private school, and does not meet age requirements for admission to a Florida public school, the parent or guardian must provide the following documentation:

- compliance with the age requirements for admission to public schools within the state from which the student is transferring;
- legal residency of the parent or guardian from the state where the child was previously enrolled;
- school records showing successful completion of kindergarten; and
- report card or other records indicating current academic performance, attendance, and grade level placement.

Grades 2 through 5

A student enrolling in grades 2 through 5 must provide a report card or other record indicating current academic performance, attendance, and grade level placement. The appropriate grade-level placement is determined based on a review of the student's record. The student's initial grade placement is subject to review based on the student's actual performance during the first six weeks of enrollment.

Refer to the *Home Education Program* section for additional information.

Student Progress Reporting

Report Cards

Report cards are distributed each grading period per the district calendar, except when an alternate date is approved by a site's School Improvement Plan. Report card indicators include the following:

- instructional levels for reading, written communication, and mathematics;
- academic progress in reading, written communication, mathematics, science, social studies, art, music, and physical education;
- attendance with the number of days present, absent, and tardy;
- expected behaviors, if improvement is needed; and
- grade level placement (final report card only).

A specialized report card is provided for students in grades K-5 who are provided instruction through NGSSS/FS Access Points. Refer to *Exceptional Student Education, Grade Reporting* section.

Academic Codes

Academic codes are used to indicate student achievement based on formal and informal assessments that may include oral questioning, student conferencing, student work, and written tests.

| Grades K-2 Academic Progress Codes | | Description |
|------------------------------------|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| E | Excellent | Demonstrates a clear understanding of concepts, ideas, objectives, or behaviors |
| S | Satisfactory | Is in the process of understanding concepts, ideas, objectives, or behaviors |
| N | Needs Improvement/ More Time | Needs additional time or more background experiences before an understanding of concepts, ideas, objectives, or behaviors can be attained |
| U | Unsatisfactory | Has not yet demonstrated an understanding of concepts, ideas, objectives, or behaviors |

| Grades 3-5 Academic Progress Codes | | Description |
|------------------------------------|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| A | Excellent | Demonstrates consistent application of concepts, ideas, objectives, or behaviors |
| B | Good | Demonstrates a clear understanding of concepts, ideas, objectives, or behaviors |
| C | Satisfactory | Is in the process of understanding concepts, ideas, objectives, or behaviors |
| N | Needs Improvement/ More Time | Needs additional time or more background experiences before an understanding of concepts, ideas, objectives, or behaviors can be attained |
| U | Unsatisfactory | Has not yet demonstrated an understanding of concepts, ideas, objectives, or behaviors |

Student Progress Alert

If a child is not making satisfactory progress at any time within a grading period, a Student Progress Alert is provided to inform the parent or guardian.

State Assessments

Students are required by statute to participate in statewide, standardized assessments. Refer to the *Exceptional Student Education, Assessment and Waivers* section for additional information. (F.S. 1008.22)

1. The Florida Kindergarten Readiness Screener (FLKRS) is administered to kindergarten students during the first 30 days of the school year.
2. Students in grades 3 through 5 are administered the English Language Arts (ELA) and Mathematics, Florida Standards Assessment (FSA). Students who score below level 3 on statewide assessments may be recommended for remedial instruction.
3. Students in grade 5 are administered the NGSSS-aligned Florida Statewide Science Assessment (SSA).

Reading Remediation

Based upon state standards, any student determined deficient in reading will be provided targeted and/or intensive reading instruction immediately after identification. The student's reading proficiency must be reassessed by district-approved assessments or through teacher observation at the beginning of the next school year. The student will continue to be provided targeted and/or intensive reading instruction until the reading deficiency is remedied.

Reading scholarships have been established to provide remediation options for students in grades 3 through 5 if the student scored below a Level 3 on the grade 3 or grade 4 statewide, standardized English Language Arts (ELA) assessment in the prior school year. Parents of eligible students may apply through StepUpForStudents.org and the funds will be distributed on a first-come, first-served basis. Students enrolled and receiving services in an English language learner program will receive priority. (F.S.1002.411)

If adequate progress is not achieved, the student may be retained. Parent notification is documented when a student is being remediated and is being considered for retention. (F.S.1001.43)

Academic Acceleration

Academically Challenging Curriculum to Enhance Learning (ACCEL) Options

The course of study for elementary level students may be modified to provide accelerated promotion opportunities for eligible students. (F.S.1002.3105)

Students who have demonstrated academic needs beyond the general curriculum may be considered for single subject area, whole grade, and midyear acceleration. Acceleration requests may be considered once during a twelve-month period.

Single Subject Acceleration

1. A parent, guardian, or principal may initiate the request for single subject acceleration.
2. A parent or guardian initiating the request for single subject acceleration must make a written request to the school principal.
 - a. The following applies to single subject acceleration requests at the beginning of the school year.
 - Written requests for single subject acceleration consideration must be submitted within the first 15 days of the academic year if the request for acceleration is for that school year.
 - Decisions for single subject acceleration made at the beginning of the school year are made prior to the start of the second semester.
 - b. The following applies to single subject acceleration requests at the end of the school year.
 - Written requests for single subject acceleration consideration must be submitted by the final day of the school year if the request for acceleration is for the next school year.
 - Decisions for single subject acceleration made at the end of a school year are made prior to the start of the next academic year.
3. Each school principal will convene the School Placement Committee to review requests. The Committee will include the principal, assistant principal, school counselor, school psychologist, student's current teacher(s), and parent or guardian.
4. A conference will be held with the parent and School Placement Committee to review the single subject request. Utilizing previous and current data the request may be terminated or an evaluation process will be discussed and consent for educational screening using norm-referenced tests will be initiated.
5. Student eligibility for single subject acceleration is based on obtaining a passing screening score on district selected assessments. The principal will convene a meeting of the School Placement

Committee with the parent or guardian to share the results of the assessments and discuss a plan for the student.

6. A performance contract including progress monitoring will be established and signed by the parent or guardian and student, if the student is eligible.
7. Virtual instruction in a higher-grade level course is an option for students requesting single subject acceleration. Enrollment in the virtual acceleration option will result in the student being withdrawn from the elementary subject area course in their current Hillsborough County public school and being enrolled in the Hillsborough Virtual or Florida Virtual School. The virtual option will require Instructional Leadership Director and principal's approval.

Whole Grade and Midyear Acceleration Identification Criteria

Prior to whole grade level acceleration, the principal will review the following:

- student performance on locally determined assessments in every core subject;
- statewide and norm-referenced assessments;
- attendance and behavior;
- recommendations from one or more of student's teachers in core curricula; and
- recommendation from a school counselor, if applicable.

The School Placement Committee will consider accelerated promotion (double promotion or skipping a grade level) for students who meet the following criteria:

- above grade level in reading, writing, science, and mathematics;
- two or more years above average achievement; and
- two or more years above grade level on standardized, achievement, and academic aptitude test(s).
- social, emotional, and physical development that supports accelerated promotion.

Whole Grade and Midyear Acceleration Procedures

1. Each school principal will convene the school placement committee to review requests for whole grade and midyear promotion. The team will include the principal, school counselor, gifted teacher, psychologist, student's current teacher, a teacher from the receiving grade level and the parent.
2. A teacher, administrator, or parent may request that a student be considered for whole grade or midyear promotion by submitting a letter in writing to the school principal.
 - a. The following applies to midyear promotion requests.
 - Written requests for midyear promotion consideration must be submitted by the end of the first quarter.
 - Decisions for midyear promotion are made prior to the start of the second semester.
 - b. The following applies to whole year promotion requests.
 - Written requests for whole year promotion consideration must be submitted by the last day of the current school year.
 - Decisions for whole year promotion are made prior to the start of the next academic year.
3. A conference will be held with the parent and school placement committee to review the whole grade or midyear request for promotion. An evaluation process will be discussed and consent for evaluation using norm-referenced tests will be initiated.
4. Following the collection of all required data by the principal or principal designee, the school placement committee will meet to review the data and determine student eligibility for whole grade or midyear promotion.

5. Student eligibility for whole grade or midyear promotion will be based on obtaining a passing screening score on district-selected assessments.
6. A performance agreement will be established and signed by the parent and student, if the student is eligible.
7. If the school placement committee determines that whole grade or midyear promotion is not appropriate for the student, the team may consider subject-matter acceleration as an option.
8. For planning purposes, students who qualify for a whole grade or midyear promotion will remain in their current grade level until the end of that semester.

Promotion

Kindergarten through Grade 5 Promotion

Students must demonstrate satisfactory or higher-level performance in reading, writing, science, and mathematics to be promoted to the next grade. Exceptions may be made using the School Placement Committee procedures, except for grade 3 (see *Grade 3 Mandatory Retention* section below). Placement decisions are made at the end of the school year.

Midyear Promotion for a Retained Student

A student who is retained may be considered for promotion at any time during the year once the student demonstrates the ability to read at grade level.

Refer to the *General Statements, Grade Level Placement* section for additional information.

Grade 3 Mandatory Retention

Students in grade 3 who do not score at level 2 or above on the statewide ELA assessment must be retained. A student in grade 3 who does not have an FSA ELA score is assessed to determine if the student's reading proficiency meets promotion criteria. (F.S.1008.25(6))

The school will provide the following for each student retained in grade 3:

- a review of the previous year's progress monitoring;
- continuation of progress monitoring during the current school year;
- a student portfolio (the prior year grade 3 portfolio may be continued); and
- all appropriate support and services delineated in the district's K-12 Comprehensive Reading Plan, and
- a highly effective teacher, as determined by the teacher's performance evaluation.
(F.S.1008.25(7)(3))

Exemptions from mandatory retention in grade 3 must align with current state statutes regarding student progression. Exceptions are limited to the following:

- English language learners with less than two years of instruction in the English for Speakers of Other Languages (ESOL) program;
- students with disabilities who have an IEP that indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule;
- students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education;
- students with disabilities who participate in the statewide, standardized reading assessment and who have an Individual Education Plan or a Section 504 plan that documents the student has received the intensive remediation in reading for more than two years but still demonstrates a deficiency in reading and who was previously retained in kindergarten through grade 3
(F.S.1008.25(6)(b)(7));

- students who have received intensive remediation in reading for two or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten through grade 3 for a total of two years;
- students who demonstrate through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the content standards in reading equal to at least a level 2 performance on the statewide standardized reading assessment; and
- students who have already been retained once in grade 3. (F.S.1008.25(6)(b)(6))

Documentation is submitted from the student's teacher to the school principal to indicate that promotion of the student is appropriate and is based upon the student's academic record. Documentation may include the student portfolio, report cards, and the Individual Educational Plan, if applicable. The school principal reviews and discusses the recommendation with the teacher(s) and makes the determination as to whether the student should be promoted or retained. If the principal determines that the student should be promoted, the principal makes a recommendation in writing to the district school superintendent. The district superintendent may accept or reject the principal's recommendation.

A midyear promotion of a retained grade 3 student may occur when the student is able to demonstrate successful and independent reading skills and is performing at or above level in reading and language arts through district portfolio review. (F.S.1008.22(5)(6))

Extended Learning and Extended School Year Programs

The Extended Learning Program (ELP) provides academic support for students during the regular school year. The Extended School Year (ESY) Program extends academic support during the summer months. These programs comply with the most current state statutes regarding student progression.

Extended School Year (ESY) services for students with disabilities are determined by the IEP team, in accordance with Individuals with Disabilities Education Act (IDEA).

Physical Education

Physical education is scheduled to comply with F.S.1003.455, which requires 150 minutes weekly (30 consecutive minutes per day) for students in kindergarten through grade 5. The curriculum consists of moderate to vigorous physical activity and meets or exceeds the National Standards for Physical Education, as defined by the Society for Health and Physical Educators America (SHAPE) and Next Generation Sunshine State Standards for Health and Physical Education.

1. Physical education instruction for students in kindergarten is provided by a classroom teacher.
2. Physical education instruction for students in grades 1 through 5 is provided by a physical education teacher two days per week and a classroom teacher three days per week.

Recess

Recess is defined as unstructured free-play and is required for a minimum of 100 minutes weekly (20 consecutive minutes per day) for students in kindergarten through grade 5. Recess may be scheduled indoors or outdoors and is supervised by the classroom teacher or other staff member. (F.S.1003.455)

Related Program Information

Refer to *English Language Learners*, *Exceptional Student Education*, *Hillsborough Virtual Instructional Programs*, and *Home Education* sections for specific program information.

Middle School Student Progression

Enrollment

Full Time

Full-time middle school students must be enrolled in seven annual courses, or the equivalent; the instructional options include traditional and virtual courses via Hillsborough Virtual School or Florida Virtual School.

Part Time

Part-time enrollment is limited to students co-enrolled in the Hospital/Homebound program or registered with the district for the Home Education program. Eligible students may enroll part time at the assigned attendance area school, an approved choice school, or a virtual school.

Course of Study

| Grade 6 | Grade 7 & 8 |
|--------------------------------------------------------------------------------|--------------------|
| Language Arts | Language Arts |
| Mathematics | Mathematics |
| Science | Science |
| Social Studies | Social Studies |
| Reading | Physical Education |
| Physical Education | Electives (2) |
| Career Research and Decision Making, Semester 1 Elective Choice, Semester 2 | |

Academic Support Courses

Academic support courses are intended for students who need extended instruction in reading and/or mathematics and may be scheduled in place of an elective and/or physical education.

1. The intensive reading course is for students scoring below level 3 on the English Language Arts Florida Standards Assessment (FSA). This course is designed to accelerate the development of reading skills so that students are able to read grade-level text independently.
2. The intensive mathematics course is for students scoring at the lower range of level 1 on the Mathematics FSA. This course is designed to provide additional time and extended instruction for students to develop their mathematical skills and confidence.
3. The Algebra 1 support course is for students who are enrolled in Algebra 1 and scored at the lower range of level 3 on the prior year Mathematics FSA. This course provides extended instruction for students to develop mathematics skills required to meet the high school Algebra 1 graduation requirement.

Refer to the General Statements Assessment and Support Section and the Middle School Assessment section for additional information.

Career and Education Planning

Prior to promotion to grade 9, middle school students must complete one career planning course. The M/J U.S. History and Career Planning and the M/J Civics and Career Planning courses fulfill this requirement. (F.S. 1003.4156)

1. The Career and Education Planning course will:

- result in a personalized academic and career plan, that may be revised as the student progresses through middle and high school;
- emphasize the importance of entrepreneurship and employability skills; and
- include information from the Department of Economic Opportunity's economic security report and earning outcomes. (F.S. 445.07)

2. The personalized academic and career plan will inform students of the following:

- high school graduation and diploma designation requirements (F.S. 1003.4285);
- Florida Bright Futures Scholarship Program requirements;
- state university and Florida College System admission requirements; and
- opportunities to earn college credit in high school, including: Advanced Placement courses; International Baccalaureate Program; Advanced International Certificate of Education Program (AICE); academic and career dual enrollment; and career education courses, including career-themed courses, pre-apprenticeship and apprenticeship programs, and course sequences that lead to an industry certification. (F.S. 1003.492, F.S. 1008.44)

Civics

Civics is required as one of the three social studies courses for students enrolled in grades 6 through 8 and is normally scheduled as a grade 7 course. However, grade 8 students who have not completed the civics requirement are also scheduled in the course. Grade 8 students who transfer after the beginning of the second semester from an out-of-state school, private school, or home education program may be exempt from the civics course requirement, if the transcript reflects successful completion of three semesters or two annual social studies courses that include the civics education standards. (F.S.1003.4156)

The statewide, standardized End of Course (EOC) assessment in civics education constitutes 30% of the student's final course grade. Refer to the *Middle School, End of Course Exams* section for additional information. (F.S. 1008.22)

Physical Education

The equivalent of one class period per day of physical education for one semester of each year is required for students enrolled in grades 6 through 8. This requirement may be waived if the student is enrolled in a remedial, intensive course or the parent requests a waiver in writing for one of the following reasons.

1. The student participates in physical activities outside the school day that are equal to, or in excess of, the physical education requirement.
2. The parent requests that the student enroll in another available course.

Students who waive physical education must enroll in another available on-site or virtual course. (F.S. 1003.455)

Academic Acceleration

Academically Challenging Curriculum to Enhance Learning (ACCEL) Options

ACCEL options provide academically challenging curriculum or accelerated instruction for eligible students and may include enriched STEM coursework, enrichment programs, flexible grouping, advanced academic courses, combined classes, self-paced instruction, curriculum compacting, and advanced-content instruction.

The following ACCEL options are available for all eligible middle school students:

- whole-grade and midyear promotion;
- subject-matter acceleration;
- virtual instruction in higher-grade level subjects; and
- the Credit Acceleration Program (CAP).

The following factors are considered when determining eligibility for ACCEL options:

- performance on district, state, or other standardized assessment(s);
- coursework completed and grade point average;
- attendance and conduct record; and
- recommendations from a core-curricula teacher and school counselor.

The principal, or designee, will notify the parent when a student is being considered for participation in an ACCEL option. Parents may also request consideration for an ACCEL option by contacting the school counselor or administrator. (F.S.1002.3105)

Accelerated Mathematics Program

The accelerated mathematics program provides an opportunity for middle school students to earn Algebra 1 Honors and Geometry Honors credit, prior to enrolling in high school.

1. There are two grade 6 options for accelerating mathematics coursework.
 - a. Option 1 is an on-site, compacted mathematics curriculum.
 - This option is available at sites, pending enrollment of qualifying students.
 - Students scoring level 4 or 5 on the Mathematics Florida Standards Assessment (FSA) for the prior two years, or the equivalent, and who demonstrate mastery on the district mathematics compacted curriculum placement exam are eligible for this option.
 - Qualifying grade 6 students are enrolled in an on-site grade 7, advanced mathematics course that is compacted to include standards from grades 6 through 8.
 - If a student demonstrates a need for additional time to complete the curriculum, he or she may be transferred to the grade 6, advanced mathematics course. Upon successful completion of the grade 6 and 7 advanced mathematics courses, the student will be placed in the Algebra 1 Honors course in grade 8.
 - b. Option 2 provides a second mathematics course through virtual school.
 - This option is available at all sites and does not require the district mathematics compacted curriculum placement exam.
 - Students are enrolled in an on-site grade 6, advanced mathematics course (grade 6 standards) and a virtual school grade 7, advanced mathematics course (grade 7 and half of grade 8 standards).
 - Students complete the full version of both courses. This option offers a more in-depth exposure to the grade level standards.
2. Upon successful completion of the grade 6 and 7 advanced mathematics courses, or the equivalent compacted course, students are placed in Algebra 1 Honors. This course is available on site at all middle schools, pending seat availability, and through virtual school.
3. Upon successful completion of Algebra 1 Honors, students are placed in Geometry Honors. This course is available on site at middle schools, pending enrollment of qualifying students, and may be accessible at a nearby high school. This course is also available district-wide through virtual school.

Students will be administered the mathematics FSA corresponding to the higher-grade level course. This means that grade 6 students enrolled or co-enrolled in a grade 7 course will take the grade 7 Mathematics FSA. Middle grades students enrolled in Algebra 1 or Geometry take the corresponding EOC exam.

Non-traditional Course of Study

The course of study for middle school students may be modified to provide appropriate academic intervention for over-age students previously retained in kindergarten through grade 8. This option includes the opportunity to earn high school credit prior to grade 9 placement.

State Assessments

Students are required by statute to participate in statewide, standardized assessments. Refer to the *Exceptional Student Education, Assessment and Waivers* section for additional information. (F.S. 1008.22)

1. Students in grades 6 through 8 are administered the English Language Arts (ELA) and Mathematics, Florida Standards Assessment (FSA), except in cases where students are enrolled in a mathematics course requiring an EOC. Students who score below level 3 on statewide assessments may be recommended for remedial instruction.
2. Students enrolled in Algebra 1 or Geometry will be administered the FS-aligned, End of Course (EOC) exam in place of the Mathematics FSA. Refer to the *Middle School, End of Course Exams* section for additional information.
3. Students enrolled in Civics are administered the NGSSS-aligned EOC assessment.
4. Students in grade 8 are administered the NGSSS-aligned Florida Statewide Science Assessment (SSA), except in cases where students are enrolled in a science course requiring an EOC.

Course Grades

Grading Scale

The grading scale and interpretation of letter grades in grade 6 through 12 are defined by state statute as described in the following chart. (F.S. 1003.437)

| Grade | Scale | Quality Points | Description |
|-------|----------|----------------|----------------------------|
| 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 |

Course Grade Criteria

1. Middle school courses require a district semester exam or a state End of Course (EOC) exam, with the exception of Career Research and Decision Making and specialized electives. District exams are weighted at 25% of the semester grade; EOC exams are weighted at 30%. Refer to the *Middle School, Grade Calculation Chart* section for additional information.
2. The semester final grade is calculated by converting the two quarter grades and the district scaled semester exam to quality points, which are weighted and averaged. For courses that do not require an exam, the two quarter grades are converted to quality points and averaged.
3. To pass a semester middle school course, students must:
 - earn a minimum of two quality points (.5 or higher weighted semester average) and pass at least one of the quarter grades; or
 - score a B or higher on the semester exam grade (refer to the grade calculation chart).
4. To pass a middle school semester course that does not require an exam, students must earn a minimum of two quality points.

Make-up Exams

1. Students who do not take a required district semester exam will receive a temporary "I" (Incomplete) exam grade and an "F" semester grade.
 - a. It is the student's responsibility to schedule the make-up exam with the teacher or assistant principal. The make-up exam window will be available through the end of the following semester.
 - b. After the make-up exam window closes, the student must appeal to the principal for an exception to make-up an exam.
 - c. If the student does not make up the exam by the end of the following semester, the exam grade will default to an "FI" and will be calculated as an "F". The final semester grade and GPA will be recalculated.
2. Students who did not take a required EOC exam, will receive a temporary "NG" (No Grade) exam and semester grade. To receive course credit, the student must take the exam.
 - a. It is the student's responsibility to schedule the make-up exam with the teacher or school counselor during the next available state assessment window.
 - b. The grade will remain an "NG" and credit will be withheld until the exam is taken. Refer to the *High School, Grade Enhancement* section for information regarding retakes.

End of Course Exams

The state standards and course descriptions specify the expectations for student learning in Florida and provide the basis for the content that will be measured on each Florida End of Course (EOC) assessment. EOC assessments are computer-based, criterion-referenced assessments that measure the Florida Standards (FS) or the Next Generation Sunshine State Standards (NGSSS) for specific courses, as outlined in the course descriptions.

1. EOC exams are required and scheduled in place of the district semester two exam for Civics, Algebra 1, and Geometry. Refer to the *High School, End of Course Exams* section for a complete list of high school credit EOC courses.
2. For courses that require an EOC, the district scaled exam and the EOC exam are calculated as 30% of the corresponding semester grade.
3. Final grades for semester two cannot be determined until EOC scores are received from the state. Therefore, final grades and transcripts are re-calculated and updated in July.
4. If a student takes an EOC exam, the report card reflects temporary grades for the exam and the semester average. The exam is reported as an "E" grade, and the semester average is reported as a temporary "P", "NG", or "F" semester grade, based on the student's quarter grades.
 - a. The "P" grade is assigned, and the .50 credit is awarded when the quarter grades meet the minimum criteria to pass the course. If a student's EOC is invalidated by the state, the exam and final grade is replaced with an "NG" and the course credit is removed. The student would be required to retake the exam to meet promotion and/or graduation requirements.
 - b. The "NG" grade is assigned, and credit is withheld when the quarter grades do not meet the minimum criteria to pass the course; passing the course is contingent upon the EOC results.
 - c. The "F" grade combined with an "E" exam grade is assigned when the quarter grades do not meet the minimum criteria to pass the course. The exam grade will be updated to reflect EOC results, but the student may be required to retake the course to meet the graduation requirements and/or to earn credit.
5. If a student enrolled in an EOC course did not take the required exam, the report card reflects a "NG" exam and semester grade. To receive course credit, the student must take the exam. It is the student's

responsibility to request testing in the next available state assessment window. Refer to the *High School, Grade Enhancement* section for information regarding retakes.

The student is encouraged to attend the Extended School Year (ESY) program if the student has failed a course or has not taken the EOC exam.

Middle School Students Enrolled in High School Credit Courses

1. Grades earned for high school credit courses are included in the student's high school grade point average (GPA) and appear on the high school transcript. Course placement for students who are not performing at or above a C average should be reviewed. Refer to the High School, *Grade Point Average* section for more information.
2. The grade enhancement policy for high school credit courses taken prior to grade 9, allows students to replace a grade of C or below with a grade of C or higher, earned subsequently in the same or comparable course. The replaced grade is excluded in the cumulative, unweighted state GPA required for graduation, but is included in the cumulative, weighted district GPA used to determine rank in class.
3. Enrollment in high school credit courses that are not offered at the middle school level within the district requires prior approval by the student's principal and the Office of Teaching and Learning. The parent should request approval in writing to the principal. The principal will contact the Middle School Instructional Leadership Director who will facilitate the review of the request within the Office of Teaching and Learning. The parent will receive the final decision through the school principal.
4. Middle school students are not eligible for high school Advanced Placement (AP) courses. The AP label cannot be affixed to courses and transcripts earlier than grade 9, per College Board Policy. There is one exception to this policy: AP world language and culture courses. These courses focus on linguistic proficiency and cultural competency, so in rare situations these courses can be successfully offered earlier than grade 9 among students who can already speak, read, and write the language with fluency. Prior approval is required as stated above.

Grade Reporting

1. The online grade reporting system provides parents or guardians and students with access to monitor academic progress. Parents or guardians may initiate communication or request a conference with a teacher by email or phone.
2. By the end of the fifth week of each grading period, Interim Progress Reports or Scholarship Warnings are issued to students in jeopardy of failing a course. Interim Progress Reports or Scholarship Warnings should be returned with a parent or guardian signature.
3. Quarterly progress reports (report cards) with course grades are posted through the online grade-reporting system. Each grading period is approximately nine-weeks in length.
4. Fourth quarter progress reports include the student's promotion or retention status.

Honor Roll Criteria

Honor rolls are determined based on a student's academic and conduct quarter grades when the student is enrolled in a minimum of four district courses.

1. The Principal's Honor Roll designation is awarded to students who earn A's for all academic and conduct grades.
2. The High Honor Roll designation is awarded to students who earn a minimum of three A's and no grade lower than a B for academic and conduct grades.
3. The Honor Roll designation is awarded to students who earn B's or higher for academic and conduct grades.

Grade Calculation Chart

| Middle School Semester Course Grades | | | |
|--------------------------------------|-----------------------|----------|----------------------|
| Quarter Grade | Middle School Courses | Civics | Final Semester Grade |
| Combinations | District Exam | EOC Exam | |
| | 25% | 30% | |
| A,A | A,B,C | A,B | A |
| A,A | D*,F | C,D,F | B |
| A,B | A | A | A |
| A,B | B,C,D,F | B,C,D | B |
| A,B | | F | C |
| A,C | A,B,C,D | A,B,C | B |
| A,C | F* | D,F | C |
| A,D | A,B | A,B | B |
| A,D | C,D,F | C,D,F | C |
| A,F | A* | A | B |
| A,F | B,C,D,F | B,C,D | C |
| A,F | | F | D |
| B,B | A,B,C,D | A,B,C | B |
| B,B | F* | D,F | C |
| B,C | A,B | A,B | B |
| B,C | C,D,F | C,D,F | C |
| B,D | A* | A | B |
| B,D | B,C,D,F | B,C,D | C |
| B,D | | F | D |
| B,F | A,B,C | A,B,C | C |
| B,F | D,F | D,F | D |
| C,C | A* | A | B |
| C,C | B,C,D,F | B,C,D | C |
| C,C | | F | D |
| C,D | A,B,C | A,B,C | C |
| C,D | D,F | D,F | D |
| C,F | A*,B* | A,B | C |
| C,F | C,D,F | C,D,F | D |
| D,D | A*,B* | A,B | C |
| D,D | C,D,F | C,D,F | D |
| D,F | | A | C |
| D,F | A,B,C,D | B,C,D | D |
| D,F | F | F | F |
| F,F | A,B | A,B | D |
| F,F | C,D,F | C,D,F | F |

| High School Credit Semester Course Grades | | | |
|-------------------------------------------|--------------------|--------------------|----------------------|
| Quarter Grade | High School Credit | High School Credit | Final Semester Grade |
| Combinations | District Exam | EOC Exam | |
| | 25% | 30% | |
| A,A | A,B,C | A,B | A |
| A,A | D,F | C,D,F | B |
| A,B | A | A | A |
| A,B | B,C,D,F | B,C,D | B |
| A,B | | F | C |
| A,C | A,B,C,D | A,B,C | B |
| A,C | F | D,F | C |
| A,D | A,B | A,B | B |
| A,D | C,D,F | C,D,F | C |
| A,F | A | A | B |
| A,F | B,C,D | B,C,D | C |
| A,F | F | F | F |
| B,B | A,B,C,D | A,B,C | B |
| B,B | F | D,F | C |
| B,C | A,B | A,B | B |
| B,C | C,D,F | C,D,F | C |
| B,D | A | A | B |
| B,D | B,C,D,F | B,C,D | C |
| B,D | | F | D |
| B,F | A,B,C | A,B,C | C |
| B,F | D | D | D |
| B,F | F | F | F |
| C,C | A | A | B |
| C,C | B,C,D,F | B,C,D | C |
| C,C | | F | D |
| C,D | A,B,C | A,B,C | C |
| C,D | D,F | D,F | D |
| C,F | A,B | A,B | C |
| C,F | C,D | C,D | D |
| C,F | F | F | F |
| D,D | A,B | A,B | C |
| D,D | C,D,F | C,D,F | D |
| D,F | | A | C |
| D,F | A,B,C,D | B,C,D | D |
| D,F | F | F | F |
| F,F | A,B,C,D,F | A,B,C,D,F | F |

A student who does not take a required exam will receive an "I" grade for a district exam or a "NG" for an EOC exam. Refer to *Middle School, Make-up Exams* section for additional information.

* Indicates changes effective for the 2019-2020.

Promotion Requirements

Promotion and/or retention is determined when final grades are submitted at the end of the regular academic year. (F.S.1008.25)

1. Middle school students must pass language arts, mathematics, science, and social studies to meet annual promotion requirements.
2. To be promoted to high school, middle school students must meet the following cumulative requirements:
 - successful completion of three middle school, or higher level, courses in language arts, mathematics, science, and social studies, to include one civics education course and one career planning course; and
 - a personalized academic and career plan. (F.S. 1003.4156) Refer to the *Middle School Career and Education Planning Requirement* section for additional information.
3. Students scoring a level 3 or higher on the Algebra 1 EOC exam meet the promotion requirement for the corresponding mathematics course.

If a student does not meet promotion requirements, exceptions may be considered per special placement procedures. Refer to the *General Statements, Grade Level Placement* section for additional information.

Extended Learning and Extended School Year Programs

The Extended Learning Program (ELP) provides supplemental tutorial, grade enhancement, and course recovery support.

1. Tutorial support provides non-credit, academic intervention for middle school students scoring below level 3 on the FSA English Language Arts (ELA) or Mathematics and for students in need of assistance with advanced studies.
2. Grade enhancement provides an opportunity for students to earn one quality point (grade of P) in place of a failing quarter grade for the corresponding course. ELP grade enhancement does not apply to high school credit courses.
3. Course recovery provides an opportunity for students who were administratively placed in the current grade to make-up a failing semester grade for a required sixth or seventh grade course.

The Extended School Year (ESY) program provides a summer, course recovery option for students to meet the promotion requirements.

Related Program Information

Refer to *English Language Learners, Exceptional Student Education, Hillsborough Virtual Instructional Programs, Home Education, and Workforce Connections* sections for specific program information.

High School Student Progression

Enrollment

Full Time

A full-time high school student is defined as one who attends school each day for seven periods, however, the seven periods can be comprised of any combination of on-site, state-approved virtual, and dual enrollment classes. A student enrolled in Hillsborough County Public Schools must maintain enrollment in at least one on-site high school course each semester. Any student enrolled full time with Hillsborough Virtual School or admitted as an early admission student is also considered a Hillsborough County Public high school student.

To be eligible for a HCPS diploma, the student must be enrolled full time in the district within the first 15 days of his/her last semester.

Part Time

Part-time enrollment is limited to students who are co-enrolled in the Hospital/Homebound program, registered with the district for home education, enrolled as fifth-year seniors, or Certificate of Completion recipients. No other students may enroll part time.

Students enrolled full time in private school or FLVS may not co-enroll in courses in Hillsborough County Public Schools or participate in extracurricular activities unless Florida High School Athletics Association (FHSAA) guidelines are met. Private school students may however take courses through Hillsborough Virtual School. Refer to FHSAA for specific guidelines.

Course of Study

The course of study is a combination of required and elective courses aligned to meet one of the five options to earn a Florida standard diploma. They are the following:

- 24-credit program;
- 18-credit, Academically Challenging Curriculum to Enhance Learning (ACCEL) option;
- Career and Technical Education (CTE) Pathway;
- an International Baccalaureate (IB) curriculum; or
- an Advanced International Certificate of Education (AICE) curriculum

Course selection is specific to the student's developmental needs and interests consistent with the student's academic and career plan.

Refer to the District website for graduation requirements by cohort.

Health Opportunities through Physical Education

The Health Opportunities through Physical Education (HOPE) is a full-year physical education course that integrates health education and is the district's option to meet our state PE graduation requirement. This requirement may be waived for students participating in one of the following:

- 18-credit ACCEL, Career and Technical Education Graduation options, AICE or IB program;
- Junior Reserve Officer Training Corps (JROTC) (2.0 credits); or
- interscholastic sport at the junior varsity and/or varsity levels (2 seasons that must be verified on the HOPE waiver form available through the district website or high school). (F.S.1003.4282)

Cardiopulmonary Resuscitation

Cardiopulmonary Resuscitation (CPR) (compression only) and Automated External Defibrillators (AED) instruction is included in the Health Opportunities through Physical Education (HOPE) traditional and virtual course. Additional instructional opportunities may be provided through JROTC, dance, and health science courses, as well as in afterschool programs. (F.S.1003.453)

Financial Literacy

Schools may offer a .5 elective financial literacy course or the Economics with Financial Literacy course as part of the course of study.

Industry Certification Course Substitutions

Students who take and pass a state-approved course and industry certification may substitute a course credit required for graduation. A course substitution does not factor into a student's grade point average (GPA). The following are course substitution options.

1. Students who take a state-approved career-themed course and pass an industry certification, for which there is a current statewide college credit articulation agreement, may substitute for up to two mathematics and one equally rigorous science credit, with the exception of Algebra 1, Geometry, and Biology 1. One substitution per industry certification is allowed with a maximum of three substitution credits. (F.S.1003.4282)
2. Students who earn a state-approved computer science credit and pass the related industry certification may substitute up to one mathematics credit and up to one equally rigorous science credit, with the exception of Algebra 1, Geometry, and Biology 1. (F.S.1007.2616, F.S.1003.4282)

Refer to the FLDOE.org for an up-to-date list of approved courses and industry certifications

Refer to the *Career and Technical Education section, CTE Course Substitutions* for additional information on course substitutions or waivers available to students enrolled in career and technical courses.

Course Grades

Grading Scale

The grading scale and interpretation of letter grades in grades 6 through 12 are defined by state statute as described in the following chart. (F.S. 1003.437)

| Letter | Scale | Quality Points | Description |
|--------|----------|----------------|----------------------------|
| 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 |

Course Grade Criteria

High school courses require a district semester exam or a state End of Course (EOC) exam, with the exception of courses found in the *Exam Exception* section. Refer to the *High School, Grade Calculation Charts* for additional information.

The semester final grade is calculated by converting the two quarter grades and the district scaled semester exam grade to quality points, which are weighted and averaged.

Beginning with the 2018-2019 school year, students must pass at least two of the three grades (a combination of quarter and/or exam grades) to pass a semester course and be awarded credit. For grade calculations prior to 2018-2019 school year, students were also required to earn a minimum of three quality points.

All final course grades are reported in the student's permanent record and on the official transcript.

Semester Exams

1. District semester exams are required and weighted as 25% of the semester grade for courses not requiring other cumulative assessments.

2. Students who are absent on an exam day must verify their absence to be eligible for a make-up exam. Schools may request a doctor's note.
3. Students who do not take an exam will receive a temporary "I" (incomplete) exam grade and an "F" semester grade.
 - a. It is the student's responsibility to schedule the make-up exam with the teacher or assistant principal for curriculum. The make-up exam window will open through the end of the subsequent semester.
 - b. After the make-up exam window closes, the student must appeal to the principal for an exception to make-up the exam.
 - c. If the student does not make up the exam by the end of the following semester, the exam grade will default to an "FI" and will be calculated as an "F". The final semester grade and GPA will be recalculated.
4. In cases of confirmed cheating on a semester exam, the student will receive an "F" grade for the exam that will be calculated into the final course grade.

End of Course Exams

EOC assessments are computer-based, criterion-referenced assessments that measure the Florida Standards (FS) or the Next Generation Sunshine State Standards (NGSSS) for specific courses, as outlined in the course descriptions. (F.S.1008.22)

1. The state EOC exams are required in place of the district semester two exams for the following courses.

| | | | |
|------------------|-----------------|----------------|-------------------|
| Algebra 1 | Geometry | Biology | US History |
| Algebra 1 Honors | Geometry Honors | Biology Honors | US History Honors |
| Algebra 1b | IB Geometry | Pre IB-Biology | AP US History |
| | | | IB US History |

2. For courses that require an EOC, the district scaled semester one exam and the semester two EOC exam are calculated as 30% of the corresponding semester grade.
3. Final grades for semester two cannot be determined until EOC scores are received from the state. Therefore, final grades and transcripts are re-calculated and updated in July.
4. If a student takes an EOC exam, the report card reflects temporary grades for the exam and the semester average. The exam is reported as an "E" grade, and the semester average is reported as a temporary "P", "NG", or "F" semester grade, based on the student's quarter grades.
 - a. The "P" grade is assigned, and the .50 credit is awarded when the quarter grades meet the minimum criteria to pass the course. If a student's EOC is invalidated by the state, the exam and final grade is replaced with an "NG" and the course credit is removed. The student would be required to retake the exam to meet graduation requirements.
 - b. The "NG" grade is assigned, and credit is withheld when the quarter grades do not meet the minimum criteria to pass the course; passing the course is contingent upon the EOC results.
 - c. The "F" grade combined with an "E" exam grade is assigned when the quarter grades do not meet the minimum criteria to pass the course. The exam grade will be updated to reflect EOC results, but the student may be required to retake the course to meet the graduation requirements and/or to earn credit.
5. If a student enrolled in an EOC course did not take the required exam, the report card reflects a "NG" exam and semester grade. To receive course credit, the student must take the exam. It is the student's

responsibility to request testing in the next available state assessment window. Refer to the *High School, Grade Enhancement* section for information regarding retakes.

The student is encouraged to attend the Extended School Year (ESY) program if the student has failed a course or has not taken the EOC exam.

Exam Exceptions

1. When an annual course requires a semester one exam and a standardized assessment (FSA ELA, ACT, SAT, AICE, AP or IB examinations), grades are calculated for each semester as follows:
 - using the three-grade configuration for semester one, and
 - a two-grade configuration for semester two, due to the standardized assessment used in lieu of the semester exam. This applies to annual courses in Advanced International Certificate of Education (AICE), Advanced Placement (AP), International Baccalaureate (IB) (seniors only), and reading.

Please note: All semester courses in AICE, AP, IB, and reading, require final exams.

2. There are no exam exceptions for courses with a corresponding EOC exam; this includes Advanced International Certificate of Education, Advanced Placement, and International Baccalaureate US History.
3. Some specialized elective courses do not require a semester exam.
4. A final exam is a required component of virtual and online credit recovery courses. Students receive a final semester grade; quarter grades and semester exams are not reported separately.
5. Postsecondary colleges and universities determine the grading requirements for academic dual enrollment courses.
6. Seniors may qualify to exempt their final semester exams. Refer to *High School, Graduating Senior Exemptions* for criteria.

Grade Calculations with Exam

This calculation applies to semester courses requiring a final exam or EOC. A final semester grade is calculated by a combination of two-quarter grades and a district, scaled semester exam. To pass a course and be awarded credit, a student must earn a passing grade on at least two of the three grades.

| Final Semester Grade Calculations with Exam Weighted 25% | | |
|----------------------------------------------------------|------------------|-------------|
| Quarter Grade Combinations | Exam Grade (25%) | Final Grade |
| A, A | A, B, C | A |
| A, A | D, F | B |
| A, B | A | A |
| A, B | B, C, D, F | B |
| A, C | A, B, C, D | B |
| A, C | F | C |
| A, D | A, B | B |
| A, D | C, D, F | C |
| A, F | A | B |
| A, F | B, C, D | C |
| A, F | F | F |
| B, B | A, B, C, D | B |
| B, B | F | C |
| B, C | A, B | B |
| B, C | C, D, F | C |
| B, D | A | B |
| B, D | B, C, D, F | C |
| B, F | A, B, C | C |
| B, F | D | D |
| B, F | F | F |
| C, C | A | B |
| C, C | B, C, D, F | C |
| C, D | A, B, C | C |
| C, D | D, F | D |
| C, F | A, B | C |
| C, F | C, D | D |
| C, F | F | F |
| D, D | A, B | C |
| D, D | C, D, F | D |
| D, F | A, B, C, D | D |
| D, F | F | F |
| F, F | A, B, C, D, F | F |

| Final Semester Grade Calculations with Exams Weighted 30% | | |
|-----------------------------------------------------------|-----------------------------------------|-------------|
| Quarter Grade Combinations | Exams/EOCs (30%)*Applied Both Semesters | Final Grade |
| A, A | A, B | A |
| A, A | C, D, F | B |
| A, B | A | A |
| A, B | B, C, D | B |
| A, B | F | C |
| A, C | A, B, C | B |
| A, C | D, F | C |
| A, D | A, B | B |
| A, D | C, D, F | C |
| A, F | A | B |
| A, F | B, C, D | C |
| A, F | F | F |
| B, B | A, B, C | B |
| B, B | D, F | C |
| B, C | A, B | B |
| B, C | C, D, F | C |
| B, D | A | B |
| B, D | B, C, D | C |
| B, D | F | D |
| B, F | A, B, C | C |
| B, F | D | D |
| B, F | F | F |
| C, C | A | B |
| C, C | B, C, D | C |
| C, C | F | D |
| C, D | A, B, C | C |
| C, D | D, F | D |
| C, F | A, B | C |
| C, F | C, D | D |
| C, F | F | F |
| D, D | A, B | C |
| D, D | C, D, F | D |
| D, F | A | C |
| D, F | B, C, D | D |
| D, F | F | F |
| F, F | A, B, C, D, F | F |

A student who does not take a required exam will receive an "I" grade for a district exam or a "NG" for an EOC exam. Refer to *High School, Semester Exams* and *End of Course Exam* sections for additional information.

Grade Calculation with No Exam

This calculation applies to semester courses that do not require a final exam or EOC. Students must earn a minimum of two quality points to pass a semester course that does not require an exam. The student's semester grade will be calculated based on a combination of quarter grades and the quality points assigned.

| Quarter grade | Quarter grade | No Semester exam-"H" | Final Grade |
|---------------|---------------|----------------------|-------------|
| A | A | H | A |
| A | B | H | A |
| A | C | H | B |
| A | D | H | B |
| A | F | H | C |
| B | A | H | A |
| B | B | H | B |
| B | C | H | B |
| B | D | H | C |
| B | F | H | C |
| C | A | H | B |
| C | B | H | B |
| C | C | H | C |
| C | D | H | C |
| C | F | H | D |
| D | A | H | B |
| D | B | H | C |
| D | C | H | C |
| D | D | H | D |
| D | F | H | F |
| F | A | H | C |
| F | B | H | C |
| F | C | H | D |
| F | D | H | F |
| F | F | H | F |

Grade Point Average

The state grade point average (GPA) is unweighted and is the cumulative average of the semester final grades for high school credit courses. It is calculated by dividing the total number of quality points earned by the total number of points possible based on a 4.0 scale. Quarter and exam grades are not directly used in the calculation.

The district GPA includes weighting for the completion of advanced coursework with a final semester grade of a C or higher.

1. District approved honors courses are awarded a .04 weighting per semester that is added to the cumulative, weighted district GPA for each semester credit.
2. AICE, AP, IB, and dual enrollment courses are awarded a .08 weighting per semester that is added to the cumulative, weighted district GPA for each semester credit.
3. Honors points may not be awarded more than once per course.

Transfer courses may be eligible for weighting when the course is designated as honors in the state or district course code directory, and on the student's official transcript from the sending school.

Grade Enhancement (Forgiveness)

1. Grade enhancement for required courses are limited to enhancing a grade of D or F with a grade of C or higher earned subsequently in the same or comparable course. An example of a comparable course is English 1 and English 1 Honors.
2. Grade enhancement for elective courses are limited to enhancing a grade of D or F with a grade of C or higher earned subsequently in another course.
3. Grade enhancement also applies to middle school students who earn a C or below in a high school level course. (F.S.1003.4282)
4. Grade enhancement for an EOC course may apply if the EOC assessment and the course grade results in a final grade of D or F. The options for the student include one of the following:
 - retaking the course and using the banked EOC score,
 - retaking the EOC assessment for the course; or
 - retaking both the course and the EOC assessment to improve the student's final course grade.
5. Only one credit is allowed per course, or the comparable course; so only one grade will be included as part of a student's cumulative, unweighted state GPA.
6. The cumulative, unweighted state GPA required for graduation is calculated by including all grades that the student has attempted, including all D's and F's, unless they have been enhanced.
7. The cumulative, weighted district GPA used to determine rank in class is not affected by the grade enhancement procedure. The cumulative, weighted district GPA includes all courses attempted and enhanced, to include D's and F's.
8. All courses attempted will appear on a student's transcript regardless of grade enhancement.

Grade Reporting

1. The online grade reporting system provides parents or guardians and students with access to monitor academic progress. Parents or guardians may initiate communication or request a conference with a teacher through the online grade reporting system, email, or phone.
2. By the end of the fifth week of each grading period, Interim Progress Reports or Scholarship Warnings are issued to students in jeopardy of failing a course. Interim Progress Reports or Scholarship Warnings should be returned with a parent or guardian signature.
3. Quarterly progress reports (report cards) with course grades are posted through the online grade-reporting system. Each grading period is approximately nine weeks in length.
4. Fourth quarter progress reports include the student's promotion or retention status.
5. The parent or guardian will be notified, and academic advising will be provided when the student has not met state assessment requirements or does not have a minimum 2.0 cumulative, unweighted state GPA, and is in jeopardy of not graduating.

High School Course Credit

A semester credit course requires a minimum of 67.5 traditional hours or 60 block hours. This requirement does not apply to virtual, blended learning, and credit recovery courses.

1. Credit may be awarded to a student who passes an AP, College Level Examination Program (CLEP), or EOC assessment without enrollment in the respective course through the Credit Acceleration

Program (CAP). The grade awarded will appear as a “NG” on the transcript and will not impact the final GPA.

2. High school students may access the adult high school credit program to earn credits that are required for graduation. Up to two co-enrolled courses are allowed per year, as per state rule. Refer to *Adult Program* section for additional information.
3. Only one credit may be earned per course, or the comparable course. An example of a comparable course is English 1 and English 1 Honors.

Credit from Non-District Programs

Currently enrolled students may be awarded credit for courses offered through non-district accredited programs that meet the equivalent of 67.5 hours per semester credit, when an official transcript is provided. Students who participate in enrichment programs will not receive school credit. The following are examples of approved non-district programs.

1. Virtual course credit is limited to the FLDOE List of Approved Programs and Online Course Providers.
2. Dual enrollment course credit is limited to colleges and universities with an articulation agreement with the district.
3. Foreign study course credit must be pre-approved by the Instructional Leadership Director of Secondary Education eight weeks in advance of the start date.
 - a. The program must be under the direct supervision of a licensed teacher who meets the certification requirements for the course,
 - b. must meet the equivalent of 67.5 hours per semester credit, and
 - c. A comprehensive exam must be administered, and the results be provided with the official transcript.

Transfer Students: Credit from Accredited Program

Any student who transfers into the district and whose credits can be verified must meet all provisions of the district's Student Progression Plan and our accreditation requirements to be awarded credit. All transfer credits and grades awarded on an official transcript from schools that are accredited by a recognized national, regional, or state accrediting agency will be accepted at face value.

1. Students transferring midyear from schools that award annual credits will have transcripts reviewed to award credits and grades at face value. No credit will be awarded for coursework that has a credit value of less than .50, example .25 credit.
2. Students transferring from a middle school where the student completed high school credit courses but was not awarded credit, will be awarded credits and grades at face value.
3. Students transferring from an accredited school with an unofficial transcript will be placed at the appropriate sequential course level to validate the credit through performance during the first grading period. A student must have a minimum 2.0 cumulative GPA after the first grading period to be awarded credits and grades at face value.
4. A native language credit may be applied as a required English credit for a student transferring from out of the country.
5. Home education or full-time virtual students transferring with a transcript from a regionally accredited program will be awarded credits and grades at face value.

Transfer Students: Credit from Non-accredited Program

Schools may accept transfer credits and grades from non-accredited schools when official transcripts are validated by one or more of the following procedures:

- a review of the student's academic record,
- an analysis of a sending school's curriculum,
- a review of a portfolio of student work; or
- through an assessment of scholastic performance.

Students enrolling from home education or nonaccredited programs who do not possess an official transcript will have credits validated through performance during the student's first enrolled grading period. A student transferring into a school will be placed at the appropriate sequential course level. To receive credit for the previous course(s), the student must earn a minimum GPA of 2.0 in the course by the end of his/her first grading period. If the student does not meet the scholastic performance standards of a 2.0 GPA, the alternative validation procedures are utilized to validate credit. The alternative validation procedures include the following:

- portfolio evaluation;
- written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
- demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
- demonstrated proficiencies on nationally normed standardized subject area assessments;
- demonstrated proficiencies on the FSA ELA/EOC assessments; and
- written review of the criteria utilized for a given subject by a former school.

The decision to accept credits is determined after school personnel have had the opportunity to observe the student's work.

1. Credits and grades are placed on an official transcript at the end of the first semester of full-time enrollment.
2. No honors points will be granted, and the grade awarded will be a "P" for pass.
3. Students transferring from a home education program may not accrue credits in one school year, which exceed the number of credits that may be accrued through a traditional schedule. Grade placement is made according to the high school grade level placement/promotion matrix for grades 9 through 12 based on the number of credits validated, and the year a student entered grade 9.
4. If a student transfers to a Florida high school from out of the country, out of state, a private school, or a home education program and the student's transcript shows credit in Algebra 1, the student must take and pass the Algebra 1 EOC, or state approved equivalent assessment to earn a Florida high school diploma. Transferring students must take and pass all state assessments or earn an ELA concordant score, or an Algebra 1 mathematics comparative score to earn a Florida high school diploma.

The Interstate Compact on Educational Opportunity for Military Children provides additional transfer of credit guidance for students of military families. (F.S.1000.36)

Foreign Students without Records

A foreign student with no obtainable record of credits seeking enrollment in Hillsborough County Public Schools will be placed according to the foreign student without records age/grade placement guidelines.

Foreign students seeking enrollment should meet with the school principal or designee who will conduct an entrance interview to explain the high school curriculum, graduation requirements, and appropriate program planning.

The student who enters after grade 9, must earn at least twelve approved core credits, meet all appropriate state testing requirements and achieve a 2.0 cumulative, unweighted state GPA to receive a standard diploma from Hillsborough County Public Schools. The school counselor will provide the specific course requirements.

Promotion or Grade Level Placement

Promotion from one grade to the next is determined, in part, upon satisfactory performance in English Language Arts, social studies, science and mathematics, along with all credits required for graduation. A student's grade level placement is determined based on the year they entered grade 9, unless they are a foreign student with no obtainable record of credits.

1. Promotion from grade 9 to grade 10 occurs when a student has completed one full year and has earned five credits towards graduation.
2. Promotion from grade 10 to grade 11 occurs when a student has completed two full years and has earned eleven credits towards graduation.
3. For 24 credit option students, promotion from grade 11 to grade 12 occurs when a student has completed three full years and has earned seventeen credits, including eight required credits in English, mathematics, science, and social studies.
4. Students electing to graduate with the 24-credit program or one of the 18-credit options in three years or less are promoted to grade 12 on May 1 of their final semester if they are on track to graduate.

College and Career Acceleration

The student's course of study should be reviewed annually to identify pathways to post-secondary college and career opportunities. College and Career acceleration options provide an opportunity for students to earn college credit or nationally recognized industry certifications based on one of the following criteria:

- score of 3, 4, or 5 on a College Board Advanced Placement (AP) examination;
- score of 4, 5, 6, or 7 on an International Baccalaureate (IB) examination;
- score of A*, A, B, C, D, or E on an Advanced International Certificate of Education (AICE) examination;
- grade of C or better in an approved dual enrollment course; or
- a Florida Career and Professional Education (CAPE) industry certification or a CAPE acceleration industry certification identified in the Industry Certification Funding List.

Academic Acceleration

Academically Challenging Curriculum to Enhance Learning (ACCEL) Options

A variety of articulated early graduation and acceleration options are available to all students grades 9 through 12 to shorten the time necessary to earn a high school diploma and a postsecondary degree. They include, but are not limited to, dual enrollment, early admission, Advanced International Certification of Education (AICE), Advanced Placement (AP), the International Baccalaureate (IB) program, Collegiate Academy, 18-credit ACCEL or Career and Technical Education Graduation option, state approved virtual/online school, occupational completion points, industry certifications, work-related internships or apprenticeships and the Credit Acceleration Program (CAP). (F.S. 1003.4295)

At the beginning of each school year, parents or guardians of all high school students are notified of the opportunity of early graduation and benefits of acceleration options.

Students electing to graduate with 24 credits in three years or less, or the 18-credit ACCEL or Career and Technical Education Graduation options are promoted to grade 12 in May of their final semester and are not eligible for consideration as valedictorian, salutatorian, Talented 20, and Tampa Tribune R.F. "Red" Pittman Scholars Program.

24-Credit Program

Any student who has completed all requirements for graduation may be dismissed from attending school upon request to the school from the parent or guardian and student. The student is awarded a standard high school diploma with the next spring graduating class.

18-Credit ACCEL Option

The ACCEL 18-credit graduation option requires students to:

- complete the state graduation requirements in ELA, mathematics, science and social studies;
- earn a cumulative, unweighted state GPA of 2.0 on a 4.0 scale;
- score a level 3 or higher on the state assessment or the equivalent concordant score; and
- earn three elective credits.

The 18-Credit ACCEL option does not require HOPE or an online course.

Career and Technical Education Pathway Option

The 18-credit Career and Technical Education (CTE) Pathway option requires students to:

- complete the state graduation requirements in ELA, mathematics, science and social studies;
- earn a cumulative, unweighted state GPA of 2.0 on a 4.0 scale;
- score a level 3 or higher on the state assessment or the equivalent concordant score;
- complete two credits in career and technical education, resulting in program completion and an industry certification; and
- complete two credits in work-based learning programs (two credits of electives, including one semester credit in financial literacy, may be substituted).

Refer to the district website for specific graduation requirements.

Dual Enrollment

Dual enrollment is the process by which an eligible secondary student is enrolled in a postsecondary technical college, Florida college, or university, and credit earned applies toward both a high school diploma and a college degree, postsecondary career or technical certificate.

1. A student must have an overall cumulative, unweighted state GPA of 3.0 and meet the required score on the ACT, PERT, PSAT, or SAT, as defined by the postsecondary institution to be enrolled in dual enrollment. Academic dual enrollment entrance requirements at an articulated university are determined by the individual institution and may require above a 3.0 GPA.
2. Career dual enrollment courses in the Career Technical Education program require an overall minimum cumulative, unweighted state GPA of 2.0. A student may enroll in a high school career dual enrollment course and the credit earned will apply toward both a high school diploma and a postsecondary career and technical certificate.
3. A full-time student may be enrolled part time in any college or university as agreed upon in the Interinstitutional Articulation Agreement.
4. Since the Florida State College system is the primary agency for dual enrollment, only courses not offered at Hillsborough Community College (HCC) will be approved for dual enrollment at the University of Florida (UF), the University of South Florida (USF), or other schools in the state college system with district approved articulation agreements. Any exceptions must be approved through the Instructional Leadership Director in the Office of Teaching and Learning.
5. Students must have prior approval from their school before enrolling in any off campus dual enrollment course, and they must meet all required deadlines, as specified by the post-secondary institution. Students taking online or off campus dual enrollment courses during the school day may be restricted to specific class periods due to seat availability and other scheduling considerations.

6. A student may enroll in a college or university course and use the credits earned to meet high school graduation requirements and degree requirements as agreed upon in the Interinstitutional Articulation Agreement. However, if the student is projected to graduate from high school before the scheduled completion date of a postsecondary course, the student may not register for that course through dual enrollment. The student may apply to the postsecondary institution and pay the required registration, tuition, and fees if the student meets the postsecondary institution's admissions requirements under F.S. 1007.263.
7. Only courses identified on the State Department of Education master list of approved courses will receive dual enrollment credit.
8. Students are limited to ten credit hours for fall, ten credit hours for spring and ten credit hours for summer, not to exceed 30 credit hours per academic year. Students wishing to take a course during the compressed winter intersession must not exceed the ten credit hours for the fall or spring session, dependent on which term the institution includes the session. Credit hours may vary for students in the Collegiate Academy.
9. A bonus of .08 is added to the cumulative, district (weighted) GPA for each semester credit earned with a grade of C or higher. The number of high school credits awarded follow the FLDOE equivalency list.
10. Credits and grades earned through dual enrollment will be part of the student's permanent high school and college record, including courses retaken for grade forgiveness and/or enhancement. Upon completion of each semester, transcripts from HCC will be sent to the individual high school site for transcript update. Upon completion of each semester, transcripts from UF, USF or other institutions must be submitted by the student to their school guidance office for transcript update. It is the student's responsibility to verify that all coursework has been updated accurately.
11. A student who earns a grade of D or F, or who withdraws from a dual enrollment course after the drop/add deadline may not repeat that course unless they submit a petition to HCC for reinstatement and are approved. Only one course may qualify for retake or reinstatement during high school. Any student that falls below the required 3.0 cumulative, unweighted state GPA will not be eligible to enroll in dual enrollment courses until they have met the 3.0 GPA requirement. Any student that falls below the required 2.0 postsecondary dual enrollment GPA may have serious admission and/or academic implications in their future postsecondary opportunities.
12. The school district is responsible for the purchase of dual enrollment textbooks for courses identified on the State Department of Education master list of approved courses. All textbooks must be returned to the school district after each semester. Failure to do so could result in delays in receiving future instructional materials or placement on the indebtedness list.
13. The steps to apply for dual enrollment are posted on the colleges' websites.

Collegiate Academy

The Collegiate Academy is a dual enrollment program offered at designated magnet sites. This program provides an accelerated, dual enrollment course of study where students work toward an Associate Degree upon graduation from high school.

1. Students must apply online through the Magnet Office during the open application periods and must meet all entrance requirements provided on the district website.
2. Incoming freshmen students must earn Algebra 1 or Algebra 1 Honors credit and score a level 3 or higher on the Algebra 1 EOC, or the PERT comparative equivalent prior to the start of the school year.
3. Students, including freshmen, must meet all dual enrollment requirements before being scheduled or continuing in a dual enrollment course. Refer to the *High School, Dual Enrollment* section for additional information.

4. If a Collegiate Academy student falls below a 3.0 cumulative, unweighted state GPA or the 2.0 dual enrollment threshold, the student's Program Performance Agreement with the Collegiate Academy and Hillsborough Community College will be reviewed to provide support for meeting the GPA requirement by the end of the school year. If the GPA requirement is not met by July 1, the student will be removed from the program and reassigned to their area attendance school, as per School Board Policy 5120.

Early Admission to College

1. A student may be excused from the last two semesters of high school if he/she is accepted for full-time admission by an accredited Florida college or university. The student must meet the following criteria:
 - has completed all graduation requirements with the exception of English IV, Economics for Financial Literacy, American Government and/or one mathematics course, or have met all course requirements for a diploma but have not graduated;
 - meet the required deadlines as specified by the post-secondary institution;
 - meet the institution's requirements for early admission which includes a minimum of a 3.5 cumulative, unweighted state GPA;
 - demonstrate acceptable performance on the entry-level placement instrument as defined by the postsecondary institution;
 - obtain a written recommendation from the school principal or designee; and
 - complete all admissions requirements of the postsecondary institution.
2. The steps to apply for early admission at HCC and USF are posted on the colleges' websites: www.hccfl.edu/dualenrollment or www.usf.edu/honors.
3. Credits and grades earned through dual enrollment will be part of the student's permanent high school and college record, including courses retaken for grade forgiveness and/or enhancement. Upon completion of each semester, transcripts from HCC will be sent to the individual high school site for transcript update. Upon completion of each semester, transcripts from USF or other institutions must be submitted by the student to their school guidance office for transcript update. It is the student's responsibility to verify that all coursework has been updated accurately.
4. The school district is responsible for the purchase of textbooks for early admission students for courses identified on the State Department of Education master list of approved courses. All textbooks must be returned to the school district after the semester.
5. Early admission students may participate in high school athletics, as per FHSAA. Contact the Assistant Principal for Administration for FHSAA guidelines.
6. An early admission student will be awarded a high school diploma upon successful completion of two college semesters (12 credit hours per semester) as a full-time student while maintaining a C or higher GPA. Coursework must include the remaining graduation requirements.

The student will retain any honors earned in high school prior to his/her early admission to college. Students in this program cannot receive additional honors such as valedictorian, salutatorian, or recognition as a Tampa Tribune R.F. "Red" Pittman Scholars student.

Advanced International Certificate of Education (AICE) Program

The Advanced International Certificate of Education Diploma Program is an international, pre-university curriculum and examination program administered and assessed by Cambridge International Examination (CIE) of the University of Cambridge. This program is offered at designated district sites to eligible secondary students in grades 9 through 12. As with AP, dual enrollment, and IB programs, students completing AICE courses and exams are eligible for postsecondary education credits. Students enrolled in an AICE course are expected to take the corresponding AICE examination and are exempt from exam registration fees.

Students in the AICE program are also eligible to pursue and earn the AICE international diploma. Students must pass a minimum of seven courses and their associated examinations, to include specified courses in each of the four subject groups. The AICE Diploma recipients are eligible to receive the Bright Futures Academic Scholars Award for college-related expenses at any Florida public postsecondary institution.

Advanced Placement (AP) Program

The Advanced Placement (AP) program is a nationwide program eligible to secondary students in grades 9 through 12. The AP course descriptions and examinations are prepared by the College Board and are administered in May of each year. As with AICE, dual enrollment, and IB programs, students completing AP courses and exams are eligible for postsecondary education credits by the receiving college or university if they score a minimum of three, on a five-point scale on the corresponding AP examination. Students enrolled in an AP course are expected to take the corresponding AP examination as part of the course and are exempt from exam registration fees. Students who cancel or who do not have an approved absence will be required to pay the \$40 unused or cancelled AP exam fee charged by the College Board.

A student may earn high school credit through the passage of an AP examination without course enrollment or completion. If a student attains a passing score on the AP exam, the student will be awarded course credit under the Credit Acceleration Program (CAP).

International Baccalaureate (IB) Program

The International Baccalaureate (IB) Diploma Program is an international two-year pre-university curriculum leading to internationally standardized, written and oral examinations administered through the International Baccalaureate Organization in May of each year. This program is offered at designated district sites to eligible secondary students in grades 9 through 12. As with AICE, AP, and dual enrollment programs, students completing IB courses and exams are eligible for postsecondary education credits by the receiving college or university if they score a minimum a four, on a seven-point scale on the corresponding IB examination. Students enrolled in an IB course are expected to take the corresponding IB examination and are exempt from exam registration fees.

Students in the IB program are also eligible to pursue and earn the IB diploma. Student who receive the IB diploma, awarded by the International Baccalaureate Office, will be deemed to have met the curricular requirements for graduation and will be awarded a high school diploma. The IB Diploma recipients are eligible to receive the Bright Futures Academic Scholars Award for college-related expenses at any Florida public postsecondary institution.

Although most colleges and universities grant credits to students whom have earned a passing score on the AICE, AP or IB examinations, policies on awarding college credit are the decision of the individual postsecondary institution. A student and parent or guardian should consult with their college of choice for guidance pertaining to awarding credit.

Credit by Examination – College Level Examination Program (CLEP)

A student may earn a high school credit through the passage of a College Level Examination Program (CLEP) test. If a student attains a passing score on the CLEP exam, the student will be awarded course credit, under the Credit Acceleration Program (CAP). The grade awarded will be entered as "NG."

Industry Certification

Industry certification are nationally recognized credentials that students earn as a result of the instruction in a career-themed course. Career and professional academy courses and career-themed courses provide opportunities for students to earn technical college credit or industry certification, identified on the state CAPE Industry Certification Funding List. (F.S.1003.493)

State Assessments

Students are required by statute to participate in statewide, standardized assessments. (F.S.1008.22)

1. Students in grades 9 and 10 are administered the English Language Arts (ELA), FS-aligned Florida Standards Assessment (FSA).

2. Students enrolled in courses specified by the state are administered Florida EOC assessments. Refer to the *High School, End of Course Exams* for additional information.
 - Algebra 1 and Geometry, FS-aligned EOC assessments
 - Biology 1 and U.S. History, NGSSS-aligned EOC assessments
3. Students must earn a passing score on the grade 10 FSA ELA or a concordant score, and a passing score on the FSA Algebra 1 EOC or comparative score to graduate with a standard diploma. Scores may change due to legislation. Refer to the FLDOE for additional information.

| FSA | Passing Score |
|-------------------|-----------------------------|
| Grade 10 FSA ELA | 350 (Beginning Spring 2014) |
| FSA Algebra 1 EOC | 497 (Beginning Spring 2016) |

Refer to the *Exceptional Student Education, Assessment and Waivers* section for additional information.

Progress Monitoring

1. Students who score below level 3 on Florida Standards Assessment (FSA) for English Language Arts (ELA) and/or the Algebra 1 EOC assessment are highly recommended for remedial instruction and will be evaluated to identify the academic need and appropriate strategies for providing academic supports to improve the student's performance. (F.S. 1008.25)
2. A student who is not meeting the school district or state requirements for satisfactory performance in ELA and mathematics will be provided one of the following plans:
 - a federally required student plan such as an Individual Education Plan;
 - a school-wide system of progress monitoring; or
 - an individualized progress-monitoring plan.
3. A student who scores a level 4 or 5 on the FSA ELA and EOC mathematics assessment may be exempted from participation in the school-wide system of progress monitoring.
4. A student with a GPA below 2.0 or who is not on track for graduation will receive academic advisement as part of the CAPE law.

Concordant and Comparative Scores

Grade 10 FSA ELA or Grade 10 FCAT 2.0 Reading Concordant Score Options

A student may meet assessment graduation requirements by earning a concordant or comparative score as specified in Rule 6A-1.09422. The following concordant and comparative scores, specific to the year the student entered grade 9, satisfy the assessment graduation requirements.

Available only for students who entered grade 9 prior to 2018-2019:

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| SAT Evidence-Based Reading and Writing (EBRW) | 430 |
| SAT Reading Subtest | |
| Students who entered grade 9 prior to 2018–2019 may also use a concordant score of 430 on SAT Critical Reading if it was earned prior to March 2016. | 24 |
| ACT Reading | 19 |

Available for all students who entered grade 9 in 2010-2011 and beyond:

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| SAT EBRW Students who entered grade 9 prior to 2018–2019 may also use a concordant score of 430 on SAT Critical Reading if it was earned prior to March 2016. | 480 |
| ACT English and Reading Subtests If the average of the two-subject test scores results in a decimal (0.5), the score shall be rounded up to the next whole number. The scores for the English and Reading subject tests are not required to come from the same test administration. | 18 |

Algebra 1 EOC (FSA or NGSSS) Comparative Score Options

Available only for students who entered grade 9 prior to 2018-2019:

| | |
|------------------|----|
| PERT Mathematics | 97 |
|------------------|----|

Available for all students who entered grade 9 in 2010-2011 and beyond:

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| PSAT/NMSQT Math Students who entered grade 9 in 2010–2011 and beyond may use a comparative score of 39 on PSAT/NMSQT Math if it was earned prior to 2015. | 430 |
| SAT Math Students who entered grade 9 in 2010–2011 and beyond may use a comparative score of 380 on SAT Math if it was earned prior to March 2016. | 420 |
| ACT Math | 16 |

Some SAT and ACT administrations are considered Non-College Reportable. The test administration is a school day, extended-time administration that can be used as a high school concordant or comparative test score for graduation purposes, but is not acceptable for college admission.

College Entrance Assessments

1. The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) provides an opportunity for students to prepare for the SAT by learning about their strengths and weaknesses in English and mathematics, as well as an option for meeting the graduation requirement for the Algebra 1 EOC. The PSAT is given each year in October to students in grades 9 through 11 at no charge. Juniors taking the PSAT may qualify for the National Merit and the National Hispanic Scholars Programs.
2. The SAT serves as an entrance exam for college admissions, as well as an option for meeting the graduation requirement on the FSA ELA and/or Algebra 1 EOC. The SAT is administered seven times annually at local high schools and colleges. Information may be obtained from the school counseling office or online by visiting www.collegeboard.org. The completed online application and fee are sent directly to the testing agency by the student. Registration fee waivers are available for students who qualify for the free or reduced lunch program.
3. The ACT serves as an entrance exam for college admissions, as well as an option for meeting the graduation requirement on the FSA ELA and/or Algebra 1 EOC. The ACT is administered seven times annually at local high schools and colleges. Information may be obtained in the school counseling office or online by visiting www.act.org. The completed online application and fee are sent directly to the agency by the student. Registration fee waivers are available for students who qualify for the free or reduced lunch program.

4. High schools may evaluate the college readiness of students utilizing the Postsecondary Education Readiness Test (PERT). The PERT math score may also serve as an Algebra 1 EOC comparative score for students who entered grade 9 prior to the 2018-19 school year.

Graduation

1. A diploma will be awarded to any student who completes the 24-credit program, the ACCEL 18- credit option, or the Career and Technical Education Graduation Pathway option, by meeting the required credits, 2.0 cumulative, unweighted state GPA, and achieving a qualifying score on all required state assessments.
2. Students earning the credit requirements for the 24-credit program, the ACCEL 18-credit option, or the Career and Technical Education Graduation Pathway option, with the exception of the state assessments or the 2.0 cumulative, unweighted state GPA, will be eligible for a Certificate of Completion.

Senior Exam Exemptions

Graduating seniors may be eligible to exempt semester exams for their final semester. The student must meet the following eligibility criteria for their final semester:

- a C or higher average (minimum of three quality points);
- a passing grade for each quarter;
- no more than five absences in the class; and
- a satisfactory conduct record.

Graduation Ceremony

To be eligible for participation in the graduation ceremony, students enrolled in the 24-credit program, the 18-credit ACCEL option, or the Career and Technical Education Graduation Pathway option must have earned all required credits by the end of the school year in which graduation is anticipated. Students will not be issued a standard diploma until all graduation requirements are met.

1. Students earning a Certificate of Completion are eligible to participate in graduation. Any junior student pursuing one of the 18-Credit Options that has not met all GPA and assessment requirements, and who is eligible for a Certificate of Completion, must meet with the principal to develop an academic plan to work towards their standard diploma.
2. A student may participate in one graduation ceremony with his/her designated class or grade 9 cohort.
3. A student must have met all financial obligations to the school before being given a diploma.
4. Participation in a graduation ceremony is dependent upon a student meeting both graduation requirements and abiding by discipline standards. Violation of a level one or level two offense (or other suspendable offenses) may result in the student's non-participation in graduation. Each high school's principal will decide who is eligible to participate in graduation exercises based on the discipline violation.

Florida Diplomas and Certificates

Florida Standard Diploma

All courses of study and graduation requirements are consistent with the Florida Department of Education and Hillsborough County Public Schools graduation requirements. Graduation requirements may change due to legislation. Refer to the district website for specific Graduation Requirements.

The following are the requirements to meet a standard diploma.

1. Students must be enrolled as a full-time student within the first 15 days of his/her last semester to receive a Hillsborough County Public School diploma.
2. Students entering grade 9 may choose from one of five options to earn a standard diploma. They are:
 - a. 24-credit program;
 - b. 18-credit, Academically Challenging Curriculum to Enhance Learning (ACCEL) option;
 - c. Career and Technical Education (CTE) Pathway;
 - d. an International Baccalaureate (IB) curriculum; or
 - e. an Advanced International Certificate of Education (AICE) curriculum.
3. A student must achieve a minimum cumulative, unweighted state GPA of 2.0. The cumulative, unweighted state GPA required for graduation is calculated by including all grades earned by the student except those enhanced.
4. A student must earn a passing score on the FSA ELA and the FSA Algebra 1 EOC, or a concordant/comparative score on the state approved alternative assessment.
5. A student with a disability (SWD) for whom the individual education plan (IEP) team determines that the required assessments cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have assessment results waived for the purpose of receiving a course grade and a standard high school diploma. According to Florida statute, a waiver of the required assessment results by the IEP Team must be approved by the parents and is subject to verification for appropriateness by an independent reviewer selected by the parents. (F.S. 1008.22, F.S. 1003.572) Refer to the *Exceptional Student Education, Additional Graduation Options* section for additional information.
6. For students seeking the 24-credit standard diploma, at least one course must be completed through a state-approved virtual instruction program, online dual enrollment, blended learning instruction, or completion of a course in which a student earns a nationally recognized industry certification in information technology or passage of the information technology certification examination without enrollment in the corresponding course. Online courses that meet this requirement are a yearlong, full-credit course, a half-credit course, a credit recovery course, a driver education course, or a blended learning course. Students taking online courses during the school day may be restricted to specific class periods due to seat availability and other scheduling considerations. Exceptions to the online course requirement may be allowed for the following:
 - students pursuing the AICE, IB, the 18-credit ACCEL, or the Career and Technical Education Graduation Pathway options;
 - students with disabilities whose IEP indicates that an online or blended learning course is inappropriate; and
 - students who transfer into a Florida public high school who have one year or less left in high school. (F.S. 1003.4282(4))

Meeting graduation requirements, passing coursework and examinations are the responsibility of each student. While the school attempts to check each student's record and to guide his or her progression, each student is responsible for seeing that all requirements are met within the traditional four years.

High School Equivalency

The Adult Education Department offers the high school equivalency instruction to prepare students for the GED® test. A State of Florida High School Diploma is awarded to students who pass all four sections of the official GED® test. Refer to the *Adult Education, School Equivalency Diploma* section for additional information.

Certificate of Completion

The awarding of a Certificate of Completion is limited to those students choosing a standard diploma with the 24-credit, the 18-credit ACCEL option, or the Career and Technical Education Pathway option, but who have not met the required state assessments and/or 2.0 GPA requirement.

Students who receive a Certificate of Completion are still eligible to pursue a standard diploma. Parents or guardians and students should consult with their school counselor and/or administrator for options to continue pursuing either their GPA requirement and/or the required state assessments. Students may elect to remain in high school as a full-time or part-time student for up to one additional year to complete the GPA or assessment requirement.

Senior Transfer Diploma Eligibility

1. Transfer students must be enrolled within the first fifteen days of their final semester to receive a Hillsborough County Public Schools diploma or certificate.
2. A student who transfers from outside the district after the first fifteen days of the last semester of his/her high school career will be furnished a transcript of the work completed in the school, but no diploma will be awarded. An exception may be made if a committee appointed by the principal recommends awarding the diploma. Upon request, a transcript of the work completed in the school will be forwarded to the last school attended and that school may grant a diploma if its policies so provide.
3. A senior transfer student may graduate by meeting the total number of credits required in the district from which he/she transferred or the total number required for a Florida standard diploma; however, to receive a standard high school diploma the transfer student must earn a 2.0 cumulative, unweighted state GPA and pass the required state assessments.
4. Communication with the transfer school may allow other options to earn the diploma from the previous school.

Graduate Recognitions

Rank in Class

The final rank in class will be determined for seniors at the end of the first semester of their senior year.

1. A student must be enrolled by the final day of the first semester of his/her senior year to be ranked.
2. The cumulative, weighted district GPA is used to determine rank in class. All attempted and enhanced high school course grades are calculated in the GPA, including grades from Hillsborough Virtual School (HVS), Florida Virtual School (FLVS), dual enrollment, adult school, and high school credit prior to grade 9.
3. Transcript and final grade report procedures at HVS, FLVS, HCC, UF and USF may vary.
4. To be included in the cumulative, district weighted GPA for final class rank calculation, an official "Final Grade Report" from the virtual school or transcripts from any outside institution must be dated with an "issue date" on or before the fifth teacher workday following the end of the first semester.
5. Virtual school students are responsible for coordinating with the virtual schoolteacher to ensure that all course work is completed in order to meet the issue date requirement, on or before the fifth teacher workday following the end of the first semester.
6. Following the grade submission deadline, class rank is finalized on a district designated date. This provides time for schools to review individual student transcripts for accuracy.

7. After class rank is finalized, a student's cumulative, district weighted GPA may change based on additional credits earned during the second semester but will not impact final class rank.
8. Students enrolled in magnet programs are ranked separately from students in the traditional program in the same school.
 - a. Students enrolled in the magnet programs, who leave their program after the first day of the second semester of their sophomore year, are ranked with their prior magnet program.
 - b. Students entering a magnet program for the first time as a junior and return to a traditional program prior to earning first semester credits will be ranked with the traditional program.
9. Students electing to graduate with 24 credits, the 18-credit ACCEL option, or the Career and Technical Education Graduation Pathway option, in three years or less, are promoted to grade 12 in May and hand ranked.

Honor Graduates

1. The top 5% of graduates, extended to include all students with a cumulative, district weighted unrounded 4.0 or higher GPA, are recognized as honor graduates. In magnet schools that maintain separate class ranks, honor graduates will be recognized for each program.
2. The district third quarter GPA report (4.0 and above, district with honors) will be utilized to identify honor graduates.
3. To be included in the cumulative, district weighted GPA for recognition as an honor graduate, an official "Final Grade Report" from the virtual school or transcripts from any outside institution must be dated with an "issue date" on or before the fifth teacher workday following the end of the third quarter.
4. Virtual school students are responsible for coordinating with the virtual schoolteacher to ensure that all course work is completed in order to meet the issue date requirement, on or before the fifth teacher workday following the end of the third quarter.
5. Students electing to graduate early are eligible to be honor graduates.
6. Honor graduate recognition does not impact final class rank.

Valedictorian/Salutatorian

Each high school will recognize a valedictorian and salutatorian from among the graduating seniors. Magnet schools may recognize separate valedictorians and salutatorians for each magnet program. The valedictorian will be the student whose rank in class is number one (1) and the salutatorian will be the student whose rank in class is number two (2).

In the event of a tie for valedictorian, each student whose rank is tied for first in the class will be recognized as a co-valedictorian. If there are co-valedictorians, there will be no salutatorian since the next student's rank would be third.

In the event of a tie for salutatorian, each student whose rank is tied for second in the class will be recognized as a co-salutatorian. If there are co-salutatorians, the rank of the next student would be fourth. A student's actual rank will be noted on their official transcript.

Students must complete the first semester of the senior year to be eligible for valedictorian or salutatorian. Therefore, students electing to graduate with 24 credits, the 18-credit ACCEL option, or the Career and Technical Education Graduation Pathway option, in three years or less, are promoted to grade 12 in May and are not eligible. Students electing to participate in the early admission program also cannot receive additional honors such as valedictorian and salutatorian.

Scholar Designation

To earn the Scholar designation, a student must meet the standard diploma requirements and satisfy the following.

1. Pass the Geometry EOC assessment and earn one credit in Algebra 2 or an equally rigorous course and one credit in statistics or an equally rigorous course.
2. Pass the Biology 1 EOC assessment and earn one credit in chemistry or physics and one credit in a course equally rigorous to chemistry or physics. However, a student enrolled in an Advanced Placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE) Biology course who takes the respective AP, IB, or AICE Biology assessment and earns the minimum score necessary to earn college credit meets the requirement without having to take the Biology 1 EOC assessment.
3. Pass the US History EOC assessment. However, a student enrolled in an AP, IB, or AICE course that includes United States history topics who takes the respective AP, IB, or AICE assessment and earns the minimum score necessary to earn college credit meets the requirement without having to take the US History EOC assessment.
4. Earn two credits in the same world language.
5. Earn at least one credit in an Advanced Placement, an International Baccalaureate, an Advanced International Certificate of Education, or a dual enrollment course. (F.S.1003.4285)

Merit Designation

To earn the Merit designation at graduation, a student must meet the standard diploma requirements and attain one or more industry certifications from the state approved list.

Seal of Biliteracy

The Seal of Biliteracy is the attainment of a high level of competency in listening, speaking, reading and writing in one or more world languages, in addition to English. This recognition will be noted on the high school diploma and transcript as either a Gold Seal of Biliteracy (highest level of competency) or a Silver Seal of Biliteracy (second-highest level of competency) and awarded by the Commissioner of Education to high school graduates meeting the requirements.

The requirements for earning the Seal of Biliteracy include:

- earning four world language course credits in the same world language with a cumulative 3.0 grade point average or higher on a 4.0 scale,
- achieving a qualifying score on a world language assessment, or
- satisfying alternative requirements as determined by the State Board of Education.

The Silver Seal of Biliteracy is awarded to students who have earned four world language credits in the same world language with a cumulative 3.0 GPA or higher on a 4.0 scale or earned a qualifying score on a nationally recognized assessment (refer to the district website or the FLDOE for the recognized exams and required scores).

The Gold Seal of Biliteracy is awarded to students who have met the above requirements and have also earned a level 4 or higher on the grade 10 FSA ELA or have attained an advanced qualifying score on a nationally recognized assessment.

Bright Futures Scholarship Program

The Bright Futures Scholarship Program is the umbrella program for three state-funded scholarships: the Florida Academic Scholars, the Florida Medallion Scholars, and the Florida Gold Seal Vocational Scholars Awards. These awards are based on specific academic requirements and volunteer service work hours earned in grades 9 through 12. The school will annually provide high school students a complete and accurate Florida Bright Futures Scholarship Evaluation Report.

For detailed information on the Bright Futures Scholarship Program, go to floridastudentfinancialaid.org.

A student who graduates from high school midyear may receive an initial Bright Futures Scholarship award during the spring term following the student's graduation if the student applies for the scholarship award no later than December 31 of the student's graduation year.

The Talented 20 Program

The Talented 20 Program provides guaranteed admission, within space and fiscal limitations, to one of Florida's 12 public universities for public high school graduating seniors who rank in the top 20% of their graduating class and who have completed the 18 academic credits required for a state university admission. Determination of Talented 20 students at each high school is made upon completion of the seventh semester. Please note that, while eligible students are guaranteed admission at one of the state universities, it may not be to their first choice of schools. Students are given priority for the awarding of funds from the Florida Student Assistance Grant (FSAG), if they are eligible for this needs based grant.

Student Recognitions

Honor Roll Criteria

Honor rolls are determined based on a student's academic quarter grades when the student is enrolled in a minimum of four district courses.

1. The Principal's Honor Roll designation is awarded to students who earn A's for all academic grades.
2. The High Honor Roll designation is awarded to students who earn a minimum of three A's and no grade lower than a B for academic grades.
3. The Honor Roll designation is awarded to students who earn B's or higher for academic grades.

National Honor Society

The National Honor Society (NHS) is an organization that honors students who are outstanding in scholarship, character, leadership, and service. Membership in the National Honor Society is by invitation only. Only those individuals who are outstanding in all areas receive this honor.

All sophomore, junior and senior class students who have been enrolled in their present high school one semester or more will be eligible candidates for the National Honor Society, if they fulfill the following scholastic requirements based on semester high school grades.

1. To qualify for NHS a cumulative, weighted, unrounded, district GPA of 3.5 or better is required. (As per the National Chapter, each school chapter may require a higher cumulative GPA.)
2. All grades earned in grades 9, 10, 11 and first semester of grade 12 are considered by the school in determining a student's grade point average for NHS.
3. For students to continue membership in the NHS, a student must maintain a 3.5 cumulative, weighted semester average. Students not meeting the requirement will be placed on probation. Students will be allowed only one probationary period.
4. Members may also be placed on probation or dismissed for failure to maintain standards for character, leadership or service.

The following selection process will be used for membership in the National Honor Society.

1. Selection of students from eligible academic candidates will be by majority vote of the faculty council. However, the entire faculty could be invited to recommend a candidate's eligibility.
2. Character, leadership, and service will be considered in selecting students for membership according to the policy considered fair and appropriate by the faculty of the school.
3. Membership will be by invitation only.
4. A candidate must be enrolled in his or her present high school for at least one semester prior to being eligible for membership.

5. A transfer student from another high school who was a member in good standing of its National Honor Society Chapter will be accepted into the National Honor Society of the school entered.
6. Schools may not limit membership in the National Honor Society by selecting an arbitrary number percentage.
7. Each school may induct new members either once or twice each year, with the number of inductions to be at the discretion of the individual school.
8. Refer to approved exceptions to determine if your school has any additional requirements that are included in a School Improvement waiver.

Academic Letters

1. To be eligible to receive an academic letter, a student must have received an annual, cumulative, weighted, unrounded, district GPA of 3.5 or higher at the end of grades 10, 11, and at the end of the first semester for grade 12.
2. Students must be enrolled full time.
3. Students must be enrolled a minimum of one semester in the Hillsborough County Public School system and in attendance by the 15th day of the semester.
4. Students transferring between Hillsborough County Public Schools after the 15th school day will be eligible to receive a letter at the receiving school.
5. Transfer students must have been enrolled in a regionally accredited school or credits must have been validated.
6. Each student will receive an academic letter initially and receive a bar and/or letter for each year and/or semester he or she meets the eligibility requirements.
7. Schools will publicize the requirements for earning an academic letter and notify students of their eligibility.

Co-Curricular and Extracurricular School Letters

Each student fulfilling requirements for the school letter under any category will receive an initial school letter. In addition, a pin or symbol will be awarded for each co-curricular area for which the student has met requirements. A bar will signify ensuing awards. The requirements for each letter follow.

| Band Auxiliary Units |
|------------------------------------------------------------------------------------------------------------------------------------------------|
| • earn an overall GPA of C or higher |
| • participate in all scheduled rehearsals, performances, and evaluated festivals; excused absences will be at the Director's discretion |
| • return all assigned materials (not owned by the student) and have no outstanding debts to the music program |
| • maintain appropriate behavior at all functions as described in the Student Code of Conduct established by Hillsborough County Public Schools |

| Band, Chorus, and Orchestra |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| • earn a grade of a C or higher in the musical program |
| • earn an overall GPA of C or higher |
| • participate in all scheduled rehearsals, performances, and evaluated festivals; excused absences will be at the Director's discretion; exceptions will be evaluated by the principal |

- return all assigned materials (not owned by the student) and have no outstanding debts to the music program
- maintain appropriate behavior at all functions as described in the Student Code of Conduct established by Hillsborough County Public Schools

Career and Technical Education (CTE)

- earn a GPA of 3.0 in CTE course(s) for the current school year
- be a current member of a Career and Technical Student Organization (CTSO) Chapter in good standing
- participate in a district and/or state CTSO competitive event
- earn community service hours as required by the CTSO or program
- secure a recommendation from the CTSO Chapter Advisor
- have no outstanding debts to CTSO Chapter

World Languages

- earn a GPA of 3.5 or higher in world language
- earn an overall GPA of 3.0 or higher
- enrolled in a level three course or higher of the same language
- member of a world language National Honor Society or participate in world language competitions

Forensics

- earn a GPA of 3.0 or higher in speech and debate
- participate in 30 hours over and above class time in forensics competition
- receive a recommendation by adviser and/or teacher

Journalism

- earn one full credit in journalism
- earn a GPA of 3.0 or higher in journalism
- participate in 10 hours over and above class time contributing to the school publication
- receive a recommendation by adviser and/or teacher

JROTC

- earn a grade of C or higher in the JROTC program and an overall C or higher GPA
- be active in the team for which the letter is awarded (50% or greater participation in practicing competition)
- receive a recommendation by the team coach and approval by the senior JROTC instructor

Mathematics

- earn a minimum unweighted state GPA of 3.0
- be an active member of Mu Alpha Theta: participate in competition (minimum of 60% of school's participation) OR peer tutoring at school (minimum 30 hours per year)
- take AMC [AHSME] (reported score ≥ 60)

| Theatre Arts |
|----------------------------------------------------------|
| • earn 75 Thespian points |
| • earn a GPA of 3.0 or higher in theatre courses |
| • participate in the equivalent of two major productions |
| • receive a recommendation by adviser and/or teacher |

| TV Production |
|------------------------------------------------------------------------------|
| • earn a GPA of 3.0 or higher in television production |
| • participate in 30 hours over and above class time in television production |
| • receive a recommendation by an advisor and/or teacher |

| Visual Arts |
|------------------------------------------------------------------------------------------------|
| • earn a GPA of 3.0 or higher in visual arts classes and an overall C or higher GPA |
| • exhibit their own artwork in or out of school |
| • show evidence of 10 hours or more of involvement in the arts above and beyond the school day |
| • receive a recommendation from an art teacher |

Related Program Information

Refer to *English Language Learners, Exceptional Student Education, Hillsborough Virtual Instructional Programs, Home Education, Workforce Connections, and Adult Education* sections for specific program information.

English Language Learners

ELL Committee

The ELL Committee includes the principal or designee, the parent, an ESOL/English teacher, the school counselor, and any other instructional personnel responsible for the instruction of English language learners, will meet to:

- review and make placement recommendations;
- evaluate continuation of program services to support language acquisition;
- determine eligibility; and
- provide recommendations for programs and access to additional services. (Rule 6A-6.0908, F.A.C.)

ELL Placement

The placement of English language learners (ELLs) is determined by the student's level of English proficiency and academic potential based on academic history, transcripts, performance data, language screening, and/or the district's age-grade placement policy.

1. The English for Speakers of Other Languages (ESOL) program model is designed to develop English language proficiency and academic potential.
2. English language learners will have equal access to appropriate programs and courses that are equal and comparable in scope, sequence and quality to instruction provided to English proficient students. Instructional services are documented in the ELL student plan.
3. English language learners who have completed the credits required for graduation but have not met the 2.0 GPA or the state assessment requirements are eligible for a certificate of completion and an additional year of high school. (Rule 6A-6.0909, F.A.C.) *Refer to the High School, Certificate of Completion section for additional information.*

Equal Access for English Language Learners

1. English language learners, including refugees and other immigrants, racial and national origin minority students, are entitled to equal access to programs and services other than ESOL, such as, but not limited to compensatory, exceptional, early childhood, career and technical education, adult education, dropout prevention, extended day, and other supportive services. (Rule 6A-6.0908, F.A.C.)
2. All written and oral communication between a school district's personnel and parents of current or former English language learners will be in the parents' primary language or other mode of communication commonly used by the parents, as feasible.
3. English language learners will not be subject to disciplinary action because of their use of a language other than English.

Assessment

The academic progress of English language learners in reading, writing, science, and mathematics are determined through appropriate formal and informal assessments and through differentiation of instruction.

1. English language learners are required to participate in the state annual English language proficiency assessment to evaluate their annual progress in English language acquisition.

2. English language learners must participate in the statewide assessment program, prescribed in F.S.1008.22. There is no exemption from participation in the statewide assessment program for English language learners.
3. Assessment results will be used by schools to evaluate the progress of individual students. When indicated, evaluations will result in appropriate adjustments, modifications, and improvements of each individual ELL student plan. (Rules 6A-6.0901, 6A-6.0902, and 6A-6.0903, F.A.C.) The ELL committee will convene whenever substantive changes in an individual ELL student plan are required.

Accommodations for Statewide Assessments

Appropriate and allowable accommodations must be provided to English language learners on statewide assessments. (Rule 6A-6.09091, F.A.C.) Accommodations are defined as adjustments to settings and/or scheduling to include amount of time for administration, assistance in heritage language, and the use of an approved translation dictionary or glossary. Examples may include:

- testing in a separate room with the ESOL or heritage language teacher;
- scheduling in multiple increments within one school day, when allowed;
- additional time within one school day may be provided to complete a test session;
- access to an approved heritage language dictionary or glossary; and/or
- limited assistance by an ESOL or heritage language teacher using the student's heritage language for directions, prompts, items, and answer choices.

Accommodations that negate the validity of statewide, standardized assessments are not allowable.

Prior to the test administration, parents or guardians of English language learners must be notified in writing, in their native language whenever possible, of these accommodations. Parent may elect to refuse testing accommodations.

English language learners are eligible for accommodations on all district and site-based assessments.

Grade Level Placement

Placement recommendations for English language learners will be made by the ELL committee upon review of the following criteria:

- academic performance;
- standardized assessments and language acquisition data;
- number of years the student has been enrolled in the ESOL program with consideration for interrupted instruction;
- the student's English language proficiency; and
- attendance and retention data.

Promotion or retention decision may not be made for English language learners based solely on a score on any single assessment instrument, whether such assessment instrument is part of the statewide assessment program or of a particular district's formal assessment process. (Rule 6A-1.09432, F.A.C.)

Refer to the *General Statements, Grade Level Placement* section for additional information.

ELL Transfer Students

The following placement guidance applies to students transferring to the district.

1. At the start of the academic year, students without interrupted education are placed in the appropriate consecutive grade-level.
2. Throughout the academic year, students entering from another site in the district, the state, and out-of-state are placed in the concurrent grade-level.

3. The bilingual guidance services team will evaluate documents and recommend placement in cases where academic records are incomplete or require translation.
4. Foreign-born students without records are placed according to their age prior to September 1 of the current academic year.

Exceptional Student Education

Program Placement

Placement of a student into an exceptional student education (ESE) program must comply with procedures established in the Exceptional Student Education Policies and Procedures (SP&P) document.

1. A student will only be placed in an ESE program when a staffing committee determines that the student meets eligibility and a parent or guardian consents to Exceptional Student Education.
2. The Individual Education Plan (IEP) team will use the IEP document to make appropriate placement decisions based on the student's individual needs. The IEP team consists of the parent or guardian, general education teacher(s), special education provider(s), school psychologist or other specialist, Local Education Agency (LEA) representative, and when appropriate, the student.
3. The IEP team determines Extended School Year (ESY) services for SWD.

The general education setting is the first consideration when determining placement for students with disabilities (SWD). Core instruction should be delivered in the general education classroom to the maximum extent appropriate.

The district will make available a Free Appropriate Public Education (FAPE) to a SWD through the end of the school year in which the student turns 22, provided the student is age 21 at the start of the school year and has not graduated with a standard diploma.

Accommodations

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

Grade Reporting

A specialized report card is utilized for students in grades K-5 with significant cognitive disabilities who are provided instruction through Florida Standards and Next Generation Sunshine State Standards (FS/NGSSS) Access Points. Grades reflect the student's academic progress based on the FS/NGSSS Access Points for the grade level/courses in which the student is enrolled.

The general education report card is utilized for all other SWD.

Grade Level Placement

The district general education promotion requirements apply to SWD. If a student does not meet the promotion requirements, the School Placement Committee determines (with input from the IEP team and the ELL committee, when applicable) the grade level placement. The committee includes the principal and/or assistant principal, school counselors, and teachers.

Assessments

SWD participate in the state and district assessments. The IEP team determines the appropriate accommodations and the extent of participation, which must be documented on the IEP. Accommodations in the administration of state and district assessments are allowable as specified in the test administration manuals. (Rule 6A-1.0943, F.A.C.)

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

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

SWD may be eligible for an extraordinary exemption in accordance with F.S. 1008.212.

Waiver of Assessment Results/Scores

A student with a disability for whom the IEP team determines that the statewide, standardized assessments cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have assessment results waived for the purpose of receiving a course grade and a standard high school diploma. A waiver of the statewide, standardized assessment results by the IEP team must be approved by the parents and is subject to verification for appropriateness by an independent reviewer selected by the parents. (F.S. 1008.22, F.S. 1003.572)

A graduation portfolio of quantifiable evidence of achievement is required for students alternately assessed whose performance on standardized assessments is waived. The portfolio must include a listing of courses the student has taken, grades received, student work samples and other materials that demonstrate growth, improvement and mastery of required course standards. Multi-media portfolios that contain electronic evidence of progress, including videos and audio recordings, are permissible. Community-based instruction, modified occupational completion points, work experience, internships, community service, and postsecondary credit must be documented in the portfolio, when applicable.

Graduation Options for SWD

Standard Diploma

The high school section of this document provides graduation options for all students. Refer to the district website for specific graduation requirements.

Two additional options are available only to students with disabilities. Both require 24 credits and allow students to substitute a career and technical education (CTE) course with related content for one credit in ELA 4, mathematics, science and social studies (excluding Algebra 1, Geometry, Biology 1 and U.S. History). The two options are as follows:

1. Students with significant cognitive disabilities may earn credits through access courses and be assessed with an alternate assessment.
2. Students who choose the academic and employment option must earn a semester credit in an employment-based course paid at a minimum wage or above in compliance with the requirements of the Federal Fair Labor Standards Act. The student's employment transition plan specifies the required number of hours per week for the equivalent of at least one semester and documents the successful completion of required components. Students may earn additional, elective credits in employment-based courses.

The diploma option for a SWD will be documented on the IEP prior to the student's 14th birthday and reviewed annually by the IEP Team.

A student will be exempted from the online course graduation requirement when the IEP indicates that an online or blended learning course is inappropriate.

Special Diploma

SWD instructed through access points and alternately assessed who entered grade 9 before the 2014-2015 school year with an IEP, as of June 30, 2014, containing a statement of intent to receive a special diploma may remain on a special diploma (option one or two). The decision must be reviewed annually by the IEP Team. A student may change from a special diploma to a standard diploma option; however,

once that determination has been made, the student may not revert to the special diploma option. (Rule 6A-1.09963, F.A.C.)

Certificate of Completion

SWD who have earned the 24-credit, the 18-credit ACCEL option, or the Career and Technical Education Pathway option but who have not met the required state assessments and/or 2.0 GPA requirement are eligible for a Certificate of Completion.

Refer to the *High School, Certificate of Completion* section for more information.

Deferral of Receipt of a Standard Diploma

SWD who meet the standard high school diploma requirements and the criteria specified in F.S.1002.4282(3)(c) may defer the receipt of the diploma and continue to receive services. The decision to accept or defer the standard high school diploma must be made during the school year in which the student is expected to meet all requirements for a standard high school diploma. The decision must be noted on the IEP and the parent or guardian, or the student over the age of 18 for whom rights have transferred must sign a separate document stating the decision. (Rule 6A-6.03311(8), F.A.C.) The IEP Team must review the benefits of deferring the standard high school diploma, including continuation of educational and related services.

The parent and the student must be informed by the district, in writing, by January 30 of the year in which the student is expected to meet graduation requirements. Failure to defer receipt of a standard high school diploma after all requirements are met releases the school district from the obligation to provide a FAPE. This communication must state that the deadline for acceptance or deferral of the diploma is May 15 of the year in which the student is expected to meet graduation requirements, and that failure to attend a graduation ceremony does not constitute a deferral. A student with a disability who receives a certificate of completion may continue to receive FAPE until their 22nd birthday, or, at the discretion of the school district, until the end of the school semester or year in which the student turns 22. (Rule 6A-6.0328(1), F.A.C.), (F.S. 1001.02(1), F.S. 1003.4282, F.S. 1008.22)

504 Educational Plans

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination based on disability in any program or activity receiving federal financial assistance. Section 504 guarantees the right to full participation and access to FAPE.

The district is committed to identifying, evaluating, and providing FAPE to students who are disabled, within the definition of Section 504, regardless of the nature or severity of their disabilities. The district recognizes and acknowledges that students may be disabled and eligible for services under Section 504, even when they do not qualify for or require special education and/or related services pursuant the IDEA.

If a student has a physical or mental impairment that significantly limits the student's learning but does not require specially designed instruction, the student will be eligible for reasonable, but more than standard, accommodations and/or modifications of the regular classroom or curriculum to have the same access to an education as students without disabilities. Such accommodations and/or modifications will be provided, pursuant to a Section 504 Accommodation Plan.

Refer to the *fldoe.org* for additional information.

Gifted Education

Exceptional student education includes students who are identified as gifted. A continuum of services and specially designed instruction is available for students who qualify for gifted services, including differentiated curriculum, acceleration, and enrichment.

At the secondary level, the course of study may include Honors, Advanced Placement courses; International Baccalaureate Program; Advanced International Certificate of Education Program (AICE); academic and career dual enrollment; and career education courses, including career-themed courses, pre-apprenticeship and apprenticeship programs, and course sequences that lead to an industry certification.

The Education Plan (EP) document is used by the EP team in making appropriate placement decisions based on the student's goals, strengths, and needs. The EP team includes the parent or guardian, general education teacher(s), special education provider(s), LEA representative, and when appropriate, the student. If a student is eligible for an additional ESE program, then the student's Individual Education Plan (IEP) will include their gifted eligibility and goals.

Refer to *Rule 6A-6.030191 F.C.A.* for additional information.

Hillsborough Virtual Instructional Programs

Hillsborough virtual instruction includes part-time and full-time options for students in kindergarten to grade 12, providing for academic acceleration, flexible scheduling, and course recovery. Hillsborough Virtual School (HVS) students are considered public school students and are subject to the requirements of the district Student Progression Plan including participation in district and state standardized assessments.

Students may use HVS to accelerate their course of study when students meet age, grade, or pre-requisite course requirements. Students not meeting minimum weekly submission requirements may be withdrawn from courses at the discretion of the HVS administrator. (F.S. [1003.498](#))

Full-Time Program

HVS offers a full-time program for students in kindergarten through grade 12. Students must apply online through the district website during the application windows. Refer to the district website for enrollment information.

Co-Enrolled Program

Students enrolled in K-12 schools may co-enroll in virtual school. The physical school serves as the primary enrollment for testing and graduation, if applicable. The school counselor or administrator at the physical school manages and approves virtual course registration. Each school determines co-enrollment scheduling procedures specific to the master schedules and staff allocations.

Final grades for senior class rank calculations must be received by the primary school on or before the cutoff date at the end of the first semester. Grades received after the cutoff date will not be included in the class rank calculation. It is the student's responsibility to verify the exact cutoff date and to coordinate a "completion date" with the virtual teacher. Refer to the *High School, Rank in Class* section for additional information.

Credit Recovery Program

High school students may co-enroll in the virtual credit recovery program to grade enhance credits that are required for graduation. This program is not intended as an acceleration option.

Home Education Option

Students enrolled in Home Education are eligible to co-enroll in HVS. The parent or guardian manages and approves the virtual course registration.

Home Education students do not qualify for a Hillsborough County high school diploma. Refer to the *Home Education* and *High School, Validation of Credit* sections for additional information.

Home Education

Home education is defined as "sequentially progressive instruction of a student directed by his or her parent in order to satisfy the attendance requirements." (F.S. 1002.01)

A home education program is not a public school program but is registered with the school district superintendent for compliance with the state's attendance requirements. (F.S. 1001.41)

Home Education Enrollment

The parent must submit a letter of intent to home educate. The district will provide the parent with a letter of notification, documenting that the Home Education Program is registered with the state.

To meet attendance requirement, a student enrolled in a public school must continue attendance until the letter of notification is received from the district's Home Education Office.

The parent is responsible for maintaining a portfolio of records and materials, providing an annual educational evaluation and complying with all home education requirements per Florida Statute.

Home Education instructional options may include:

- Hillsborough Virtual School (HVS) or Florida Virtual School (FLVS) and/or
- part-time enrollment at the attendance area school or approved choice school, pending course availability.

When a home education student co-enrolls part time, the parent or guardian determines the grade level placement. However, home education co-enrolled students may not be considered seniors and are ineligible for senior privileges.

Students must meet enrollment and graduation requirements to be eligible for a district high school diploma.

1. Students with an official transcript from an accredited program must be enrolled full time within the first 15 days of the last semester.
2. Students who do not have an official transcript from an accredited program must be enrolled full time by the start of their senior year to validate credits.

Refer to the Florida Department of Education and the District Home Education website for program requirements and procedures.

Home Education Termination and Grade-level Placement

When a student ends a home education program, the parent is responsible for:

- submitting a letter of termination to the Home Education Office; and
- providing a portfolio of the student's work for each subject, the most recent home education annual evaluation, and official transcripts to the school of enrollment.

Students must meet the age requirements for initial placement in kindergarten or grade 1. Elementary placement is determined based on the student's age and maturity, standardized achievement test results, state assessments, academic records, and evidence from the student's home education portfolio. Refer to the *Elementary Student Progression, Initial Placement* section for additional information.

Upon review of the student's home education and prior school records, the principal determines the student's grade-level placement and validates grades and credits, if applicable. Refer to the *High School, Validation of Credit* section for additional information.

The student's initial grade level, course placement, and course credit are subject to review based on the student's actual performance during the first six weeks of enrollment for kindergarten through grade 5 or the first grading period of enrollment for grades 6-12.

Workforce Connections: Career and Technical Education

Career Clusters

Career and Technical Education (CTE) courses are available to students in grades 6 through 12. These courses allow middle school and high school students to explore career education options as they prepare for postsecondary education and careers. Career and Technical Education courses are available in a wide variety of career clusters as listed on the following chart.

| Middle and High School CTE Career Clusters | |
|--------------------------------------------|---------------------------------------------|
| Agriculture, Food, and Natural Resources | Hospitality and Tourism |
| Architecture and Construction | Human Services |
| Arts, A/V Technology, and Communication | Information Technology |
| Business Management and Administration | Law, Public Safety, and Security |
| Education and Training | Manufacturing |
| Engineering and Technology Education | Marketing, Sales, and Services |
| Finance | Transportation, Distribution, and Logistics |
| Health Science | |

Career-Themed Courses and Industry Certifications

Career-themed courses prepare students for industry certification and/or further education. Industry certifications are nationally recognized credentials that students earn through a certification exam, which is an assessment of standards for knowledge, skills, and competencies by an independent third-party certifying entity. Students with an industry certification are employable within the industry.

CTE Course Substitutions

State authorized courses may waive or substitute for high school credit course requirements, as follows.

1. Students who take a career-themed course and earn an industry certification, for which there is a current statewide college credit articulation agreement, may substitute for up to two mathematics and one equally rigorous science credit, with the exception of Algebra 1, Geometry, and Biology 1. One substitution per industry certification is allowed with a maximum of three substitution credits. The substitution does not factor in the student's cumulative unweighted, state grade point average. (F.S.1003.4282)
2. Students who earn a state-approved computer science credit and pass the related industry certification may substitute up to one mathematics credit and up to one equally rigorous science credit, with the exception of Algebra 1, Geometry, and Biology 1. The substitution does not factor in the student's cumulative unweighted, state grade point average and may not be used to substitute for both a mathematics and a science credit. Refer to the FLDOE.org for an up-to-date list of approved courses and industry certifications. (F.S.1007.2616, F.S.1003.4282)
3. Students with disabilities may substitute eligible CTE courses containing content related to the course for which it is substituting, for both core access and non-access courses. Course substitutions may apply for one credit in English IV, mathematics, science, and their access equivalent course, with the exception of Algebra 1, Geometry, and Biology 1. (Rule 6A-1.09963, F.A.C)
4. CTE courses identified in the State Course Code Directory may satisfy the practical arts graduation requirement.
5. CTE courses identified in the State Course Code Directory may satisfy an equally rigorous science course graduation requirement, with the exception of Biology 1.

6. Students may satisfy and waive the online course requirement by earning a nationally recognized state-approved industry certification in information technology.

CTE Concentrators

A student who completes a series of three CTE high school credit courses within a career cluster is classified as a concentrator, which is documented on the student's high school transcript.

Occupational Completion Points

An occupation completion point indicates a level of competency mastery that qualify a person to enter an occupation linked to a CTE program. Students completing a secondary occupational completion point are eligible to enter the postsecondary technical college at the next occupational completion point level, within the corresponding program of study.

Career Dual Enrollment

Students in grades 9 through 12 may earn high school credit and postsecondary, technical college credit through career dual enrollment courses. Course enrollment includes tuition, registration and instructional materials at no cost to students. Refer to the *High School, Dual Enrollment* section for additional information.

Career and Technical Student Organizations (CTSOs)

Students enrolled in CTE programs are encouraged to participate in CTSOs, which are aligned to career clusters and serve to extend learning through authentic, real-world applications to include co-curricular activities and competitions at the school, regional, state, and national levels. CTSOs engage students in community service, leadership and networking and may offer internships and/or scholarship opportunities.

- DECA (Finance, Marketing & Hospitality Education)
- Family, Career & Community Leaders of America (FCCLA)
- FFA (Agribusiness Education)
- Florida Public Service Association (FPSA)
- Future Business Leaders of America (FBLA)
- Future Educators Association (FEA)
- HOSA (Health Science Education)
- SkillsUSA (Industrial and Cosmetology Education)
- Technology Student Association (TSA)

Workforce Connections: Postsecondary Education

Hillsborough Technical Colleges (HTC)

HTC serves as postsecondary extension of Hillsborough County Public Schools for personal, technical, and professional growth. The four technical colleges are Aparicio-Levy, Brewster, Erwin and Learey Technical Colleges. Refer to Hillsborough Technical Colleges on the district website.

The technical colleges offer a variety of postsecondary certificate programs that prepare students for employment in agriculture, architecture and construction, business, energy, hospitality, health sciences, human services, information technology, public safety, manufacturing, and transportation.

Adult and Career Services Center (ACSC)

The Adult and Career Services Center offers counseling and program advisement at no cost to adult learners seeking assistance in identifying their employability interests, options, and educational goals.

Postsecondary Enrollment

Individual programs have specific admissions requirements that may include a standard high school diploma or GED®. Remedial programs are available for students when needed. Students who meet all admission requirements will be scheduled for the next available start date.

1. Students must provide an official high school transcript to verify previously earned technical college credits.
2. The individual college or program determines the student's course placement.
3. Students are responsible for testing, tuition and certification fees.
4. Students who meet eligibility may use the Florida Gold Seal Vocational Scholarship at adult technical colleges.
5. Financial aid is available to qualifying students.

Adult Education

Adult Education Programs

Adult education provides high school credit recovery courses, adult high school credit courses, and high school equivalency diploma (GED®) preparation courses. Adult high school credits may be applied to a standard diploma or an adult high school diploma.

Students must be 16 years of age or older to qualify for adult education programs.

State required tuition fees apply to students in the adult program who are withdrawn from the K-12 educational system. Books and materials are provided in the classroom for student use.

High School Credit Recovery

High school students may co-enroll in the adult high school credit program to recover credits that are required for graduation with the high school principal's written approval. This program is not intended as an acceleration option; students may not graduate prior to their graduation cohort. Students are limited to a maximum of two credits per year in accordance with state rule.

Adult High School Credit

The Adult High School Credit Program provides an option for students who have withdrawn from the K-12 educational system to earn a standard diploma. Students must complete all graduation requirements, including course requirements and state assessments.

1. Students entering adult high school before their grade 9 cohort has graduated must meet the graduation requirements based on the year that the student entered grade 9.
2. Students entering adult high school after their grade 9 cohort has graduated or who are not part of a grade 9 cohort must meet the current grade 12 cohort graduation requirements that are in effect for the year, they enter adult high school.

Students who withdraw from high school and enroll in the adult high school credit program may reenroll in a high school prior to their 18th birthday.

High School Equivalency Diploma

To be eligible for high school equivalency diploma program (GED®) the student must be at least 16 years of age and withdrawn from the K-12 educational system.

The Test of Adult Basic Education (TABE) is administered to identify the student's grade level equivalency and determine the student's individualized course of study.

1. Students who score below 9.0 are enrolled in Adult Basic Education (ABE) courses as a prerequisite for the GED® preparation program.
2. Students who score a 9.0 or higher are admitted directly to the GED® preparation program.

Students must be 18 years of age to be eligible to take the GED® exam. Students who are 16 or 17 years may be granted a waiver upon successful completion of the underage GED® preparation program or with approval from the district underage hardship committee. (F.S.1003.435) The underage hardship committee considers extraordinary circumstances involving economic hardships, medical hardships or testing requests by armed forces recruiters.

Prior to taking the GED® exam, students who have completed all graduation coursework but have not met the assessment requirements are encouraged to retake the FSA or the comparative/concordant assessment to obtain a standard diploma.

Course Grades

Mastery of the adopted performance standards is assessed through teacher observation, classroom assignments, and examinations.

Adult high school students must earn a 2.0 cumulative, unweighted state GPA to earn a standard diploma.

Refer to the *High School, Grade Point Average* section for additional information.

Grading Scale

The following chart reflects the grading system and interpretation of letter grades used to measure student success consistent with the 6-12 state grading system.

| Letter | Scale | Quality Points | Description |
|--------|----------|----------------|----------------------------|
| 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 |

Grade Enhancement

Credit recovery courses allow students to earn grade enhancement.

1. Grade enhancement for required courses is limited to replacing a grade of D or F with a grade of C or higher, earned subsequently in the same or comparable course.
2. Grade enhancement for elective courses is limited to replacing a grade of D or F with a grade of C or higher, earned subsequently in another course.
3. An exception is provided for students who earned a grade of C for a high school credit course during middle school.

The cumulative, unweighted state GPA required for graduation is calculated by including all grades that the student attempted with the exception of grades replaced by grade enhancement. District GPA calculation and class rank includes all courses attempted including grades replaced by grade enhancement.

Adult Credit

Credit is granted in the adult high school credit program when a student earns a D or higher average by demonstrating mastery of the course performance standards and the final exam or End of Course (EOC) exam. When applicable, the state EOC constitutes 30% of the final grade.

One-half credit is granted when the student successfully completes the performance standards that have been identified as being in the first semester or second semester of a course.

Adult Education Diploma or Certificate Options

Adult High School Diploma

An Adult High School Diploma is awarded to students who earn the 24 required credits or 18-credit ACCEL option, have a 2.0 GPA and earn a passing score or the concordant/comparative score on state required assessments.

Certificate of Completion

A Certificate of Completion is awarded to students who meet the credit requirements but do not meet the GPA or the assessment requirements. Students are eligible to continue work toward a standard diploma.

State of Florida High School Diploma

A State of Florida High School Diploma is awarded to students who pass all four sections of the official GED® test.

Services for Adult Exceptional Students

Adult students with disabilities who have been identified as having intellectual disabilities, who are deaf or hard of hearing, specific learning disabled, physically impaired, speech or language impaired, visually impaired, have an emotional behavioral disability, autism spectrum disorder, traumatic brain injury, dyslexia, dyscalculia, or developmental aphasia will have access to postsecondary education, career counseling, and/or services. (F.S.1007.02)

Adult students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with the service provider. A program of studies is prescribed at the time of entry and progression is based upon demonstrated mastery of performance standards. Accommodations and modifications are provided in accordance with Workforce Education 504 and Americans with Disabilities Act (ADA) Amendments Act.

All other requirements for adult education apply to adult exceptional students.