

## Chapter 2—Required Elements of Student Progression Plan

Florida Statutes/Subject		<i>The Student Progression Plan must:</i>
	(1)(f)	<p>all major political systems</p> <ul style="list-style-type: none"> <li>– One-half credit in economics, including a comparative study of the history, doctrines, and objectives of all major economic systems</li> </ul>
	(1)(g)	<ul style="list-style-type: none"> <li>– One-half credit in American government, including study of the Constitution of the United States (For students entering the 9th grade in the 1997-1998 school year and thereafter, the study of Florida government, including study of the State Constitution, the three branches of state government, and municipal and county government must be included as part of the required study of American Government.)</li> </ul>
	(1)(h)1	<ul style="list-style-type: none"> <li>○ One credit in practical arts career and technical education or exploratory career and technical education (Any career and technical education course as defined in S. 1003.01, F.S., may be taken to satisfy the high school graduation requirement for one credit in practical arts or exploratory career and technical education.); or</li> </ul>
	(1)(h)2	<ul style="list-style-type: none"> <li>○ One credit in performing fine arts to be selected from music, dance, drama, painting, or sculpture. A course in any art form, in addition to painting or sculpture, that requires manual dexterity, or a course in speech and debate, may be taken to satisfy the high school graduation requirement for one credit in performing fine arts; or</li> </ul>
	(1)(h)3	<ul style="list-style-type: none"> <li>○ One-half credit each in practical arts career and technical education <i>and</i> performing fine arts. Such credit for practical arts career and technical education or exploratory career and technical education or for performing fine arts must be made available in the 9th grade, and students must be scheduled into a 9th grade course as a priority</li> </ul>
	(1)(i)	<ul style="list-style-type: none"> <li>– One-half credit in life management skills, to include consumer education, positive emotional development, marriage and relationship skill-based education, nutrition, parenting skills, prevention of human immunodeficiency virus infection and acquired immune deficiency syndrome and other sexually transmissible diseases, benefits of sexual abstinence and consequences of teenage pregnancy, information and instruction on breast cancer detection and breast self-examination, cardiopulmonary resuscitation, drug education, and the hazards of smoking</li> </ul>
	(1)(j)	<ul style="list-style-type: none"> <li>– One credit in physical education to include assessment, improvement, and maintenance of personal fitness. Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one-credit requirement if the student makes a “C” or better on a competency test on personal fitness developed by the Florida Department of Education. A school board may not require that one credit in physical education be taken during the ninth grade year. Completion of one semester with a grade of “C” or better in a marching band class or in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a Reserve Officer Training Corps (R.O.T.C.) class, a significant component of which is drills, shall satisfy a one-half credit requirement in physical education. This one-half credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual education plan (IEP) or Section 504 plan.</li> </ul>

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Voluntary Service Credit	(1)(k)	<ul style="list-style-type: none"> <li>– Eight and one-half elective credits</li> <li>– Include a provision that the school board may award a maximum of one-half credit in social studies and one-half credit elective for student completion of nonpaid voluntary community or school service work. Students must complete a minimum of 75 hours of service in either category. Credit may not be earned for service provided as a result of court action. District school boards that approve the award of credit for student volunteer services must develop guidelines regarding the award of credit, and school principals are responsible for approving specific volunteer activities.</li> </ul>
Course Credit for Courses Taken Prior to Ninth Grade		<ul style="list-style-type: none"> <li>– State the conditions which the school board has adopted for a course designated in the <i>Florida Course Code Directory</i> as grades 9–12 that is taken below the 9th grade may be used to satisfy high school graduation requirements or Florida Academic Scholars award requirements. A student must be granted credit toward high school graduation requirements for courses taken through dual enrollment, as identified in S. 1007.271(6), F.S.</li> </ul>
Remedial and Compensatory Credit	(2)	<ul style="list-style-type: none"> <li>• State that remedial and compensatory courses taken in grades 9–12 may only be counted as elective credit.</li> </ul>
Volunteer and Nonacademic Activity Credit	(3)	<ul style="list-style-type: none"> <li>• State that credit for high school graduation may be earned for volunteer activities and nonacademic activities that have been approved by the State Board of Education.</li> </ul>
Strategies for Exceptional Students to Meet Standard Diploma Requirements	(4)(a)	<ul style="list-style-type: none"> <li>– Address that a school may require specific modified courses or programs of study so that exceptional students are assured the opportunity to meet graduation requirements through one of the following strategies:</li> </ul>
	(4)(a)1	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>○ Assignment of the exceptional student to an exceptional class for a basic course with the same student performance standards as those for nonexceptional students; or</li> </ul> </li> </ul>
	(4)(a)2	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>○ Assignment of the exceptional student to a basic education class for instruction, which is modified to accommodate the student's exceptionality.</li> </ul> </li> </ul>
	(4)(a)2(b)	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>➤ The district shall determine which of these strategies to employ based on an assessment of the student's needs and shall reflect this decision in the student's individual education plan.</li> </ul> </li> </ul> </li> </ul>
High School Graduation Requirements in Excess of Minimum 24 Credits	(4)(a)2(c)	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>➤ District school boards are authorized to establish requirements for high school graduation in excess of the minimum requirements. An increase in academic credit or minimum grade point average requirements shall not apply to students in grades 9–12 at the time of the increase. Any increase in academic credit or minimum grade point average requirements must not apply to a student who earns credit toward the graduation requirements for equivalent courses taken through dual enrollment.</li> </ul> </li> </ul> </li> </ul>
Establishment of Graduation Standards	(5) (5)(a)	<ul style="list-style-type: none"> <li>• Establish standards for graduation which must include               <ul style="list-style-type: none"> <li>– Earning a passing score on the FCAT (grade 10) as defined in S. 1008.22(3)(c), F.S., or scores on a standardized test that are concordant with passing scores on the FCAT as defined in S. 1008.22(9), F.S. The passing score on the 10th grade FCAT is designated by the State Board of Education. (<i>Explanatory Note:</i> Refer to K12 Memorandum 2006-60, "Assistance to Grades 11 and 12 Students Who Have Not Earned Passing Scores on the FCAT 2005-2006," May 2, 2006, available on the</li> </ul> </li> </ul>

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		Department’s Web site, under Student Progression–High School Graduation Requirements at <a href="http://www.firn.edu/doe/commhome/12grade/new-grad.htm">http://www.firn.edu/doe/commhome/12grade/new-grad.htm</a> . Technical assistance related to the FCAT concordant scores for meeting the high school graduation requirement will be posted online at this site as it is developed.)																																	
		<table><tr><th colspan="3">2003 Concordant Scores</th><th colspan="3">2004-2007 Concordant Scores</th></tr><tr><th>Assessment</th><th>Reading</th><th>Mathematics</th><th>Assessment</th><th>Reading</th><th>Mathematics</th></tr><tr><td>FCAT</td><td>1856</td><td>1868</td><td>FCAT</td><td>1926</td><td>1889</td></tr><tr><td>SAT</td><td>370</td><td>350</td><td>SAT</td><td>410</td><td>370</td></tr><tr><td>ACT</td><td>14</td><td>15</td><td>ACT</td><td>15</td><td>15</td></tr></table>			2003 Concordant Scores			2004-2007 Concordant Scores			Assessment	Reading	Mathematics	Assessment	Reading	Mathematics	FCAT	1856	1868	FCAT	1926	1889	SAT	370	350	SAT	410	370	ACT	14	15	ACT	15	15	
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	(5)(b)	– Completing all requirements for student progression and remedial instruction.																																	
Graduation Requirement 2.0 GPA	(5)(d)	– Specify that students entering 9th grade in the 1997-1998 school year and thereafter, achievement of a cumulative GPA of 2.0 on a 4.0 scale, or its equivalent, in the courses required by S. 1003.43(1), F.S., for graduation																																	
Assistance for Students in Meeting Graduation Requirements; Grade Forgiveness	(5)(e)1	<ul style="list-style-type: none"><li>○ Identify district policies to assist students in meeting these requirements. These policies may include but are not limited to forgiveness policies, summer school attendance, special counseling, volunteer and/or peer tutors, school-sponsored help sessions, homework hotlines, and study skills classes. Forgiveness policies should be clearly stated. Beginning with entering ninth graders in the 2000-2001 school year and each year thereafter, forgiveness policies for <i>required</i> courses shall be limited to replacing a grade of “D” or “F” or their equivalent with a grade of “C” or higher or its equivalent earned subsequently in the same or comparable course. Forgiveness policies for <i>elective</i> courses shall be limited to replacing a grade of “D” or “F” or their equivalent with a grade of “C” or higher or its equivalent earned subsequently in another course. Any course grade not replaced according to a district forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation. (<i>Explanatory Note:</i> Rule 6A-1.0955(3)(a)(7), FAC, requires each school district to keep a record of courses taken and a record of achievement, such as grades, unit, or certification of competence. Student records cannot be altered at any time unless it has been determined that the information is inaccurate or in violation of the privacy or other rights of the student. All courses and grades must be included on the student’s transcript. The authority for the school board to adopt a forgiveness policy does not provide the authority to alter a student’s record to delete the forgiven course and grade. The forgiveness policy authorization is for the express purpose of assisting students in meeting the requirement to attain a minimum grade point average necessary to graduate from high school. The board does not have the authority to purge that student’s record to delete the first grade. All forgiven courses and grades must be included on a student’s transcript as an accurate reflection of the student’s record of achievement.)</li></ul>																																	

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Parent Notification: Students with At-Risk GPA	(5)(e)2	<ul style="list-style-type: none"> <li>○ State that parents of students who have a cumulative GPA of less than .5 above the cumulative GPA required for graduation at the end of each semester in grades 9, 10, 11, and 12 shall be notified that the student is At-Risk of not meeting the graduation requirements. The notice shall contain an explanation of the policies the district has in place to assist the student in meeting the GPA requirement.</li> </ul>
High School Equivalency Diploma Assistance Exception	(5)(e)3	<ul style="list-style-type: none"> <li>○ State that special assistance to obtain a high school equivalency diploma pursuant to S. 1003.435, F.S., may only be given when all requirements for graduation are completed <i>except</i> for the required cumulative grade point average.</li> </ul>
Adult Student High School Diploma	(6)	<ul style="list-style-type: none"> <li>• Establish the following graduation requirements for students enrolled in adult general education in accordance with S. 1004.93, F.S.</li> </ul>
Physical Education	(6)(a)	<ul style="list-style-type: none"> <li>– The one credit in physical education is not required for graduation and shall be substituted with an elective credit keeping total credits consistent with the 24 credits.</li> </ul>
Science	(6)(b)	<ul style="list-style-type: none"> <li>– District school board may waive the lab component of science requirement when facilities do not exist or are inaccessible.</li> </ul>
Performing Fine Arts	(6)(c)	<ul style="list-style-type: none"> <li>– Any course listed within the <i>Course Code Directory</i> in the areas of art, drama, dance, or music may be taken by adult education students and will satisfy the credit in performing arts required for high school graduation.</li> </ul>
High School Courses or Programs Excluded from Credit Awarding	(7) (7)(a) (7)(b) (7)(c) (7)(d)	<ul style="list-style-type: none"> <li>• State that no student may be granted credit toward high school graduation for enrollment in the following programs or courses:               <ul style="list-style-type: none"> <li>– More than a total of nine elective credits in remedial programs</li> <li>– More than one credit in exploratory vocational courses</li> <li>– More than three credits in practical arts family and consumer sciences classes</li> <li>– Any level 1 course unless the student’s assessment indicates a more rigorous course would be inappropriate, in which case a written assessment of the need must be included in the individual educational plan or student performance plan and signed by the principal, guidance counselor, and the parent if the student is not 18 years or older. (<i>Explanatory Note:</i> A statement as to appropriateness of a Level 1 course in a progress monitoring plan (PMP) or placed in the student’s cumulative folder will meet the requirement relating to a student progression plan.)</li> </ul> </li> </ul>
Standard Diploma Awarding Florida Gold Seal Career and Technical Endorsement	(10)(a)	<ul style="list-style-type: none"> <li>– Address that a student who meets all requirements prescribed in subsections (1), (4), and (5) shall be awarded a standard diploma in a form prescribed by the state board. School boards may attach a Florida gold seal career and technical endorsement to a standard diploma or award-differentiated diplomas to those exceeding the prescribed minimums.</li> </ul>

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Certificate of Completion	(10)(b)	<ul style="list-style-type: none"> <li>– Address that a certificate of completion be awarded to a student who completes the minimum number of credits but who is unable to earn passing scores on the FCAT, complete all requirements in student progression and remedial instruction, achieve a cumulative grade point average requirement as specified in paragraph (5)(c), or complete all other requirements prescribed by the district school board. Students may elect to remain in secondary school as full-time or part-time students for up to one additional year and receive instruction to remedy the deficiencies. (<i>Explanatory Note:</i> A student who has received a certificate of completion who subsequently meets the requirements for a standard high school diploma shall be awarded a standard high school diploma whenever the requirements are completed. Additionally, the awarding of a certificate of completion is limited to those students choosing the 24-credit general high school graduation program and is not applicable to the three-year accelerated graduation programs.)</li> </ul>
Students with Disabilities	(11)(a)	<ul style="list-style-type: none"> <li>– Address that the district school board must provide instruction to prepare students with disabilities to demonstrate proficiency in the skills and competencies necessary for successful grade to grade progression and high school graduation.</li> </ul>
FCAT Waiver	(11)(b)  (11)(b)1 (11)(b)2	<ul style="list-style-type: none"> <li>– Specify that a student with a disability, as defined in S. 1007.02(2), F.S., for whom the individual education plan (IEP) committee determines that the FCAT cannot accurately measure the student’s abilities, taking into consideration all allowable accommodations, must have the FCAT requirement of S. 1003.43(5)(a), F.S., waived for the purpose of receiving a standard high school diploma, if the student               <ul style="list-style-type: none"> <li>○ Completes the minimum number of credits and other requirements specified in S. 1003.43(1) and (4), F.S.</li> <li>○ Does not meet the requirements of S. 1003.43(5)(a), F.S., after one opportunity in tenth grade and one opportunity in eleventh grade.</li> </ul> </li> </ul>
<b>S. 1003.433, F.S. Learning Opportunities for Out-of-State and Out-of-Country Transfer Students Needing Additional Instruction to Meet High School Graduation Requirements</b>	(1)  (2)  (2)(a)	<ul style="list-style-type: none"> <li>• Address that students who enter a Florida public school at the eleventh or twelfth grade from out-of-state or from a foreign country shall not be required to spend additional time in a Florida public school in order to meet the high school course requirements of the school district, state, or country from which he or she is transferring. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition. However, to receive a standard high school diploma, a transfer student must earn a 2.0 grade point average and pass the grade 10 FCAT, specified in S. 1008.22(3), F.S., or an alternate assessment as specified in S. 1008.22(9), F.S.</li> <li>• Address that students who have met all requirements for the standard high school diploma except for passage of the grade 10 FCAT or an alternate assessment by the end of grade 12 must be provided the following learning opportunities:               <ul style="list-style-type: none"> <li>– Participation in an accelerated high school equivalency diploma preparation program during the summer</li> </ul> </li> </ul>

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	(2)(b)	<ul style="list-style-type: none"> <li>– Upon receipt of a certificate of completion, be allowed to take the Common Placement Test (CPT) and be admitted to remedial or credit courses at a state community college, as appropriate (<i>Explanatory Note:</i> The certificate of completion they may receive is a CPT-Eligible Certificate of Completion. It must be reported by districts in Survey 5 using Withdrawal Code W8. In addition, to assist community colleges in identifying these students during the admissions process, the certificate itself must bear the designation of “CPT eligible.”)</li> </ul>
	(2)(c)	<ul style="list-style-type: none"> <li>– Participation in an adult general education program as provided in S. 1004.93, F.S., for such time as the student requires to master English, reading, mathematics, or any other subject required for high school graduation. Students attending adult basic, adult secondary, or vocational-preparatory instruction are exempt from any requirement for the payment of tuition and fees, including lab fees. A student attending an adult general education program shall have the opportunity to take the grade 10 FCAT an unlimited number of times in order to receive a standard high school diploma.</li> </ul>
	(3)	<ul style="list-style-type: none"> <li>• Address that students who have been enrolled in an ESOL program for less than two school years and have met all requirements for the standard high school diploma except for passage of the grade 10 FCAT or alternate assessment may receive immersion English language instruction during the summer following their senior year. Students receiving such instruction are eligible to take the FCAT or alternate assessment and receive a standard high school diploma upon passage of the grade 10 FCAT or the alternate assessment. This section will be implemented to the extent funding is provided in the General Appropriations Act.</li> </ul>
	(4)	<ul style="list-style-type: none"> <li>• Address that the district superintendent shall be responsible for notifying all students of the consequences of failure to receive a standard diploma, including the potential ineligibility for financial assistance at postsecondary educational institutions.</li> </ul>
<b>S. 1003.436(1)(a), F.S. Definition of “Credit” and Transfer of Credit Guidelines</b>	(1)(a)	<ul style="list-style-type: none"> <li>– Address that one full credit equals a minimum of 135 hours of instruction in a course that contains student performance standards. One full credit means a minimum of 120 hours of bona fide instruction in a designated course of study that contains student performance standards for purposes of meeting high school graduation requirements in a district school that has been authorized to implement block scheduling by the district school board. Districts may offer courses of more than 135 hours for credit. School districts may determine the hours of attendance by students to receive a credit or half credit. (<i>Explanatory Note:</i> A student may be awarded credit for less than 135 hours of instruction if he or she has demonstrated mastery of the course requirements and Sunshine State Standards as provided by the school district student progression plan. This clarification includes awarding credit for courses taken in summer school, through performance-based instruction, block scheduling, or course modifications that combine courses. The district school board must establish policies for these nontraditional programs and must verify student achievement of the course requirements in accordance with the state high school grading system. If a school combines two courses for multiple credit during a single instructional period, it is recommended that the combination be approved by the school board after analysis of the course modifications and</li> </ul>

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	(1)(b)	<p>assurance that the course requirements and appropriate Sunshine State Standards for each of the courses integrated are included in the combination and that the combined course is taught by instructors with appropriate certification. Refer to DPS Memorandum 03-087, “Definition of Credit,” June 5, 2003. Also refer to memorandum, “Transfer of Credit Guidelines,” dated June 16, 2006, available on the Department’s Web site, under Student Progression-High School Graduation Requirements at <a href="http://www.firm.edu/doe/commhome/12grade/new-grad.htm">http://www.firm.edu/doe/commhome/12grade/new-grad.htm</a>.)</p> <ul style="list-style-type: none"><li>– Address that the State Board of Education shall determine the number of postsecondary credit hours earned through dual enrollment that satisfy the requirements of the district’s interinstitutional articulation agreement according to S. 1003.235, F.S., and that equal one full credit of the equivalent high school course identified in S. 1007.271(6), F.S.</li><li>– Address that the hourly requirements for one-half credit are one-half of the requirements specified in (1)(a).</li></ul>																										
High School Credit Awarding	(2)	<ul style="list-style-type: none"><li>• State that the school district maintains a one-half credit earned system that includes courses provided on a full-year basis; and</li><li>• State that one-half credit shall be awarded if the student successfully completes either the first or the second half of a full year course but fails to successfully complete the other half. If the student successfully completes either the first or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades in each half would result in a passing grade, the student must successfully meet additional school board requirements, such as class attendance, homework, participation, and other indicators of performance.</li></ul>																										
S. 1003.437, F.S. Middle and High School Grading System	(1) (2) (3) (4) (5)	<ul style="list-style-type: none"><li>• Address the grading system and interpretation of letter grades used for students in public schools in grades 6-12 shall be as follows:</li></ul>	<table><tr><th>Percentage</th><th>Grade Point Average</th><th>Value</th><th>Definition</th></tr><tr><td>A</td><td>90-100</td><td>4</td><td>Outstanding Progress</td></tr><tr><td>B</td><td>80-89</td><td>3</td><td>Above Average Progress</td></tr><tr><td>C</td><td>70-79</td><td>2</td><td>Average Progress</td></tr><tr><td>D</td><td>60-69</td><td>1</td><td>Lowest Acceptable Progress</td></tr><tr><td>F</td><td>0-59</td><td>0</td><td>Failure</td></tr></table>		Percentage	Grade Point Average	Value	Definition	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
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D	60-69	1	Lowest Acceptable Progress																									
F	0-59	0	Failure																									
Weighted Grading System		<ul style="list-style-type: none"><li>• Address a weighted grading system for the purpose of class ranking, if the district chooses to implement such a weighted system, pursuant to S. 1007.271 (Dual enrollment programs.--), F.S.</li></ul>																										
S. 1003.438, F.S. High School Graduation Special Requirements: For Exceptional Students Special Diploma		<ul style="list-style-type: none"><li>• Address that a student who has been classified as “educable mentally handicapped,” “trainable mentally handicapped,” “hearing impaired,” “specific learning disabled,” “physically or language impaired,” or “emotionally handicapped” shall not be required to meet standard high school graduation requirements (S. 1003.43, F.S.) and, upon meeting the requirements prescribed by the school board pursuant to S. 1008.25, F.S., shall be awarded a special diploma.</li></ul>																										

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Special Certificate of Completion		<ul style="list-style-type: none"> <li>Address that a special certificate of completion shall be awarded to any student who meets all special requirements of the district school board for exceptionality but is unable to meet the special state minimum graduation requirements.</li> </ul>
Profoundly Handicapped		<ul style="list-style-type: none"> <li>Address that a student classified as “profoundly handicapped” who meets the district requirements for a special diploma shall be awarded a special diploma and shall alternatively be eligible for a special certificate of completion if all school requirements for students who are “profoundly handicapped” have been met.</li> </ul>
Standard Diploma Option		<ul style="list-style-type: none"> <li>Address that an exceptional student is not restricted or limited solely to a special diploma or special certificate of completion and upon proper request shall be afforded the opportunity to fully meet all standard graduation requirements of S. 1003.43, F.S., and qualify for a standard diploma.</li> </ul>
<b>S. 1006.02(4), F.S. Reporting Requirements: Student Workforce Preparation</b>	(4)	<ul style="list-style-type: none"> <li>Provide that before the student graduates from high school, the school shall assess the student’s preparation to enter the workforce and provide the student and the student’s parent with the results of the assessment. (<i>Explanatory Note:</i> The Department of Education has determined that because FCAT assesses certain Education Goal 3 standards, which were developed from a U.S. Secretary of Labor’s report on necessary skills for the workforce [SCANS], the FCAT can serve as this assessment.)</li> </ul>
<b>S. 1007.02, F.S. Access to Postsecondary Education and Meaningful Careers for Students with Disabilities ENNOBLES Act</b>	(1)	<ul style="list-style-type: none"> <li>Address access to postsecondary education and meaningful careers for students with disabilities. This is known by the popular name the “Enhanced New Needed Opportunity for Better Life and Education for Students with Disabilities (ENNOBLES) Act.”</li> </ul>
	(2)	<ul style="list-style-type: none"> <li>For the purposes of this act, the term “student with a disability” means any student who is documented as having mental retardation; a hearing impairment, including deafness; a speech or language impairment; a visual impairment, including blindness; a serious emotional disturbance, including an emotional handicap; an orthopedic impairment; autism; a traumatic brain injury; or a specific learning disability, including but not limited to dyslexia, dyscalculia, or developmental aphasia.</li> </ul>
<b>S. 1007.235, F.S. Interinstitutional Articulation Agreements</b>	(1)	<ul style="list-style-type: none"> <li>Address that the superintendent of schools and president of the community college shall jointly develop and implement a comprehensive articulated acceleration program for students enrolled in their respective school districts and service areas. Within this general responsibility, each superintendent and president shall develop a comprehensive interinstitutional articulation agreement for the school district and community college that serves the school district. The district school superintendent and president shall establish an articulation committee for the purpose of developing this agreement. Each state university president is encouraged to designate a university representative to participate in the development of the interinstitutional articulation agreements for each school district within the university service area.</li> </ul>
	(2)	<ul style="list-style-type: none"> <li>Address that the district interinstitutional articulation must be completed before high school registration for the fall term of the following school year. The agreement must include, but is not limited to, the following components:</li> </ul>
	(2)(a)	<ul style="list-style-type: none"> <li>– A ratification of all existing articulation agreements</li> </ul>



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	(2)(b)1	<ul style="list-style-type: none"> <li>○ A delineation of courses and programs available to students eligible to participate in dual enrollment. This delineation must include a plan for the community college to provide guidance services to participating students on the selection of courses in the dual enrollment program. The process of community college guidance should make maximum use of the automated advisement system for community colleges. The plan must assure that each dual enrollment student is encouraged to identify a postsecondary education objective with which to guide the course selection. At a minimum, each student's plan should include a list of courses that will result in an Applied Technology Diploma, an Associate in Science degree, or an Associate in Arts degree. If the student identifies a baccalaureate degree as the objective, the plan must include courses that will meet the general education requirements and any prerequisite requirements for entrance into a selected baccalaureate degree program.</li> </ul>
	(2)(b)2	<ul style="list-style-type: none"> <li>○ A delineation of the process by which students and their parents are informed about opportunities to participate in articulated acceleration programs.</li> </ul>
	(2)(b)3	<ul style="list-style-type: none"> <li>○ The process by which students and their parents exercise their option to participate in an articulated acceleration program</li> </ul>
	(2)(b)4	<ul style="list-style-type: none"> <li>○ High school credits earned for completion of each dual enrollment course</li> </ul>
	(2)(b)5	<ul style="list-style-type: none"> <li>○ Postsecondary courses that meet the criteria for inclusion in the district articulated acceleration program to be counted toward meeting graduation requirements of S. 1003.43, F.S.</li> </ul>
	(2)(b)6	<ul style="list-style-type: none"> <li>○ Eligibility criteria for student participation in dual enrollment courses and programs</li> </ul>
	(2)(b)7	<ul style="list-style-type: none"> <li>○ Institutional responsibilities regarding student screening prior to enrollment and monitoring student performance subsequent to enrollment in dual enrollment courses and programs</li> </ul>
	(2)(b)8	<ul style="list-style-type: none"> <li>○ Identify the instructional quality criteria dual enrollment courses and programs that are to be judged and a delineation of institutional responsibilities for the maintenance of instructional quality</li> </ul>
	(2)(b)9	<ul style="list-style-type: none"> <li>○ Delineate institutional responsibilities for assuming the cost of dual enrollment courses and programs including responsibilities for student instructional materials</li> </ul>
	(2)(b)10	<ul style="list-style-type: none"> <li>○ Responsibility for providing student transportation if the dual enrollment is conducted at a facility other than the high school campus</li> </ul>
	(2)(b)11	<ul style="list-style-type: none"> <li>○ Process for converting college credit hours earned through dual enrollment and early admission programs to high school credit based on mastery of course outcomes</li> </ul>
<b>S. 1007.27, F.S. Articulated Acceleration Mechanisms</b>	(1)	<ul style="list-style-type: none"> <li>• Address that articulated acceleration shall be available and will serve to shorten the time necessary for a student to complete the requirements associated with a high school diploma and a postsecondary degree, broaden the scope of curricular options available to students, or increase the depth of study available for a particular subject. This shall include but not be limited to dual enrollment, early admission, advanced Placement, credit by examination, and the International Baccalaureate (IB) Program, and the Advanced International Certificate of Education Program. Credit earned through the Florida Virtual School shall provide additional opportunities for early graduation and acceleration.</li> </ul>

## Chapter 2—Required Elements of Student Progression Plan

Florida Statutes/Subject		<i>The Student Progression Plan must:</i>
Home Education	(4)	<ul style="list-style-type: none"> <li>Specify that home education students may participate in dual enrollment, career and technical dual enrollment, early admission, and credit by examination. Credit earned by home education students through dual enrollment shall apply toward the completion of a home education program that meets the requirements of S. 1002.41, F.S.</li> </ul>
Early Admission	(5)	<ul style="list-style-type: none"> <li>Address that early admission shall be in the form of dual enrollment through which eligible secondary students enroll in a postsecondary institution in courses that are creditable toward the high school diploma and the associate or baccalaureate degree. Students enrolled are exempt from the payment of registration, matriculation, and lab fees.</li> </ul>
Advanced Placement	(6)	<ul style="list-style-type: none"> <li>Specify that advanced placement (AP) is the enrollment of an eligible secondary student in a course offered by the Advanced Placement Program administered by the College Board. Postsecondary credit for an AP course shall be awarded to students who score a minimum of 3 on a 5-point scale on the corresponding AP exam. Students shall be exempt from the payment of any fees for administration of the examination regardless of whether or not the student achieves a passing score on the examination.</li> </ul>
Credit by Examination	(7)	<ul style="list-style-type: none"> <li>Address that credit by examination shall be the program through which postsecondary credit is earned based on the receipt of a specified minimum score on nationally standardized general or subject area examinations. The State Board of Education states minimum scores required for an award of credit in the statewide articulation agreement.</li> </ul>
International Baccalaureate	(8)	<ul style="list-style-type: none"> <li>Address that the IB Program is the curriculum whereby students are enrolled in a program of studies offered through the IB Program administered by the IB Office. The State Board of Education has established rules that specify the cutoff scores and IB Examination that will be used to grant postsecondary credit at community colleges and universities. Students shall be awarded a maximum of 30 semester credit hours. Students shall be exempt from payment of any fees for administration of the examinations regardless of whether or not the student achieves a passing score on the examination.</li> </ul>
Advanced International Certificate of Education Programs	(9)	<ul style="list-style-type: none"> <li>Specify that the Advanced International Certificate of Education Program (AICE) and the International General Certificate of Secondary Education (pre-AICE) Program shall be the curricula in which eligible secondary students are enrolled in programs of study offered through the AICE Program or the pre-AICE Program administered by the University of Cambridge Local Examinations Syndicate. The State Board of Education shall establish rules, which specify the cutoff scores and AICE examinations, which will be used to grant postsecondary credit at community colleges and universities. Any such rules, which have the effect of raising the required cutoff score or changing the AICE examinations which will be used to grant postsecondary credit, shall apply to students taking AICE examinations after such rules are adopted by the State Board of Education. Students shall be awarded a maximum of 30 semester credit hours. The specific course for which a student receives such credit shall be determined by the community college or university that accepts the student for admission. Students enrolled in either program of study shall be exempt from the payment of any fees for administration of the examinations regardless of whether the student achieves a passing score on the examination.</li> </ul>

## Chapter 2—Required Elements of Student Progression Plan

Florida Statutes/Subject		<i>The Student Progression Plan must:</i>
	(10)	<ul style="list-style-type: none"> <li>Any student who earns 9 or more credits from one or more of the acceleration mechanisms provided for in this section is exempt from any requirement of a public postsecondary educational institution mandating enrollment during a summer term.</li> </ul>
<b>S. 1007.271, F.S. Dual Enrollment Programs</b>	(1)	<ul style="list-style-type: none"> <li>Address the State Board of Education rules for dual enrollment programs involving requirements for high school graduation. The dual enrollment program is defined as the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward high school completion and a career and technical certificate or an associate or baccalaureate degree. (<i>Explanatory Note:</i> Refer to the Dual Enrollment Course Equivalency List available online at <a href="http://www.FACTS.org">http://www.FACTS.org</a>, under “Advising Manuals,” Dual Enrollment Information.)</li> </ul>
	(2)	<ul style="list-style-type: none"> <li>Reference that an eligible secondary student is a student who is enrolled in a Florida public secondary school or in a Florida private secondary school which is in compliance with S. 1002.42(2), F.S., and conducts a secondary curriculum pursuant to S. 1003.43, F.S. Students enrolled in postsecondary instruction that is not creditable toward the high school diploma shall not be classified as dual enrollments. Students who are eligible for dual enrollment shall be permitted to enroll in dual enrollment courses conducted during school hours, after school hours, and during the summer term. Instructional time for such enrollment may vary from 900 hours; however, the school district may only report the student for a maximum of 1.0 FTE. Each semester of instruction that is eligible for high school and postsecondary credit shall be reported by school districts as 75 membership hours for purposes of FTE calculation. Any student so enrolled is exempt from the payment of registration, tuition, and laboratory fees. Vocational-preparatory instruction, college-preparatory instruction, and other forms of precollegiate instruction, as well as physical education courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, are ineligible for inclusion in the dual enrollment program. Recreation and leisure studies courses shall be evaluated individually in the same manner as physical education courses for potential inclusion in the program.</li> </ul>
Teacher and Student Qualifications	(3)	<ul style="list-style-type: none"> <li>Recognize the Department of Education’s adopted guidelines to achieve comparability across school districts of both student qualifications and teacher qualifications for dual enrollment courses. Student qualifications must               <ul style="list-style-type: none"> <li>▶ Demonstrate readiness for college-level coursework if the student is to be enrolled in college courses</li> <li>▶ Demonstrate readiness for career-level coursework if the student is to be enrolled in career courses</li> <li>▶ Indicate that in addition to the common placement examination, student qualifications for enrollment in college credit dual enrollment courses must include a 3.0 unweighted grade GPA, and student qualifications for enrollment in career certificate dual enrollment courses must include a 2.0 unweighted grade point average. (<i>Explanatory Note:</i> Community college boards of trustees may establish additional admissions criteria, which shall be included in the district interinstitutional articulation agreement developed to ensure student readiness for postsecondary instruction. Additional requirements included in the agreement shall not arbitrarily prohibit students who have demonstrated the ability to master advanced courses from participating in dual enrollment courses.</li> </ul> </li> </ul>

## Chapter 2—Required Elements of Student Progression Plan

Florida Statutes/Subject		<i>The Student Progression Plan must:</i>
		District school boards may not refuse to enter into an agreement with a local community college if that community college has the capacity to offer dual enrollment courses.)
Career and Technical Dual Enrollment	(4)	<ul style="list-style-type: none"> <li>Provide that career dual enrollment shall be provided as a curricular option for secondary students to pursue in order to earn a series of elective credits toward the high school diploma. Career dual enrollment shall be available for secondary students seeking a degree or certificate from a complete career-preparatory program and shall not be used to enroll students in isolated career courses. (<i>Explanatory Note:</i> It is the intent of the Legislature that career dual enrollment provide a comprehensive academic and career dual enrollment program within the career center or community college.)</li> </ul>
Informing Students	(5)	<ul style="list-style-type: none"> <li>Provide that each district school board shall inform all secondary school students of dual enrollment as an educational option and mechanism for acceleration. Students shall be informed of eligibility criteria, the option for taking dual enrollment courses beyond the regular school year, and the minimum academic credits required for graduation. District school boards must annually assess the demand for dual enrollment and other advanced courses, and the district school board shall consider strategies and programs to meet that demand and include access to dual enrollment on the high school campus whenever possible. Alternative grade calculation, weighting systems, or information regarding student education options which discriminate against dual enrollment courses are prohibited.</li> </ul>
Fee Exemption	(13)	<ul style="list-style-type: none"> <li>Specify that students who meet the eligibility requirements of S. 1007.271, F.S., and who choose to participate in dual enrollment programs are exempt from the payment of registration, tuition, and laboratory fees.</li> </ul>
Course Weighting	(16)	<ul style="list-style-type: none"> <li>Specify that beginning with students entering grade 9 in the 2006-2007 school year, school districts and community colleges must weigh dual enrollment courses the same as advanced placement, International Baccalaureate, and Advanced International Certificate of Education courses when grade point averages are calculated. Alternative grade calculation or weighting systems that discriminate against dual enrollment courses are prohibited.</li> </ul>
<b>S. 1007.272, F.S. Dual Enrollment and Advanced Placement Instruction</b>	(1)	<ul style="list-style-type: none"> <li>Address that the school district, community college, and state university may conduct advanced placement instruction within dual enrollment courses. Each joint dual enrollment and advanced placement course shall be incorporated within and subject to the provisions of the district interinstitutional articulation agreement pursuant to S. 1007.235, F.S. Such agreement shall certify that each joint dual enrollment and advanced placement course integrates, at a minimum, the course structure recommended by the College Board and the structure that corresponds to the common course number.</li> </ul>
Funding	(2)	<ul style="list-style-type: none"> <li>Address that students enrolled in a joint dual enrollment and advanced placement course may be funded by either dual enrollment or advanced placement formula specified in S. 1001.62, F.S.; however, no student shall be funded through both a dual enrollment and advanced placement program. The school board shall utilize the funding formula that more closely approximates the cost of the course.</li> </ul>
Declaration of Type of Credit	(3)	<ul style="list-style-type: none"> <li>Address that postsecondary credit for a joint dual enrollment and advanced placement course shall be awarded as either dual enrollment or advanced placement credit, based on student preference. An award of advanced placement credit must be limited to students who score a minimum of 3 on a 5-point scale</li> </ul>

## Chapter 2—Required Elements of Student Progression Plan

Florida Statutes/Subject		<i>The Student Progression Plan must:</i>
		on the Advanced Placement Examination. No student shall claim double credit based on the completion of a single joint dual enrollment and advanced placement course, nor shall any student be required to complete the Advanced Placement Examination.
<b>S. 1008.25, F.S. Public School Student</b>	(1)	<ul style="list-style-type: none"> <li>Indicate that student progression from one grade to another is partially based on proficiency in reading, writing, science, and mathematics.</li> </ul>
Progression; Remedial Instruction; Reporting Requirements		<ul style="list-style-type: none"> <li>Reflect district policies that facilitate student achievement of proficiency.</li> <li>Contain policies to inform each student and his/her parent of that student's academic progress.</li> </ul>
Comprehensive Program for Student Progression	(2) (2)(a) (2)(b)	<ul style="list-style-type: none"> <li>Be a comprehensive program for student progression established by the district school board and must include               <ul style="list-style-type: none"> <li>Standards for evaluating student performance and how well a student masters the performance standards (Sunshine State Standards).</li> <li>Specific district levels of performance for student progression in reading, writing, science, and mathematics for each grade level that include the state levels of performance on statewide assessments (Florida Comprehensive Assessment Test [FCAT]) as defined by the Commissioner of Education, below which a student must receive remediation or be retained within an intensive program that is different from the previous year's program and takes into account the student's learning style. (<i>Explanatory Note:</i> The Commissioner of Education has determined the following levels of performance for student progression: [1] Students who score at achievement Level 1 on FCAT Sunshine State Standards tests in reading and mathematics in grades 3-10 will be required to receive remediation through a progress monitoring plan [PMP] or be retained, as determined by the district student progression plan. The district may determine that students performing at a higher level [e.g., Level 2] should receive remediation through an academic improvement plan. Retention decisions should be based on more than a single test score; [2] At a minimum, students who score lower than 2 on the FCAT writing tests at grades 4, 8, and 10 must be required to receive remediation through PMP or be retained, as determined by the district student progression plan. Retention decisions should be based on more than a single test score.)</li> </ul> </li> </ul>
Retention: Alternative Placement	(2)(c)	<ul style="list-style-type: none"> <li>Include an appropriate alternative placement for a student who has been retained two or more years. (<i>Explanatory Note:</i> The nature of the alternative placement is determined by the school district.)</li> </ul>
Resource Allocation	(3) (3)(a) (3)(b)	<ul style="list-style-type: none"> <li>State that the allocation of remedial and supplemental instruction resources for students shall occur in the following priority:               <ul style="list-style-type: none"> <li>Students who are deficient in reading by the end of grade 3</li> <li>Students who fail to meet performance levels required for promotion consistent with the district school board's plan for student progression.</li> </ul> </li> </ul>
Assessment and Remediation: Diagnostic Assessments	(4)(a)	<ul style="list-style-type: none"> <li>State that each student must participate in statewide assessment tests at designated grade levels, as required by S. 1008.22, F.S. Each student who does not meet district specific levels of performance for student progression in reading, writing, science, and mathematics for each grade level, or who</li> </ul>

## Chapter 2—Required Elements of Student Progression Plan

Florida Statutes/Subject		<i>The Student Progression Plan must:</i>
		scores below Level 3 in reading or math must be provided with additional diagnostic assessments to determine the nature of the student's difficult the areas of academic need. ( <i>Explanatory Note:</i> It is up to school districts and schools to determine the nature of this diagnostic assessment.)
Progress Monitoring Plan (PMP)	(4)(b)	<ul style="list-style-type: none"> <li>Provide that the school in which the student is enrolled must develop, in consultation with the student's parent, and must implement a progress monitoring plan. A progress monitoring plan is intended to provide the school district and the school flexibility in meeting the academic needs of the student and to reduce paperwork. (<i>Explanatory Note:</i> The plan must include intensive remedial instruction in the areas of weakness. Schools are expected to provide strategies to meet the individual needs of students. These strategies may include but are not limited to summer school, dropout prevention services, parent tutorial programs, contracted academic services, exceptional education services, modified curriculum, reading instruction, after school instruction and other extended day services, tutoring, mentoring, class size reduction, extended school year, and intensive skills development programs. Whatever the format, the PMP should: <ul style="list-style-type: none"> <li>Clearly identify the specific diagnosed academic needs to be remediated;</li> <li>Clearly identify the success-based intervention strategies to be used;</li> <li>Clearly identify a variety of remedial instruction to be provided; and</li> <li>Clearly identify the monitoring and reevaluation activities to be employed.)</li> </ul> A student who is not meeting the school district or state requirements for proficiency in reading and math shall be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement: <ul style="list-style-type: none"> <li>A federally required student plan, such as an individual education plan;</li> <li>A schoolwide system of progress monitoring for all students; or</li> <li>An individualized progress monitoring plan.</li> </ul> </li> <li>Specify that the plan chosen must be designed to assist the student or the school in meeting state and district expectations for proficiency. If the student has been identified as having a deficiency in reading, the K-12 comprehensive reading plan required by S. 1011.62(8), F.S., shall include instructional and support services to be provided to meet the desired levels of performance. District school boards may require low performing students to attend remediation programs held before or after regular school hours or during summer if transportation is provided.</li> </ul>
	(4)(b)1 (4)(b)2 (4)(b)3	
	(4)(c)	<ul style="list-style-type: none"> <li>Provide that if upon subsequent evaluation the documented deficiency has not been remediated, the student may be retained. Each student who does not meet minimum performance expectations for the statewide assessment tests in reading, writing, science, and mathematics must continue remedial instruction or supplemental instruction until expectations are met or the student graduates from high school or is not subject to compulsory school attendance.</li> </ul>
Elementary Reading Deficiency Intensive Reading Instruction	(5)(a)	<ul style="list-style-type: none"> <li>Specify that any student who exhibits a substantial deficiency in reading, based on locally determined or statewide assessments conducted in kindergarten or grades 1, 2, or 3, must be given intensive reading instruction immediately following the identification of the reading deficiency.</li> </ul>

## Chapter 2—Required Elements of Student Progression Plan

Florida Statutes/Subject		<i>The Student Progression Plan must:</i>
		<ul style="list-style-type: none"> <li>– State that students must have their reading proficiency reassessed by locally determined assessments or teacher observations at the beginning of the grade following the intensive instruction and address that intensive instruction shall be continued until reading deficiency is remediated. (<i>Explanatory Note:</i> Intensive instruction is usually associated with the following characteristics:               <ul style="list-style-type: none"> <li>▶ Diagnosis/prescription targeted to specific skill development;</li> <li>▶ Variety of opportunities for repetitions [repeated exposure];</li> <li>▶ Smaller chunks of text or content;</li> <li>▶ Guided and independent practice;</li> <li>▶ Skill development and practice integrated into all activities;</li> <li>▶ Frequent monitoring; and</li> <li>▶ Criterion-based evaluation of success.)</li> </ul> </li> </ul>
Mandatory Retention	(5)(b)	<ul style="list-style-type: none"> <li>– Specify that beginning with the 2002-2003 school year, if the student’s reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring at Level 2 or above on the statewide assessment test in reading for grade 3, the student <i>must be retained</i>. (<i>Explanatory Note:</i> Students transferring into the district should be assessed immediately for reading proficiency to determine if remediation is appropriate. This is especially true in grade 3. If a student transfers after the administration of the FCAT in grade 3, it is up to the district to assess the student’s reading proficiency at the end of the year to determine if the student needs to repeat the third grade.)</li> </ul>
Parent Notification	(5)(c)  (5)(c)1 (5)(c)2 (5)(c)3  (5)(c)4  (5)(c)5 (5)(c)6  (5)(c)7	<ul style="list-style-type: none"> <li>– Specify that the parent of any student in K-3 who exhibits a substantial deficiency in reading must be notified in writing of the following:               <ul style="list-style-type: none"> <li>○ That his or her child has been identified as having a substantial deficiency in reading</li> <li>○ A description of the current services that are provided to the child</li> <li>○ A description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency</li> <li>○ That if the child’s reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause</li> <li>○ Strategies for parents to use in helping their child succeed in reading proficiency</li> <li>○ That the Florida Comprehensive Assessment Test (FCAT) is not the sole determiner of promotion and that the additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion.</li> <li>○ The district’s specific criteria and policies for mid-year promotion. Mid-year promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level. (<i>Explanatory Note:</i> Refer to DPS Memorandum 05-016, “Third Grade Student Progression – Sample Parent Letters,” August 10, 2004, for sample notices to parents. These sample letters are available on the Department’s Web site at <a href="http://www.firn.edu/doe/commhome/progress/proghome.htm">http://www.firn.edu/doe/commhome/progress/proghome.htm</a>. Refer to memorandum K12:</li> </ul> </li> </ul>

## Chapter 2—Required Elements of Student Progression Plan

Florida Statutes/Subject		<i>The Student Progression Plan must:</i>
		2006-90, “Third Grade Student Progression,” dated July 7, 2006, available online from the Department’s Web site, under the Student Progression category at <a href="http://www.firn.edu/doe/commhome/sig/studentprogression.htm">http://www.firn.edu/doe/commhome/sig/studentprogression.htm</a> .)
Social Promotion Elimination	(6)(a)	<ul style="list-style-type: none"> <li>– State that no student can be assigned to a grade level based solely on age or other factors that constitute social promotion. (<i>Explanatory Note:</i> Social promotion occurs when a student is promoted based on factors other than the student achieving the district and state levels of performance for student progression. A student fails to meet the state portion of levels of performance for student progression when the student fails to achieve the required levels in reading, writing, mathematics, or science on the Florida Comprehensive Assessment Test of Sunshine State Standards. Students with disabilities following the general education curriculum must meet the state or district levels of performance for student progression unless the student’s individual educational plan (IEP) team has determined the student should follow a modified curriculum aligned with exceptional student education course requirements and benchmarks. Retention of English language learners (ELLs)/limited English proficient (LEP) students must be determined by a school’s ELLs/LEP committee, except in the case of mandatory retention for reading deficiencies in grade 3.)</li> </ul>
Mandatory Retention Exemptions for Good Cause	(6)(b)  (6)(b)1  (6)(b)2  6)(b)3	<ul style="list-style-type: none"> <li>– Specify that the school board may only exempt students in grade 3 who demonstrate a continued deficiency in reading from mandatory retention for good cause. Good cause exemptions are limited to the following: <ul style="list-style-type: none"> <li>○ English language learners (ELLs)/limited English proficient students who have had less than two years of instruction in an English for speakers of other languages program.</li> <li>○ Students with disabilities, whose individual educational plan indicates that participation in statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule.</li> <li>○ Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education. (<i>Explanatory Note:</i> The State Board of Education determined that the alternative standardized assessment to be used is the grade 3 reading Norm Referenced Test (NRT) portion of the FCAT, the SAT10 alternative assessment, or the SAT9 alternative assessment. The acceptable levels of performance on the alternative assessments for grade 3 for the 2006-2007 school year are: <ul style="list-style-type: none"> <li>▶ To promote a student using the grade 3 reading NRT portion of the FCAT as an alternative assessment for good cause exemption, the grade 3 student scoring a Level 1 Reading on the FCAT must score at or above the 45th percentile on the grade 3 reading NRT portion of the FCAT</li> </ul> </li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>▶ To promote a student using the SAT10 as an alternative assessment for good cause exemption, the grade 3 students scoring a Level 1 on the Reading FCAT must score at or</li> </ul> </li> </ul>



## Chapter 2—Required Elements of Student Progression Plan

Florida Statutes/Subject	The Student Progression Plan must:	
		above the 45th percentile on the parallel form of the SAT10. For districts choosing to use the SAT9 as the alternative assessment, the cut score remains at or above the 51st percentile. There must be at least 30 days between alternate assessment administrations. Districts are strongly encouraged to administer the alternative assessment at the end of summer camp. There must be 30 days between administrations of the SAT9. There must be 30 days between the administrations of the SAT10.)
	(6)(b)4	<ul style="list-style-type: none"><li>○ Students who demonstrate, through a student portfolio, that they are reading on grade level, as evidenced by demonstration of mastery of the Sunshine State Standards in reading equal to at least a Level 2 performance on FCAT. (<i>Explanatory Note:</i> The State Board of Education adopted the following student portfolio guidelines on January 21, 2003: To be accepted as meeting the portfolio option for demonstrating mastery of the required reading skills, the student portfolio contents must:<ul style="list-style-type: none"><li>▶ Be selected by the student’s teacher</li><li>▶ Be an accurate picture of the student’s ability and only include student work that has been independently produced in the classroom</li><li>▶ Include evidence that the benchmarks assessed by the grade 3 reading FCAT have been met. This includes multiple-choice items and passages that are approximately 60% literary text and 40% information text and that are between 100 and 700 words with a District’s/school’s adopted core reading curriculum that are aligned with the Sunshine State Standards or teacher-prepared assessments that are aligned with the Sunshine State Standards</li><li>▶ Be an organized collection of evidence of the student’s mastery of the Sunshine State Standard Benchmarks for Language Arts that are assessed by the grade 3 reading FCAT. For each benchmark, there must be at least five examples of mastery as demonstrated by a grade of “C” or above and be signed by the teacher and the principal as an accurate assessment. Refer to memorandum K12: 2006-90, “Third Grade Student Progression,” dated July 7, 2006, available online from the Department’s Web site, under the category Student Progression, at <a href="http://www.firn.edu/doe/commhome/sig/studentprogression.htm">http://www.firn.edu/doe/commhome/sig/studentprogression.htm</a>.)</li></ul></li></ul>
	(6)(b)5	<ul style="list-style-type: none"><li>○ Students with disabilities who participate in the FCAT and who have an individual educational plan or a Section 504 plan that reflects that the student has received intensive remediation in reading for more than two years but still demonstrates a deficiency in reading and was previously retained in kindergarten, grade 1, grade 2, or grade 3.</li></ul>
	(6)(b)6	<ul style="list-style-type: none"><li>○ 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, grade 1, grade 2, or grade 3 for a total of two years. Intensive reading instruction for students so promoted must include an altered instructional day that includes specialized diagnostic information and specific reading strategies for each student. The district school board shall assist</li></ul>

## Chapter 2—Required Elements of Student Progression Plan

Florida Statutes/Subject		<i>The Student Progression Plan must:</i>
Requests for Good Cause Exemptions	(6)(c)  (6)(c)1  (6)(c)2	<p>schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low performing readers.</p> <ul style="list-style-type: none"> <li>– State that requests for good cause exemptions for students from the mandatory retention requirement must include the following: <ul style="list-style-type: none"> <li>○ Documentation submitted from the student’s teacher to the principal that indicates that the promotion of the student is appropriate and is based on the student’s academic record. Documentation shall only consist of the existing progress monitoring plan (PMP); individual educational plan (IEP), if applicable; report card; or student portfolio.</li> <li>○ Discussion between the teacher and the school principal to review the recommendation and make the determination if the student should be promoted or retained. If the school principal determines that the student should be promoted, the principal must submit the recommendation in writing to the district school superintendent. The district school superintendent shall accept or reject the school principal’s recommendation in writing.</li> </ul> </li> </ul>
Successful Progression for Retained Readers	(7)(a)       (7)(b) (7)(b)1	<ul style="list-style-type: none"> <li>– Specify that students retained under the provisions of S. 1008.25(5)(b), F.S., must be provided intensive interventions in reading to ameliorate the student’s specific reading deficiency, as identified by a valid and reliable diagnostic assessment. This intensive intervention must include effective instructional strategies, participation in the school district’s summer reading camp, and appropriate teaching methodologies necessary to assist those students in becoming successful readers able to read at or above grade level and ready for promotion to the next grade. (<i>Explanatory Note:</i> Refer to DPS 05-029, “Technical Assistance Paper Related to Third Grade Student Progression,” August 20, 2004, available online from the Department’s Web site, under the category Student Progression, at <a href="http://www.firn.edu/doe/commhome/sig/studentprogression.htm">http://www.firn.edu/doe/commhome/sig/studentprogression.htm</a>.)</li> <li>– Specify that beginning with the 2004-2005 school year, each school district shall: <ul style="list-style-type: none"> <li>○ Conduct a review of student progress monitoring plans for all students who did not score above a Level 1 on the reading portion of the FCAT and did not meet the criteria for one of the good cause exemptions outlined in S. 1008.25(6)(b), F.S. The review shall address additional supports and services needed to remediate the identified areas of reading deficiency. The school district shall require a student portfolio to be completed for each such student. (<i>Explanatory Note:</i> The portfolio must meet all State Board of Education requirements delineated by Rule 6A-1.094221, FAC [portfolio requirements for good cause promotion]. It must contain evidence of mastery of benchmarks, other information to inform parents and teachers of the student’s proficiency, as well as results of diagnostics and progress monitoring. Every retained third grade student who may qualify for a promotion for good cause must have the opportunity to have a portfolio. If a portfolio already exists for a student, it can continue to be used and expanded.)</li> </ul> </li> </ul>

## Chapter 2—Required Elements of Student Progression Plan

Florida Statutes/Subject		<i>The Student Progression Plan must:</i>
	<p>(7)(b)2</p> <p>(7)(b)2.a. (7)(b)2.b. (7)(b)2.c. (7)(b)2.d. (7)(b)2.e. (7)(b)2.f. (7)(b)2.g.</p> <p>(7)(b)3</p> <p>(7)(b)4</p>	<ul style="list-style-type: none"> <li>○ Provide students who are retained in grade 3 due to a reading deficiency as evidenced by not scoring Level 2 or above on the reading portion of the grade 3 FCAT, (S. 1008.25(5)(b), F.S.), with intensive instructional services and supports to remediate the identified areas of reading deficiency, including a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction and the other strategies prescribed by the school district, which may include but are not limited to: <ul style="list-style-type: none"> <li>➤ Small group instruction</li> <li>➤ Reduced teacher-student ratios</li> <li>➤ More frequent progress monitoring</li> <li>➤ Tutoring or mentoring</li> <li>➤ Transition classes containing 3rd and 4th grade students</li> <li>➤ Extended school day, week, or year</li> <li>➤ Summer reading camps</li> </ul> <p><i>(Explanatory Note: Refer to DPS Memorandum 04-140, “Technical Assistance Paper for Implementation of the READ Initiative and Intensive Acceleration Class—CS/SB 364,” June 21, 2004. An Academic Support Plan for K-3 Readers, which includes Tier 1, Tier 2, and Tier 3 guidelines, available online from the Department’s Web site, under the category Student Progression, at <a href="http://www.firn.edu/doe/commhome/sig/studentprogression.htm">http://www.firn.edu/doe/commhome/sig/studentprogression.htm</a>.)</i></p> </li> <li>○ Provide written notification to the parent of any student who is retained in grade 3 due to a reading deficiency as evidenced by not scoring Level 22 or above on the reading portion of the grade 3 FCAT, (S. 1008.25(5)(b), F.S.), that his or her child has not met the proficiency level required for promotion and the reasons the child is not eligible for a good cause exemption as provided in S. 1008.25(6)(b), F.S. The notification must comply with the provisions of S. 1002.20(14), F.S., and must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency. <p><i>(Explanatory Note: Refer to DPS Memorandum 05-016, “Third Grade Student Progression – Sample Parent Letters,” August 10, 2004, for sample notices to parents. These sample letters are available, available online from the Department’s Web site, under the category Student Progression, at <a href="http://www.firn.edu/doe/commhome/sig/studentprogression.htm">http://www.firn.edu/doe/commhome/sig/studentprogression.htm</a>.)</i></p> </li> <li>○ Provide a policy for the mid-year promotion of any student retained in grade 3 due to a reading deficiency as evidenced by not scoring Level 2 or above on the reading portion of the grade 3 FCAT (S. 1008.25(5)(b), F.S.) who can demonstrate that he or she is a successful and independent reader, reading at or above grade level, and ready to be promoted to grade 4. Tools that school districts may use in reevaluating any student retained may include subsequent assessments, alternative assessments, and portfolio reviews, in accordance with rules of the State Board of Education. Students promoted during the school year after November 1 must demonstrate proficiency above that required to score at Level 2 or above on the grade 3 FCAT, as determined by the State Board of Education. <i>(Explanatory Note: The State Board of</i></li> </ul>

## Chapter 2—Required Elements of Student Progression Plan

Florida Statutes/Subject	<i>The Student Progression Plan must:</i>
	<p>Education shall adopt standards that provide a reasonable expectation that the student's progress is sufficient to master appropriate fourth grade level reading skills. Mid-year promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level as specified in S. 1008.25(5)(c)7, F.S. Specified in Rule 6A-1.094222, FAC, to be eligible for mid-year promotion after November 1, a student must demonstrate mastery of reading skills consistent with the month of promotion to fourth grade as presented in the scope and sequence of the school district's core reading program. Evidence of demonstrated mastery includes successful completion of portfolio elements that meet state criteria or satisfactory performance on a locally selected standardized assessment. To promote a student mid-year using a student portfolio, there must be evidence of the student's mastery of third grade Sunshine State Standard Benchmarks for Language Arts and beginning mastery of the benchmarks for fourth grade. The student portfolio must meet the following requirements:</p> <ul style="list-style-type: none"> <li>▶ Be selected by the student's teacher</li> <li>▶ Be an accurate picture of the student's ability and include only student work that has been independently produced in the classroom</li> <li>▶ Include evidence of mastery of the benchmarks assessed by the grade 3 Reading FCAT</li> <li>▶ Include evidence of beginning mastery of grade 4 benchmarks that are assessed by the grade 4 Reading FCAT. This includes multiple choice, short response, and extended response items and passages that are approximately 50% literary text and 50% information text and that are between 100 and 900 words with an average of 375 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading program or teacher-prepared assessments that are aligned with the Sunshine State Standards. For each benchmark, there must be two examples of mastery as demonstrated by a grade of "C" or better.</li> <li>▶ Be signed by the teacher and the principal as an accurate assessment of the required reading skills</li> </ul> <p>To promote a student mid-year using a locally-selected standardized assessment, there must be evidence that the student scored at or above grade level in reading comprehension, as demonstrated by standard scores or percentiles, consistent with the month of promotion. Refer to K-12 Memorandum 2006-90, "Third Grade Progression," July 7, 2006, available online from the Department's Web site, under the category Student Progression, at <a href="http://www.firn.edu/doe/commhome/sig/studentprogression.htm">http://www.firn.edu/doe/commhome/sig/studentprogression.htm</a>.)</p> <ul style="list-style-type: none"> <li>○ Provide students who are retained under S. 1008.25(5)(b), F.S., with a high-performing teacher as determined by student performance data and above-satisfactory performance appraisals.</li> <li>○ Provide parents of students to be retained with at least one of the following instructional options in addition to required reading enhancement and acceleration strategies:</li> </ul>
(7)(b)5	
(7)(b)6	

## Chapter 2—Required Elements of Student Progression Plan

Florida Statutes/Subject		<i>The Student Progression Plan must:</i>
	(7)(b)6.a. (7)(b)6.b. (7)(b)6.c.	<ul style="list-style-type: none"> <li>➤ Supplemental tutoring in scientifically research-based reading services in addition to the regular reading block, including tutoring before and/or after school;</li> <li>➤ A “Read at Home” plan outlined in a parental contract, including participation in “Families Building Better Readers Workshops” and regular parent-guided home reading; or</li> <li>➤ A mentor or tutor with specialized reading training. (<i>Explanatory Note:</i> The student should also demonstrate his/her readiness for performing the work of the next grade in other core subjects before receiving a mid-year promotion. The mentor/tutor option does not require that districts must pay for private tutors. Volunteers or school staff may be used.)</li> </ul>
K-3 READ Initiative	(7)(b)7  (7)(b)7.a.  (7)(b)7.b. (7)(b)7.c.  (7)(b)7.c(I) (7)(b)7.c(II) (7)(b)7.c(III) (7)(b)7.c(IV) (7)(b)7.c(V) (7)(b)7.c(VI)	<ul style="list-style-type: none"> <li>○ Establish a Reading Enhancement and Acceleration Development (READ) Initiative. The focus of the READ Initiative shall be to prevent the retention of grade 3 students and to offer intensive accelerated reading instruction to grade 3 students who failed to meet standards for promotion to grade 4 and to each K-3 student who is assessed as exhibiting a reading deficiency. The READ Initiative must               <ul style="list-style-type: none"> <li>➤ Be provided to all K-3 students at risk of retention as identified by the statewide assessment system used in Reading First schools (<i>Explanatory Note:</i> A diagnostic assessment that meets psychometric standards is recommended. The assessment must measure phonemic awareness, phonics, fluency, vocabulary, and comprehension. The Florida Center for Reading Research has a resource list of such assessments at <a href="http://www.fcrr.org">http://www.fcrr.org</a>. Select the Assessment link.)</li> <li>➤ Be provided during regular school hours in addition to the regular reading instruction</li> <li>➤ Provide a state-identified reading curriculum that has been reviewed by the Florida Center for Reading Research at Florida State University and meets, at a minimum, the following specifications:                   <ul style="list-style-type: none"> <li>○ Assists students assessed as exhibiting a reading deficiency in developing the ability to read at grade level</li> <li>○ Provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension</li> <li>○ Provides scientifically based and reliable assessment</li> <li>○ Provides initial and ongoing analysis of each student’s reading progress</li> <li>○ Is implemented during regular school hours</li> <li>○ Provides a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects.</li> </ul> </li> </ul> </li> </ul> <p>(<i>Explanatory Note:</i> The comprehensive core reading programs (CCRPs) on the state-adopted instructional materials list for K-5 satisfy this requirement. Districts should also visit <a href="http://www.fcrr.org">http://www.fcrr.org</a> to view reports on supplemental/intervention reading programs.)</p>

## Chapter 2—Required Elements of Student Progression Plan

Florida Statutes/Subject		<i>The Student Progression Plan must:</i>
Intensive Acceleration Class for Retained Third Graders	<p>(7)(b)8</p> <p>(7)(b)8.a</p> <p>(7)(b)8.b.</p> <p>(7)(b)8.c.</p> <p>(7)(b)8.d.</p> <p>(7)(b)8.e.</p> <p>(7)(b)8.f.</p> <p>(7)(b)8.g.</p> <p>(7)(b)9</p> <p>(7)(b)10</p>	<ul style="list-style-type: none"> <li>○ Establish at each school, where applicable, an intensive acceleration class for retained grade 3 students who subsequently score at a Level 1 on the reading portion of the FCAT. The focus of the intensive acceleration class shall be to increase a child's reading level at least two grade levels in one school year. (<i>Explanatory Note:</i> This class is for a student who would be spending his third year in third grade. Applicable schools are those with retained grade 3 students who subsequently score at Level 1 on FCAT reading. Through this class, a retained third grader could be promoted from third grade to fifth grade.) The intensive acceleration class must <ul style="list-style-type: none"> <li>➤ Be provided to any student in grade 3 who scores at Level 1 on the reading portion of the FCAT and who was retained in grade 3 the prior year because of scoring at Level 1 on the reading portion of the FCAT</li> <li>➤ Have a reduced teacher-student ratio</li> <li>➤ Provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master the grade 4 Sunshine State Standards in other core subject areas</li> <li>➤ Use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year</li> <li>➤ Provide intensive language and vocabulary instruction using a scientifically research-based program, including use of a speech language therapist (<i>Explanatory Note:</i> This provision does not mandate the use of a speech and language pathologist but rather allows the speech and language pathologist to be involved in designing the intensive accelerated class and, through multi-stream funding, perhaps work with certain students whose diagnosed reading deficiencies might best be addressed by a speech and language pathologist.)</li> <li>➤ Include weekly progress monitoring measures to ensure progress is being made</li> <li>➤ Report to the Department of Education, in the manner described by the department, the progress of students in the class at the end of the first semester (<i>Explanatory Note:</i> Reporting DIBELS data via Progress Monitoring Reporting Network [PMRN].)</li> </ul> </li> <li>○ Report to the State Board of Education, as requested, on the specific intensive reading interventions and supports implemented at the school district level.</li> <li>○ Provide a student who has been retained in grade 3 and has received intensive instructional services but is still not ready for grade promotion, as determined by the school district, the option of being placed in a transitional instructional setting. Such setting shall specifically be designed to produce learning gains sufficient to meet grade 4 performance standards while continuing to remediate the areas of reading deficiency. (<i>Explanatory Note:</i> The primary factor is what is being provided to help the student catch up, not where it is being provided.)</li> </ul>
Annual Reports Parent	(8)(a)	<ul style="list-style-type: none"> <li>– Specify that the district school board must annually report to the parent of each student the progress of the student towards achieving state and district expectations for proficiency in reading, writing, science, and mathematics, including the student's results on each statewide assessment test. The evaluation of</li> </ul>

## Chapter 2—Required Elements of Student Progression Plan

Florida Statutes/Subject		<i>The Student Progression Plan must:</i>
		<p>each student's progress must be based on the student's classroom work, observations, test, district and state assessments, and other relevant information. Progress reporting must be provided to the parent in writing in a format adopted by the district school board. (<i>Explanatory Note:</i> No one test with a single administration should determine promotion or retention. The preponderance of evidence from evaluations should be used to determine if a student is ready for the work of the next grade.)</p>
Local Newspaper	<p>(8)(b)</p> <p>(8)(b)1</p> <p>(8)(b)2</p> <p>(8)(b)3</p> <p>(8)(b)4</p> <p>(8)(b)5</p>	<p>– Specify that the district school board must annually publish in the local newspaper and report in writing to the State Board of Education by September 1 of each year the following information on the prior school year:</p> <ul style="list-style-type: none"> <li>○ The provisions of the law relating to public school student progression and the district school board's policies and procedures on student retention and promotion</li> <li>○ By grade, the number and percentage of all students in grades 3–10 performing at levels 1 and 2 on the reading portion of the FCAT</li> <li>○ By grade, the number and percentage of all students in grades 3–10</li> <li>○ Information on the total number of students who were promoted for good cause, by each category of good cause</li> <li>○ Any revisions to the district school board's policy on retention and promotion from the prior year</li> </ul>

## **Chapter 3**

### **Optional Elements of a Student Progression Plan**

Chapter 3 is a guide to elements that are not required but may be included in the plan. Districts are encouraged to examine these carefully. Although not mandatory, many of these elements are compatible with a district's educational goals; in such cases, inclusion in the progression plan can strengthen the district's educational program. The optional elements are listed with corresponding statutory citations (Florida School Code 2006 revisions), as well as the descriptions. This does not mean that the implementation of these laws is optional.





### Chapter 3—Optional Elements of Student Progression Plan

Florida Statutes/Subject		Optional Elements for Implementation of Student Progression Plan
<b>S. 414.1251, F.S. Mandatory School Conferences (Learnfare Program)</b>	(2)	<ul style="list-style-type: none"> <li>Each participant of the Learnfare Program with a school-age child is required to have a conference with an appropriate school official of the child's school during each semester to assure that the participant is involved in the child's educational progress and is aware of any existing attendance or academic problems. The conference must address acceptable student attendance, grades, and behavior and must be documented by the school and reported to the Department of Children and Families.</li> </ul>
<b>S. 948.03, F.S. Community Control and Probation: Juvenile</b>	(9)(a)	<ul style="list-style-type: none"> <li>An offender who has not obtained a high school diploma, high school equivalency diploma, or who lacks basic functional literary skills, upon acceptance by an adult education program, is required to make a good faith effort toward completion of basic or functional literacy skills or a high school equivalency diploma, as defined in S. 1003.435, F.S.</li> </ul>
	(9)(b)	<ul style="list-style-type: none"> <li>A juvenile on community control who is a public school student must attend a public adult education program or a dropout prevention program, unless the principal of the school determines that special circumstances warrant continuation in the regular educational school program.</li> </ul>
Teacher Notification	(9)(c)	<ul style="list-style-type: none"> <li>If a juvenile on community control attends a regular educational school program, then the identity of the juvenile and the nature of the felony offense must be made known to each of the student's teachers.</li> </ul>
<b>S. 1000.03, F.S. Function, Mission, and Goals of the Florida K-20 System</b>		
Florida's K-20 Education System Mission	(4)	<ul style="list-style-type: none"> <li>The mission of Florida's K-20 education system is to allow its students to increase their proficiency by giving them the opportunity to expand their knowledge and skills through rigorous and relevant learning opportunities, in accordance with the mission statement and accountability requirements of S. 1008.31, F.S.</li> </ul>
Florida's K-20 Education Priorities—Student Performance	(5)(b)	<ul style="list-style-type: none"> <li>The state as a whole shall work toward the goal that all students must make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards. Student performance is included in the priorities of Florida's K-20 education system. This educational priority specifies that students demonstrate that they meet the expected academic standards consistently at all levels of their education.</li> </ul>
<b>S. 1002.23, F.S. Family and School Partnership for Student Achievement Education Act</b>	(1) (1)(a) (1)(b) (1)(c)	<ul style="list-style-type: none"> <li>The purpose of the Family and School Partnership for Student Achievement Act is to <ul style="list-style-type: none"> <li>Provide parents with specific information about their child's educational progress</li> <li>Provide parents with comprehensive information about their choices and opportunities for involvement in their child's education</li> <li>Provide a framework for building and strengthening partnerships among parents, teachers, principals, district school superintendents, and other personnel.</li> </ul> </li> <li>Each district school board, school district superintendent, and teacher shall fully support and cooperate in implementing a well-planned, inclusive, and comprehensive program to assist parents and families in effectively participating in their child's education.</li> </ul>

### Chapter 3—Optional Elements of Student Progression Plan

Florida Statutes/Subject		<i>Optional Elements for Implementation of Student Progression Plan</i>
Facilitation	(2)	<ul style="list-style-type: none"> <li>To facilitate meaningful parent and family involvement, the Department of Education shall develop guidelines for a parent guide to successful student achievement which describes what parents need to know about their child's educational progress and how they can help their child to succeed in school. The guidelines shall include but need not be limited to</li> </ul>
Parental Information	(2)(a) (2)(a)1 (2)(a)2 (2)(a)3 (2)(a)4 (2)(b)  (2)(c)  (2)(d)   (2)(e)  (2)(f) (2)(g)	<ul style="list-style-type: none"> <li>parental information regarding               <ul style="list-style-type: none"> <li>Requirements for their child to be promoted to the next grade, as specified in S. 1008.25, F.S.</li> <li>Progress of their child toward achieving state and district expectations for academic proficiency</li> <li>Assessment results, including report cards and progress reports</li> <li>Qualifications of their child's teachers</li> </ul> </li> <li>Services available for parents and their children, such as family literacy services; mentoring, tutorial, and other academic reinforcement programs; college planning, academic advisement, and student counseling services; and after-school programs</li> <li>Opportunities for parental participation, such as parenting classes, adult education, school advisory councils, and school volunteer programs</li> <li>Opportunities for parents to learn about rigorous academic programs that may be available for their child, such as honors programs, dual enrollment, advanced placement, International Baccalaureate, International General Certificate of Secondary Education (pre-AICE), Advanced International Certificate of Education, Florida Virtual High School courses, and accelerated access to postsecondary education</li> <li>Educational choices, as provided for in S. 1002.20(6), F.S. Educational choice public school, private school, home education and private tutoring, and corporate income tax credit scholarships, as specified in S. 220.187, F.S.</li> <li>Classroom and test accommodations available for students with disabilities</li> <li>School board rules, policies, and procedures for student promotion and retention, academic standards, student assessment, courses of study, instructional materials, and contact information for school and district offices</li> </ul>
District Check List	(3)  (3)(a) (3)(b) (3)(c) (3)(d)	<ul style="list-style-type: none"> <li>The Department of Education shall develop and disseminate a checklist for school districts to provide to parents to assist with the parent's involvement in their child's educational progress. The checklist shall address parental actions that               <ul style="list-style-type: none"> <li>Strengthen the child's academic progress, especially in the area of reading</li> <li>Strengthen the child's citizenship, especially social skills and respect for others</li> <li>Strengthen the child's realization of high expectations and setting lifelong learning goals</li> <li>Place a strong emphasis on the communication between school and home</li> </ul> </li> </ul>
Parent Response Center	(4)	<ul style="list-style-type: none"> <li>The Department of Education shall establish a parent response center to provide assistance to parents and families in answering questions and resolving issues related to the child's education.</li> </ul>

### Chapter 3—Optional Elements of Student Progression Plan

Florida Statutes/Subject		<i>Optional Elements for Implementation of Student Progression Plan</i>
District Rule Development	(5)  (5)(a) (5)(b) (5)(c)  (5)(d)	<ul style="list-style-type: none"> <li>Each district school board shall adopt rules that strengthen family involvement and family empowerment. The rules shall be developed in collaboration with parents, school administrators, teachers, and community partners, and shall address               <ul style="list-style-type: none"> <li>Parental choices and responsibilities</li> <li>Links with community services</li> <li>Opportunities for parental involvement in the development, implementation, and evaluation of family involvement programs</li> <li>Opportunities for parents to participate on school advisory councils and in school volunteer programs and other activities</li> </ul> </li> </ul>
District to Submit Rules	(6)	<ul style="list-style-type: none"> <li>Beginning with the 2003-2004 school year, each school district shall submit a copy of the rules developed under subsection (5) to the Department of Education by October 1.</li> </ul>
Parent Guide Elements	(7)  (7)(a) (7)(b) (7)(c) (7)(d)	<ul style="list-style-type: none"> <li>Each school district shall develop and disseminate a parent guide to successful student achievement consistent with the guidelines of the Department of Education which addresses what parents need to know about their child's educational progress, and how parents can help their child to succeed in school. The guide must               <ul style="list-style-type: none"> <li>Be understandable to students and parents</li> <li>Be distributed to all parents, students, and school personnel at the beginning of each school year</li> <li>Be discussed at the beginning of each school year in meetings of students, parents, and teachers</li> <li>Include information concerning services, opportunities, choices, academic standards, and student assessment. The parent guide may be included as a part of the code of conduct that is required in S. 1006.07(2), F.S.</li> </ul> </li> </ul>
Checklist of Parental Actions	(8)	<ul style="list-style-type: none"> <li>Each school district shall develop and disseminate a checklist of parental actions that can strengthen parental involvement in their child's educational progress consistent with the requirements in subsection (3). The checklist shall be provided each school year to all parents of students in kindergarten through grade 12 and shall focus on academics, especially reading, high expectations for students, citizenship, and communication.</li> </ul>
District Compliance	(9)	<ul style="list-style-type: none"> <li>The State Board of Education shall review annually each school district's compliance with this section and the district's success in achieving improved services for families. The State Board of Education shall use all appropriate enforcement actions, as provided for in S. 1008.32, F.S., until the school district fully complies with the requirements of this section.</li> </ul>
<b>S. 1003.01, F.S. Habitual Truant Defined</b>	(8)	<ul style="list-style-type: none"> <li>A habitual truant is defined as a student who has 15 unexcused absences within 90 calendar days with or without the knowledge or consent of the student's parent and is subject to compulsory school attendance under S. 1003.21(1), F.S., and (2)(a) and is not exempt under S. 1003.21(3), F.S., or S. 1003.24, F.S., or by meeting the criteria for any other exemption specified by law or rules of the State Board of Education.</li> </ul>
<b>S.1003.21, F.S. Compulsory School Attendance</b>	(1)(a)	<ul style="list-style-type: none"> <li>All children who have attained the age of six years or who will have attained the age of six years by February 1 of any school year, or who are older than six years of age but who have not attained the age of 16 years, are required to attend school regularly during the entire school term.</li> </ul>

### Chapter 3—Optional Elements of Student Progression Plan

Florida Statutes/Subject		<i>Optional Elements for Implementation of Student Progression Plan</i>
Kindergarten Admission	(1)(a)2	<ul style="list-style-type: none"> <li>○ Children who have attained the age of five years on or before September 1 of the school year are eligible for admission to public kindergarten during that school year under the rules prescribed by the district school board.</li> </ul>
First Grade Admission	(1)(b)	<ul style="list-style-type: none"> <li>– Any child who has attained the age of six years on or before September 1 of the school year and who has been enrolled in a public school, or who has attained the age of six years on or before September 1 and has satisfactorily completed the requirements for kindergarten in a private school from which the district school board accepts transfer of academic credit, or who otherwise meets the criteria for admission or transfer in a manner similar or applicable to other grades, shall progress according to the district’s student progression plan. The state or any school district shall not oversee or exercise control over the curricula or academic programs of private schools or home education programs.</li> </ul>
Declaration of Intent to Terminate School Enrollment (age 16) Habitual Truant	(1)(c)	<ul style="list-style-type: none"> <li>– A student who attains the age of 16 years during the school year is not subject to compulsory school attendance beyond that date and may file a formal declaration of intent to terminate school enrollment. Public school students who have attained the age of 16 years and who have not graduated are subject to compulsory school attendance until the formal declaration of intent is filed with the district school board. The declaration must acknowledge that terminating school enrollment is likely to reduce the student’s potential earning power and must be signed by the student and the student’s parent. The school district must notify the student’s parent of receipt of the student’s declaration of intent to terminate school enrollment. The student’s guidance counselor or other school personnel must conduct an exit interview with the student to determine the reasons for the student’s decision to terminate school enrollment and actions that could be taken to keep the student in school. The student must be informed of opportunities to continue his or her education in a different environment, including, but not limited to, adult education and GED test preparation. Additionally, the student must complete a survey in a format prescribed by the Department of Education to provide data on the student’s reasons for terminating enrollment and actions taken by schools to keep students enrolled.</li> </ul>
	(1)(d)	<ul style="list-style-type: none"> <li>– Students who become or have become married and students who are pregnant shall not be prohibited from attending school. These students and students who are parents shall receive the same educational instruction or its equivalent as other students but may voluntarily be assigned to a class or program suited to their special needs. Consistent with S. 1003.54, F.S., pregnant or parenting teens may participate in a teenage parent program.</li> </ul>
Preschool Children with Disabilities	(1)(e)	<ul style="list-style-type: none"> <li>– Children with disabilities who have attained the age of three years shall be eligible for admission to public special education adopted by the school board. Exceptional children who are deaf or hard of hearing, visually impaired, dual sensory impaired, severely physically handicapped, trainable mentally handicapped, or profoundly handicapped, or who have established conditions, or exhibit developmental delays below age three may be eligible for supplemental instruction. Rules for the identification of established conditions for children birth through two years of age and developmental delays for children birth through five years of age must be adopted by the State</li> </ul>

### Chapter 3—Optional Elements of Student Progression Plan

Florida Statutes/Subject		<i>Optional Elements for Implementation of Student Progression Plan</i>
Attendance Policy: Homeless Children	(1)(f)	<p>Board of Education.</p> <ul style="list-style-type: none"> <li>– Homeless children, as defined in S. 1003, F.S., must have access to a free and public education and must be admitted to school in the school district in which they or their families live. School districts shall assist homeless children to meet the requirements for proof of age of admission, S. 1003.21(4), F.S., as well as local requirements for documentation.</li> </ul>
Kindergarten and First Grade Out-of-State Transfers	(2)(a)	<ul style="list-style-type: none"> <li>– The State Board of Education may adopt rules under which students not meeting the entrance age may be transferred from another state if their parents have been legal residents of that state. Rule 6A-1.0985, Entry into Kindergarten and First Grade by Out-of-State Transfer Students, Florida Administrative Code (FAC) states               <ol style="list-style-type: none"> <li>(1) Any student who transfers from an out-of-state public school and who does not meet regular age requirements for admission to Florida public schools shall be admitted upon presentation of the data required in subsection (3).</li> <li>(2) Any student who transfers from an out-of-state nonpublic school and who does not meet regular age requirements for admission to Florida public schools may be admitted if the student meets age requirements for public schools within the state from which he or she is transferring, and if the transfer of the student's academic credit is acceptable under rules of the school board. Prior to admission, the parent or guardian must also provide the data required in subsection (3).</li> <li>(3) In order to be admitted to Florida schools, such a student transferring from an out-of-state school must provide the following data:                   <ol style="list-style-type: none"> <li>(a) Official documentation that the parent(s) or guardian(s) was a legal resident(s) of the state in which the child was previously enrolled in school;</li> <li>(b) An official letter or transcript from proper school authority which shows record of attendance, academic information, and grade placement of the student;</li> <li>(c) Evidence of immunization against communicable diseases as required in S. 1003.22, F.S.;</li> <li>(d) Evidence of date of birth in accordance with S. 1003.21, F.S.;</li> </ol>                     and                   <ol style="list-style-type: none"> <li>(e) Evidence of a medical examination completed within the last twelve (12) months in accordance with S. 1003.22, F.S.</li> </ol> </li> </ol> </li> </ul>
Absence Due to Religious Instruction or Holidays	(2)(b)	<ul style="list-style-type: none"> <li>– District school boards, in accordance with the rules of the State Board of Education, shall adopt a policy that authorizes a parent to request and be granted permission for absence of a student from school for religious instruction or religious holidays.</li> </ul>
Attendance: Certificates of Exemption	(3)	<ul style="list-style-type: none"> <li>• The district school superintendent may authorize certificates of exemptions from school attendance requirements in certain situations. Students within the compulsory attendance age limits who hold valid certificates of exemption that have been issued by the superintendent shall be exempt from attending school. A certificate of exemption is valid only through the end of the school year in which it is issued.</li> </ul>

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Kindergarten Admission: Evidence of Age	(4)  (4)(a) (4)(b) (4)(c) (4)(d) (4)(e) (4)(f) (4)(g)	<ul style="list-style-type: none"> <li>Before admitting a child to kindergarten, the principal shall require evidence that the child has attained five years of age on or before September 1 of the school year, (S. 1003.21(1)(a)2, F.S.). The district school superintendent may require evidence of the age of any child whom he or she believes to be within the limits of compulsory attendance. If evidence of the date of birth (birth certificate) is not available, the next evidence obtainable in the order listed below must be accepted.               <ul style="list-style-type: none"> <li>A duly attested transcript of the child's birth record filed according to law with a public officer charged with the duty of recording births</li> <li>A duly attested transcript of a certificate of baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent</li> <li>An insurance policy on the child's life that has been in force for at least 2 years</li> <li>A bona fide contemporary religious record of the child's birth accompanied by an affidavit sworn to by the parent</li> <li>A passport or certificate of arrival in the United States showing the age of the child</li> <li>A transcript of record of age shown in the child's school record of at least 4 years prior to application, stating date of birth</li> <li>If none of these evidences can be produced, an affidavit of age sworn to by the parent accompanied by a certificate of age signed by a public health officer or by a public school physician, or if neither of these is available in the county by a licensed practicing physician designated by the district school board, which certificate states that the health officer or physician has examined the child and believes that the age as stated in the affidavit is substantially correct. A homeless child, as defined in S. 1003.02, F.S., shall be given temporary exemption from this section for 30 school days.</li> </ul> </li> </ul>
<b>S. 1003.22, F.S</b> <b>School-Entry: Health</b> <b>Examinations</b>	(1)	<ul style="list-style-type: none"> <li>Each district school board must require that each child who is entitled to admittance to kindergarten or is entitled to any other initial entrance into a public school in the state present a certification of a school-entry health examination performed within 1 year prior to enrollment in school. Each district school board may establish a policy that permits a student up to 30 school days to present a certification of a school entry health examination. A homeless child, as defined in S. 1003.01, F.S., must be given a temporary exemption for 30 school days. Any district school board that establishes such a policy shall include provisions in its local health services plan to assist students in obtaining the health examinations. However, any child shall be exempt from the requirement of a health examination upon written request of the parent of the child stating objection to the examination on religious grounds.</li> </ul>
School Entry: Immunizations against Communicable Diseases	(4)	<ul style="list-style-type: none"> <li>Each district school board shall establish and enforce as policy that each child prior to admittance to or attendance in a public kindergarten through grade 12, or any other initial entrance into a Florida public school, must present or have on file with the school a certification of immunization for the prevention of those communicable diseases for which immunization is required by the Department of Health and further shall provide for appropriate screening of its students for scoliosis at the proper age. The certification must be made on forms approved and provided by the Department of Health and shall become part of each student's permanent record to be transferred when the student transfers, is</li> </ul>

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		promoted, or changes schools. The transfer of an immunization certification by Florida public schools must be accomplished using the Florida Automated System for Transferring Education Records.
<b>S. 1003.23, F.S. Attendance Records and Reports</b>	(1)	<ul style="list-style-type: none"> <li>The attendance of all public K-12 school students shall be checked each school day in the manner prescribed by rules of the State Board of Education and recorded in the teacher's register or by some approved system of recording attendance. Students may be counted in attendance only if they are actually present at school or are away from school or on a school day and are engaged in an educational activity which constitutes a part of the school-approved instructional program for the student.</li> </ul>
<b>S. 1003.24, F.S. Attendance Policy</b>	(4)	<ul style="list-style-type: none"> <li>Parents/guardians are specified as responsible for student's attendance at school. A parent or guardian of a child is not responsible for the child's nonattendance at school under the following conditions: <ul style="list-style-type: none"> <li>▶ With permission of head of school</li> <li>▶ Without the parents' knowledge</li> <li>▶ Financial inability of parent</li> <li>▶ Sickness/injury or other insurmountable condition.</li> </ul> </li> <li>Students who are continually ill and absent from school must be under a physician's supervision to be excused. Such excuse provides that a student's condition justifies absence for more than the number of days permitted by the district school board. District school boards must establish an attendance policy that includes, but is not limited to, the required number of days each school year that a student must be in attendance and the number of absences and tardinesses after which a statement explaining such absences and tardinesses must be on file at the school, and a definition of excused and unexcused absences.</li> </ul>
<b>S. 1003.26, F.S. Attendance Policy Enforcement</b>		<ul style="list-style-type: none"> <li>The Legislature finds that poor academic performance is associated with nonattendance and that school districts must take an active role in promoting and enforcing attendance as a means of improving student performance. The superintendent of each school district is responsible for enforcing school attendance of all children and youth subject to the compulsory school age in the school district and supporting enforcement of school attendance by local law enforcement agencies. The responsibility includes recommending policies and procedures to the district school board that require schools to respond in a timely manner to every unexcused absence and every absence for which the reason is unknown.</li> </ul>
School Board Policies		<ul style="list-style-type: none"> <li>School board policies shall require the parent or guardian of a student to justify each absence of the student, and that justification will be evaluated based on adopted school board policies that define excused and unexcused absences.</li> <li>Policies must provide that public schools track excused and unexcused absences and contact the home in the case of an unexcused absence from school, or an absence from school for which the reason is unknown, to prevent the patterns of nonattendance. The Legislature finds that early intervention in school attendance is the most effective way of producing good attendance habits that will lead to improved student learning and achievement. Each public school shall implement steps to promote and enforce regular school attendance as outlined in S. 1003.26, (1)-(4), F. S.</li> </ul>



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Florida Statutes/Subject		<i>Optional Elements for Implementation of Student Progression Plan</i>
Contact, Refer, Enforce	(1)(a)	<ul style="list-style-type: none"> <li>– The school principal (or designee) shall contact the student’s parent to determine the reason for absence. If the absence is excused, the school shall provide an opportunity for the student to make up assigned work and not receive an academic penalty unless work is not made up within a reasonable time.</li> <li>– The student’s primary teacher shall report to the school principal (or designee) that the student may be exhibiting a pattern of nonattendance if a student has had <ul style="list-style-type: none"> <li>▶ At least five unexcused absences within a calendar month or for which reasons are unknown</li> <li>▶ Ten unexcused absences or absences for which reasons are unknown within a 90 calendar-day period.</li> </ul> </li> </ul>
Referral to the Child Study Team (CST)	(1)(b)	<ul style="list-style-type: none"> <li>– The principal shall refer the case to the school’s child study team to determine if patterns of truancy are developing unless there is clear evidence that the absences are not a pattern of nonattendance.</li> </ul>
Request Parent Meeting		<ul style="list-style-type: none"> <li>– A meeting with the parent must be scheduled to identify potential remedies if a pattern of nonattendance is developing whether the absences are excused or unexcused. The principal must notify the district school superintendent and the school district contact for home education programs that the referred student is exhibiting a pattern of nonattendance.</li> </ul>
Interventions	(1)(c)	<ul style="list-style-type: none"> <li>– The child study team shall implement the following interventions that best address the problem if an initial meeting does not resolve the problem: <ol style="list-style-type: none"> <li>1. Frequent communication between the teacher and the family</li> <li>2. Changes in the learning environment</li> <li>3. Mentoring</li> <li>4. Student counseling</li> <li>5. Tutoring, including peer tutoring</li> <li>6. Placement into different classes</li> <li>7. Evaluation for alternative education programs</li> <li>8. Attendance contracts</li> <li>9. Referral to other agencies for family services</li> <li>10. Other interventions, including but not limited to a truancy petition as specified in S. 984.151, F.S.</li> </ol> </li> </ul>
CST Refers to Superintendent Attendance Policy Enforcement	(1)(d)	<ul style="list-style-type: none"> <li>– The child study team shall be diligent in facilitating intervention services and shall report the case to the superintendent when all reasonable efforts to resolve nonattendance are exhausted.</li> </ul>
Parent Refuses Participation in Remedial Strategies	(1)(e)	<ul style="list-style-type: none"> <li>– If the parent refuses to participate in the remedial strategies because he or she believes the strategies are unnecessary or inappropriate, then they can appeal to the school board. The school board may provide a hearing officer and the hearing officer shall make a recommendation for final action to the district school board. The superintendent may seek criminal prosecution for noncompliance with compulsory school attendance if the school board’s final determination is that the strategies of the child study team are appropriate and the parent still refuses to participate or cooperate.</li> </ul>

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	(1)(f)1	<ul style="list-style-type: none"> <li>○ If the parent of a child who has been identified as exhibiting a pattern of nonattendance enrolls the child in a home education program, the district school superintendent shall provide the parent a copy of the home education program requirements, S. 1002.41, F.S., and the accountability requirements in this subsection. The district school superintendent must refer the parent to a home education review committee composed of the district contact for home education programs and at least two home educators selected by the parent from a district list of all home educators who have conducted home education programs for at least 3 years and who have indicated a willingness to serve on the committee. The home education review committee must review the portfolio of the student every 30 days during the district’s regular school terms until the committee is satisfied that the home education program is in compliance with home education program requirements specified in S. 1002.41(1)(b), F.S.</li> </ul>
Parent Enrolls Child in Home Education		<ul style="list-style-type: none"> <li>○ The first portfolio review must occur within 30 calendar days of the establishment of the program. The requirements of S. 1003.26(1)(F)2, F.S., do not apply once the committee determines the home education program is in compliance with S. 1002.41(1)(b), F.S.</li> </ul>
Parent Fails to Provide Portfolio	(1)(f)2	<ul style="list-style-type: none"> <li>○ The home education review committee must notify the district superintendent if the parent fails to provide a portfolio to the committee. The district school superintendent must then terminate the home education program and require the parent to enroll the child within three days in an attendance option that meets the definition of “regular school attendance” as specified under S. 1003.01(13), F.S. <ul style="list-style-type: none"> <li>a. Public school</li> <li>b. Parochial, religious, or denominational school</li> <li>c. Private school supported in whole or in part by tuition charges, endowments, or gifts</li> <li>e. Private tutoring program</li> </ul> Upon termination of a home education program, the parent will not be eligible to re-enroll the child in a home education program for 180 calendar days. Failure of a parent to enroll the child in a public school; a parochial, religious, or denominational school; or a private tutoring program may result in criminal prosecution. </li> </ul>
Child Noncompliance	(1)(g)	<ul style="list-style-type: none"> <li>– If a child subject to compulsory school attendance will not comply with attempts to enforce school attendance, the parent or the superintendent (or designee) shall refer the case to the case staffing committee pursuant to S. 984.12, F.S., and the superintendent (or designee) may file a truancy petition pursuant to the procedures in S. 984.151, F.S.</li> </ul>
Give Written Notice	(2)(a)	<ul style="list-style-type: none"> <li>– A written notice in person or by return-receipt mail is given to the parent when no valid reason is found for nonenrollment in school which requires enrollment or attendance within three days notice. If the notice and requirement are ignored, the designated school representative shall report the case to the superintendent and may refer the case to the case staffing committee. The superintendent shall take steps as are necessary to bring criminal prosecution against the parent.</li> </ul>

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	(2)(b)	<ul style="list-style-type: none"> <li>– The superintendent (or designee) shall give written notice in person or by return-receipt mail to the parent of that child that criminal prosecution is being sought for nonattendance. The superintendent may file a truancy petition, as defined in S. 984.03, F.S., following the procedures outlined in S. 984.151, F.S.</li> </ul>
Return Child to Parent	(3)	<ul style="list-style-type: none"> <li>• A designated school representative may visit the home or place of residence of a student and any other place in which he or she is likely to find any student who is required to attend school when the student is not enrolled or is absent from school during school hours without an excuse and when the student is found, shall return the child to his or her parent, principal, teacher in charge of the school, the private tutor from whom absent, or to the juvenile assessment center or other location established by the school board to receive students who are absent from school. Upon receipt of the student, the parent shall be immediately notified.</li> </ul>
Report to the Division of Jobs and Benefits	(4)	<ul style="list-style-type: none"> <li>• A designated school representative shall report to the Division of Jobs and Benefits of the Department of Labor and Employment Security all violations of the Child Labor Law.</li> </ul>
Right to Inspect	(5)	<ul style="list-style-type: none"> <li>• A designated school representative shall have the same right of access as is given by law to the Division of Jobs and Benefits only for the purpose of ascertaining whether children of compulsory school age are actually employed there and are working there regularly. The designated school representative shall report findings of unsatisfactory working conditions or violation of the Child Labor Law to the Division of Jobs and Benefits.</li> </ul>
<b>S. 1003.27, F.S. Court Procedures and Penalties</b>		
Driver's License Requirements	(2)(b)	<ul style="list-style-type: none"> <li>– Issuance of a drivers license or a learner's drivers license is prohibited and driving privileges will be suspended for nonattendance. Principals (or designee) shall notify the district school board of each student who accumulates 15 unexcused absences in 90 calendar days. Each private school governing body designee and each parent whose child is enrolled in a home education program may provide the Department of Highway Safety and Motor Vehicles with the legal name, sex, date of birth, and social security number of each minor student under his or her jurisdiction who fails to satisfy relevant attendance requirements. The superintendent must notify the Department of Highway Safety and Motor Vehicles with the legal name, sex, date of birth, and social security number of each student. The Department of Highway Safety and Motor Vehicles may not issue a drivers license or learner's drivers license and shall suspend any previously issued drivers license or learner's drivers license of a minor student.</li> </ul>
Habitual Truancy Cases	(3)	<ul style="list-style-type: none"> <li>• The district school superintendent is authorized to file a truancy petition as specified in S. 984.151, F.S.</li> <li>• If the district school superintendent chooses not to file a truancy petition, procedures for filing a child-in-need-of-services petition must be followed according to this section and chapter 984. The designated school representative shall refer a student who is habitually truant and the student's family to the children in-need-of-services and families-in-need-of-services provider or the case staffing committee as</li> </ul>

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Cooperative Agreements and Prosecutions	(4)  (4)(a)  (4)(b)  (4)(c)  (4)(d)	<p>determined by the cooperative agreement and the procedures established by the district school board. Prior to the filing of a petition, the district school board must have complied with the requirements of attendance policy enforcement, S. 1003.26, F.S., and those efforts must have been unsuccessful.</p> <ul style="list-style-type: none"> <li>• The district administrator of the Department of Children and Family Services or designee, the circuit manager of the Department of Juvenile Justice or designee, and the district school superintendent or superintendent's designee of schools must develop a cooperative interagency agreement that <ul style="list-style-type: none"> <li>– Clearly identifies each department's role and function in working with habitual truants and their families</li> <li>– Identifies and implements measures to resolve and reduce truant behavior</li> <li>– Addresses issues of streamlining service delivery, the appropriateness of legal intervention, case management, the role of case staffing committee, student and parental intervention, student and parental involvement, and community action plans</li> <li>– Delineates time frames for implementation and identifies a mechanism for reporting results by the circuit juvenile justice manager or the circuit manager's designee and the district school superintendent or the superintendent's designee to the Department of Juvenile Justice and Department of Education.</li> </ul> </li> </ul>
Attendance Register as Evidence	(5)	<ul style="list-style-type: none"> <li>• The register of attendance of students at a public, parochial, religious, denominational, or private school, or of students taught by a private tutor, kept in compliance with rules of the State Board of Education is prima facie evidence of the facts which it is required to show. A certified copy of any rule and a statement of the date of its adoption by the State Board of Education is admissible as prima facie evidence of the provisions of rule and of the date of its adoption.</li> </ul>
Proceedings and Prosecutions: Who May Begin	(6)	<ul style="list-style-type: none"> <li>• If proceedings and prosecution have been commenced against a parent/guardian or child, the presiding courts shall make every effort to coordinate sanctions ordering the child and parent to perform community service, attend counseling, make monetary payment, make up missed work, and attend school with the child. Employers cannot terminate any employee who is attending school with a child pursuant to a court order.</li> </ul>
<b>S. 1003.31, F.S. Student Subject to School Control</b>	(1)	<ul style="list-style-type: none"> <li>• Each student enrolled in school is subject to the law and rules and regulations of the State Board of Education and of the district school board during the time he or she is being transported to or from school at public expense, is attending school, or is on school premises participating with authorization in a school-sponsored activity. A student is also subject to rules of the district school board during a reasonable time before and after the student is on the premises for attendance at school or for authorized participation in a school-sponsored activity. The student shall be under the control and direction of the principal or teacher in charge of the school and under the immediate control and direction of the teacher or other member of the instructional staff or the bus driver to whom the responsibility is assigned by the principal.</li> </ul>

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Reasonable Time	(2)	<ul style="list-style-type: none"> <li>The term “reasonable time” means 30 minutes before or after the activity is scheduled or actually begins or ends, whichever period is longer. A school or district school board may assume a longer period of supervision by policy or other formal action. Casual or incidental contact between school district personnel and students on school property shall not result in a legal duty to supervise outside of the reasonable times provided that parents shall be advised in writing twice per year or by posted signs of the school’s formal supervisory responsibility and that parents should not rely on additional supervision. The duty of supervision shall not extend to anyone other than students attending school and students authorized to participate in school-sponsored activities.</li> </ul>
Right to Expel	(3)	<ul style="list-style-type: none"> <li>Nothing shall prohibit a district school board from having the right to expel or to take disciplinary action against a student who is found to have committed an offense on school property at any time if               <ul style="list-style-type: none"> <li>The student is found to have committed a delinquent act which would be a felony if committed by an adult</li> <li>The student has adjudication withheld for a delinquent act which if committed by an adult would be a felony</li> <li>The student has been found guilty of a felony</li> </ul>               If the student has a disability the disciplinary action must comply with the procedures set forth in State Board of Education rule.             </li> </ul>
Daily Conduct Pledge	(4)	<ul style="list-style-type: none"> <li>Students may be required by the school district to recite a daily conduct pledge, which states positive behavior and conduct.</li> </ul>
<b>S. 1003.413 Florida Secondary School Redesign Act</b>		
District Policies Based on Guiding Principles	(3)	<ul style="list-style-type: none"> <li>District school boards must establish policies based on the guiding principles for secondary redesign to implement the requirements of S. 1003.4156. (General requirements for middle grades promotion--)</li> </ul>
	(3)(a)	<ul style="list-style-type: none"> <li>S. 1003.428 (General requirements for high school graduation--revised.--)</li> </ul>
	(3)(b)	<ul style="list-style-type: none"> <li>S. 1003.493, (Career and professional academies.--), F.S. The policies must address:               <ul style="list-style-type: none"> <li>Procedures for placing and promoting students who enter a Florida public school at grade 6 through grade 12 from out of state or from a foreign country, including a review of the student’s prior academic performance. (<i>Explanatory Note:</i> Refer to memorandum “Transfer of Credit Guidelines,” June 16, 2006 including TAP No: 2005-06, “Transfer of Credit Guidelines.”)</li> <li>Alternative methods for students to demonstrate competency in required courses and credits, with special support for students who have been retained.</li> <li>Applied, integrated, and combined courses that provide flexibility for students to enroll in courses that are creative and meet individual learning styles and student needs.</li> <li>Credit recovery courses and intensive reading and mathematics intervention courses based on student performance on the FCAT. These courses should be competency based and offered through innovative delivery systems, including computer-assisted instruction. School districts should use</li> </ul> </li> </ul>
	(3)(c)	
	(3)(d)	

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	(3)(e) (3)(f) (3)(g) (3)(h) (3)(i) (3)(j) (3)(k)	<p>learning gains as well as other appropriate data and provide incentives to identify and reward high-performing teachers who teach credit recovery and intensive courses.</p> <ul style="list-style-type: none"> <li>– Grade forgiveness policies that replace a grade of “D” or “F” with a grade of “C” or higher earned subsequently in the same or a comparable course.</li> <li>– Summer academies for students to receive intensive reading and mathematics intervention courses or competency-based credit recovery courses. A student’s participation in an instructional or remediation program prior to or immediately following entering grade 9 for the first time shall not affect that student’s classification as a first-time 9th-grader for reporting purposes.</li> <li>– Strategies to support teachers’ pursuit of the reading endorsement and emphasize reading instruction professional development for content area teachers.</li> <li>– Creative and flexible scheduling designed to meet student needs.</li> <li>– Procedures for high school students who have not prepared an electronic personal education plan (ePEP) pursuant to S.1003.4156 (General requirements for middle grades promotion.--), F.S., to prepare such plan.</li> <li>– Tools for parents to regularly monitor student progress and communicate with teachers.</li> <li>– Additional course requirements for promotion and graduation which may be determined by each school district in the student progression plan and may include additional academic, fine and performing arts, physical education, or career and technical education courses in order to provide a complete education program pursuant to S. 1001.41(3) (General powers and duties of district school board.--), F.S.</li> </ul>
<b>S. 1003.42, F.S. Required Instruction</b>	(1)	<ul style="list-style-type: none"> <li>• Each school district shall provide all courses required for middle grades promotion, high school graduation, and appropriate instruction designed to ensure that students meet State Board of Education adopted standards (Sunshine State Standards) in the following subject areas: reading and other language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts.</li> </ul>
Content Areas	(2) (2)(a) (2)(b) (2)(c) (2)(d)	<ul style="list-style-type: none"> <li>• Members of the instructional staff of public schools shall teach efficiently using books and materials required that meet the highest standards for professionalism and historical accuracy, following prescribed courses of study, and employing methods of instruction, including the following: <ul style="list-style-type: none"> <li>– The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the philosophical foundation of our government.</li> <li>– The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the constitution provides the structure of our government</li> <li>– The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers.</li> <li>– Flag education, including proper flag display and flag salute.</li> </ul> </li> </ul>

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Florida Statutes/Subject		<i>Optional Elements for Implementation of Student Progression Plan</i>
	(2)(e)	<ul style="list-style-type: none"> <li>– The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts.</li> </ul>
	(2)(f)	<ul style="list-style-type: none"> <li>– The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. American history shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence.</li> </ul>
	(2)(g)	<ul style="list-style-type: none"> <li>– The history of the Holocaust (1933–1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.</li> </ul>
	(2)(h)	<ul style="list-style-type: none"> <li>– The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society.</li> </ul>
	(2)(i)	<ul style="list-style-type: none"> <li>– The elementary principles of agriculture.</li> </ul>
	(2)(j)	<ul style="list-style-type: none"> <li>– The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind.</li> </ul>
	(2)(k)	<ul style="list-style-type: none"> <li>– Kindness to animals.</li> </ul>
	(2)(l)	<ul style="list-style-type: none"> <li>– The history of the state.</li> </ul>
	(2)(m)	<ul style="list-style-type: none"> <li>– The conservation of natural resources.</li> </ul>
	(2)(n)	<ul style="list-style-type: none"> <li>– Comprehensive health education that addresses concepts of community health; consumer health; environmental health; family life, including an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy; mental and emotional health; injury prevention and safety; nutrition; personal health; prevention and control of disease; and substance use and abuse.</li> </ul>
	(2)(o)	<ul style="list-style-type: none"> <li>– Such additional materials, subjects, courses, or fields in such grades as are prescribed by law or by rules of the State Board of Education and the district school board in fulfilling the requirements of law.</li> </ul>
	(2)(p)	<ul style="list-style-type: none"> <li>– The study of Hispanic contributions to the United States.</li> </ul>
	(2)(q)	<ul style="list-style-type: none"> <li>– The study of women’s contributions to the United States.</li> </ul>
	(2)(r)	<ul style="list-style-type: none"> <li>– The nature and importance of free enterprise to the United States economy.</li> </ul>

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	(2)(s)	<ul style="list-style-type: none"> <li>– A character-development program in the elementary schools, similar to Character First or Character Counts, which is secular in nature. Beginning in school year 2004-2005, the character-development program shall be required in kindergarten through grade 12. Each district school board shall develop or adopt a curriculum for the character development program that shall be submitted to the department for approval. The character-development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.</li> </ul>
	(2)(t)	<ul style="list-style-type: none"> <li>– In order to encourage patriotism, the sacrifices that veterans have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Veterans' Day and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans when practicable.</li> </ul>
Teaching of Disease Exemption	(3)	<ul style="list-style-type: none"> <li>• Any student whose parent presents a written request to the principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption. Course descriptions for comprehensive health education shall not interfere with the local determination of appropriate curriculum which reflects local values and concerns.</li> </ul>
<b>S. 1003.431, F.S. Career Education Certification</b>	(1)	<ul style="list-style-type: none"> <li>• A student who fulfills the following requirements shall be recognized with a career education certification on his or her high school diploma:</li> </ul>
	(1)(a)	<ul style="list-style-type: none"> <li>– Completion of the requirements for high school graduation as provided in S. 1003.429, F.S., or S. 1003.43, F.S.</li> </ul>
	(1)(b)	<ul style="list-style-type: none"> <li>– A passing score on the college entry-level placement test or an equivalent test identified by the Department with a score adequate to enroll in a public postsecondary educational program without the need for college preparatory or career preparatory instruction.</li> </ul>
	(2)	<ul style="list-style-type: none"> <li>• A comprehensive program of study in career education must be designed to prepare a student to continue his or her education at a postsecondary educational institution and obtain employment. A comprehensive career education program of study must require of each student</li> </ul>
	(2)(a)	<ul style="list-style-type: none"> <li>– Completion of academic courses with a designation from the Department of level two or above (All credits earned to meet graduation requirements in mathematics, science, and communication must have that designation.)</li> </ul>
	(2)(b)	<ul style="list-style-type: none"> <li>– Attainment of at least one occupational completion point in an industry-certified career education program or completion of at least two courses in a technology education program</li> </ul>
	(2)(c)	<ul style="list-style-type: none"> <li>– Completion of a one-credit course addressing workplace readiness skills (The course requirement may be satisfied by infusing course content into an existing select career and education course. The State Board of Education must define by rule the content of the course and must ensure that the course meets graduation requirements for performing fine arts or practical arts.)</li> </ul>
	(2)(d)	<ul style="list-style-type: none"> <li>– Participation in work-based learning experiences, as defined by rule by the State Board of Education</li> </ul>



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Florida Statutes/Subject		<i>Optional Elements for Implementation of Student Progression Plan</i>
	(2)(e)  (3)  (4)  (5)	<ul style="list-style-type: none"> <li>– Participation in a capstone activity that includes a project related to a career (This activity is designed to apply and demonstrate the competencies and concepts attained in the student’s program of study. The State Board of Education may specify by rule characteristics of capstone activities that meet the intent of this paragraph.)</li> <li>• The career education certification indicates that the student is prepared to continue into postsecondary education without the need for remediation and that the student has marketable employment skills. The State Board of Education may adopt by rule a standard format for the certification.</li> <li>• A school district is not required to offer a comprehensive career education program pursuant to this section. However, for each student who receives the career education certification on his or her high school diploma, the school district may receive incentive funding contingent upon funding in the annual General Appropriations Acts</li> <li>• A school district that generates funds as a result of incentive funding for student achievement of the career education certification on the high school diploma must expend the total amount on the comprehensive career education program of study. The school district may not apply indirect charges to incentive funds earned.</li> </ul>
<b>S. 1003.455, F.S. Physical Education and Assessment</b>	(1)  (2)  (3)	<ul style="list-style-type: none"> <li>• It is the responsibility of each district school board to develop a physical education program that stresses physical fitness and encourages healthy, active lifestyles and to encourage all students in prekindergarten through grade 12 to participate in physical education. Physical education shall consist of physical activities of at least a moderate intensity level and for a duration sufficient to provide a significant health benefit to students, subject to the differing capabilities of students.</li> <li>• Each district school board must, no later than December 1, 2004, adopt a written physical education policy that details the school district’s physical education program and expected program outcomes. Each district school board must provide a copy of its written policy to the Department of Education by December 15, 2004.</li> <li>• Any district that does not adopt a physical education policy by December 1, 2004, must at a minimum implement a mandatory physical education program for kindergarten through grade 5 which provides students with thirty minutes of physical education each day, 3 days a week.</li> </ul>
<b>S. 1003.491, F.S. Career and Technical Education</b>	(1)  (1)(a)  (1)(b)  (1)(c)  (1)(d)	<ul style="list-style-type: none"> <li>• School board, superintendent, and school accountability for career and technical education within elementary and secondary schools includes but is not limited to <ul style="list-style-type: none"> <li>– Student exposure to a variety of careers and provision of instruction to explore specific careers in greater depth</li> <li>– Student awareness of available career and technical programs and the corresponding occupations into which such programs lead</li> <li>– Student development of individual academic and career plans as specified in S. 1003.4156 (General requirements for middle grades promotion.--), F.S.</li> <li>– Integration of academic and career and technical skills in the secondary curriculum</li> </ul> </li> </ul>

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Florida Statutes/Subject		<i>Optional Elements for Implementation of Student Progression Plan</i>
	(1)(e) (1)(f) (1)(g) (2) (3)	<ul style="list-style-type: none"> <li>– Student preparation to enter the workforce and enroll in postsecondary education without being required to complete college preparatory or career vocational preparatory instruction</li> <li>– Student retention in school through high school graduation</li> <li>– Career education and technical curriculum articulation with corresponding postsecondary programs in the career local area technical center or community college or both</li> <li>• A school board or public school may not require a student to participate in any school-to-work or job training program. A district school board or school may not require a student to meet occupational standards for grade level promotion or graduation unless the student is voluntarily enrolled in a job training program.</li> <li>• Each district school board and superintendent must implement all components required to obtain career education certification on the high school diploma if the school district chooses to offer certification.</li> </ul>
<b>S. 1003.492, F.S. Industry Certified Career Education Programs</b>	(1) (2)	<ul style="list-style-type: none"> <li>• A career education program within a comprehensive high school program of study must be coordinated with the appropriate industry, indicating that all components of the program are relevant and appropriate to prepare the student for further education or for employment in that industry.</li> <li>• The State Board of Education shall adopt rules as specified in S. 120.536(1) and 120.54, F.S., for implementing an industry certification process, which rules must establish any necessary procedures for obtaining appropriate business partners and requirements for business and industry involvement in curriculum oversight and equipment procurement.</li> </ul>
<b>S. 1003.493, F.S. Career and Professional Academies</b>	(1)	<ul style="list-style-type: none"> <li>• A career and professional academy is a research-based program that integrates a rigorous academic curriculum with an industry-driven career curriculum. Career and professional academies may be offered by public schools, school districts, or the Florida Virtual School. Students completing career and professional academy programs receive a standard high school diploma, the highest available industry certification, and postsecondary credit if the academy partners with a postsecondary institution.</li> </ul>
Goals	(2) (2)(a) (2)(b) (2)(c) (2)(d) (2)(e) (2)(f)	<ul style="list-style-type: none"> <li>• The goals of career and professional academies are to:               <ul style="list-style-type: none"> <li>– Increase student academic achievement and graduation rates through integrated academic and career curricula</li> <li>– Focus on career preparation through rigorous academics and industry certification</li> <li>– Raise student aspiration and commitment to academic achievement and work ethics</li> <li>– Support the revised graduation requirements pursuant to S, 1003.428 (General requirements for high school graduation; revised.--), F.S., by providing creative, applied majors</li> <li>– Promote accelerated mechanisms, such as dual enrollment, articulated credit, or occupational completion points, so that students may earn postsecondary credit while in high school</li> <li>– Support the state’s economy by meeting industry needs for skilled employees in high-demand occupations</li> </ul> </li> </ul>
Small Learning Communities	(3) (3)(a)	<ul style="list-style-type: none"> <li>• A career and professional academy may be offered as one of the following small learning communities:               <ul style="list-style-type: none"> <li>– A school-within-a-school career academy, as part of an existing high school, that provides courses in one occupational cluster. Students in the high school are not required to be students in the academy.</li> </ul> </li> </ul>

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	(3)(b)	<ul style="list-style-type: none"> <li>– A total school configuration providing multiple academies, each structured around an occupational cluster. Every student in the school is in an academy.</li> </ul>
Requirements	(4)	<ul style="list-style-type: none"> <li>• Each career and professional academy must:</li> </ul>
	(4)(a)	<ul style="list-style-type: none"> <li>– Provide a rigorous standards-based academic curriculum integrated with a career curriculum. The curriculum must take into consideration multiple styles of student learning; promote learning by doing through application and adaptation; maximize relevance of the subject matter; enhance each student’s capacity to excel; and include an emphasis on work habits and work ethics.</li> </ul>
	(4)(b)	<ul style="list-style-type: none"> <li>– Include one or more partnerships with postsecondary institutions, businesses, industries, employers, economic development organizations, or other appropriate partners from the local community. Such partnerships must provide opportunities for:</li> </ul>
	(4)(b)1	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>○ Instruction from highly skilled professionals</li> </ul> </li> </ul>
	(4)(b)2	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>○ Internships, externships, and on-the-job training</li> </ul> </li> </ul>
	(4)(b)3	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>○ A postsecondary degree, diploma, or certificate</li> </ul> </li> </ul>
	(4)(b)4	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>○ The highest available level of industry certification. Where no national or state certification exists, school districts may establish a local certification in conjunction with the local workforce development board, the chamber of commerce, or the Agency for Workforce Innovation.</li> </ul> </li> </ul>
	(4)(b)5	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>○ Maximum articulation of credits pursuant to S. 1007.23 (Statewide articulation agreement.--), F.S.</li> </ul> </li> </ul>
	(4)(c)	<ul style="list-style-type: none"> <li>– Provide creative and tailored student advisement, including parent participation and coordination with middle schools to provide career exploration and education planning as required under S. 1003.4156, F.S. (General requirements for middle grades promotion.--). Coordination with middle schools must provide information to middle school students about secondary and postsecondary career education programs and academies.</li> </ul>
	(4)(d)	<ul style="list-style-type: none"> <li>– Provide a career education certification on the high school diploma pursuant to S. 1003.43, F.S.</li> </ul>
	(4)(e)	<ul style="list-style-type: none"> <li>– Provide instruction in careers designated as high growth, high demand, and high pay by the local workforce development board, the chamber of commerce, or the Agency for Workforce Innovation.</li> </ul>
	(4)(f)	<ul style="list-style-type: none"> <li>– Deliver academic content through instruction relevant to the career, including intensive reading and mathematics intervention required by S. 1003.42, F.S, with an emphasis on strengthening reading for information skills.</li> </ul>
	(4)(g)	<ul style="list-style-type: none"> <li>– Provide instruction resulting in competency, certification, or credentials in workplace skills, including, but not limited to, communication skills, interpersonal skills, decision-making skills, the importance of attendance and timeliness in the work environment, and work ethics.</li> </ul>
	(4)(h)	<ul style="list-style-type: none"> <li>– Provide opportunities for students to obtain the Florida Ready to Work Certification pursuant to S. 1004.99 (Florida Ready to Work Certification Program.--), F.S.</li> </ul>
	(4)(i)	<ul style="list-style-type: none"> <li>– Include an evaluation plan developed jointly with the Department of Education. The evaluation plan must include a self-assessment tool based on standards, such as the Career Academy National Standards of Practice, and outcome measures including, but not limited to, graduation rates,</li> </ul>

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		enrollment in postsecondary education, business and industry satisfaction, employment and earnings, achievement of industry certification, awards of postsecondary credit, and FCAT achievement levels and learning gains.
<b>S. 1003.53, F.S. Dropout Prevention and Academic Intervention</b>	(1)(a)	<ul style="list-style-type: none"> <li>– School districts are encouraged to develop and establish dropout prevention and academic intervention activities designed to meet the needs of students who do not perform well in traditional educational programs. Student participation in programs shall be voluntary. Districts may assign students to a program for disruptive students.</li> </ul>
Student Eligibility		<ul style="list-style-type: none"> <li>– Dropout prevention and academic intervention programs may differ from traditional education programs and schools in scheduling, administrative structure, philosophy, curriculum, or setting and shall employ alternative teaching methodologies, curricula, learning activities, and diagnostic and assessment procedures in order to meet the needs, interests, abilities, and talents of eligible students.</li> </ul>
Character Development and Law Education		<ul style="list-style-type: none"> <li>– The educational program shall provide curricula, a character development and law education, and related services which support the program and goals and lead to improved performance in the areas of academic achievement, attendance, and discipline.</li> </ul>
Single-Parent Family		<ul style="list-style-type: none"> <li>– No student shall be identified as being eligible to receive services funded through the dropout prevention and academic intervention program based solely on the student being from a single-parent family. Students in grades 1–12 shall be eligible for dropout prevention and academic intervention programs.</li> </ul>
Grade Levels	(1)(b)	<ul style="list-style-type: none"> <li>– Eligible students shall be reported in the appropriate basic cost factor. The strategies and supports provided to eligible students shall be funded through the General Appropriations Act and may include, but are not limited to, those services identified on the student's academic intervention plan.</li> </ul>
Program Criteria	(1)(c) (1)(c)1  (1)(c)2 (1)(c)3  (1)(c)3a  (1)(c)3b	<ul style="list-style-type: none"> <li>– A student shall be identified as eligible to receive services based on one of the following criteria:               <ul style="list-style-type: none"> <li>○ The student is academically unsuccessful as evidenced by low test scores; retention; failing grades; low grade point average; falling behind in earning credits; or not meeting state or district levels in reading, mathematics, or writing</li> <li>○ The student has a pattern of excessive absenteeism or has been identified as a habitual truant</li> <li>○ The student has a history of disruptive behavior in school or has committed an offense that warrants out-of-school suspension or expulsion from school according to the district code of student conduct “Disruptive behavior” is behavior that                   <ul style="list-style-type: none"> <li>➤ Interferes with the student’s own learning or the educational process of others and requires attention and assistance beyond that which the traditional program provides or results in frequent conflicts of a disruptive nature while the student is under the jurisdiction of the school, either in or out of the classroom</li> <li>➤ Severely threatens the general welfare of students or others with whom the student comes into contact</li> </ul> </li> </ul> </li> </ul>

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Second Chance Schools	(1)(d)1	<ul style="list-style-type: none"> <li>○ “Second Chance Schools” means school district programs provided through cooperative agreements between the Department of Juvenile Justice, private providers, state or local law enforcement agencies, or other state agencies for students who have been disruptive or violent or who have committed serious offenses.</li> </ul>
Startup Grants	(1)(d)2	<ul style="list-style-type: none"> <li>○ School districts seeking to enter into a partnership with a private entity or public entity to operate a second chance school for disruptive students may apply to the Department of Education for start-up grants from the DOE.</li> </ul>
Program Implementation	(2)(a)	<ul style="list-style-type: none"> <li>– Each district may establish dropout prevention and academic intervention programs at the elementary, middle, junior, or high school level.</li> <li>– Programs designed to eliminate patterns of excessive absenteeism or habitual truancy shall emphasize academic performance and may provide specific instruction in the areas of <ul style="list-style-type: none"> <li>▶ Career education</li> <li>▶ Behavioral management</li> </ul> </li> </ul>
School Improvement Plan	(2)(b)	<ul style="list-style-type: none"> <li>– Each school that establishes a dropout prevention and academic intervention program at the school site shall reflect that program in the school improvement plan as required under S. 1001.42(16), F.S.</li> </ul>
Evaluation	(3)	<ul style="list-style-type: none"> <li>• Each school district receiving state funding for dropout prevention and academic intervention programs through the General Appropriations Act shall submit information through an annual report to the DOE’s database documenting the extent to which each of the district’s dropout prevention and academic intervention programs has been successful in the areas of graduation rate, dropout rate, attendance rate, and retention/promotion rate.</li> </ul>
Staff Development	(4)	<ul style="list-style-type: none"> <li>• Each school district shall establish procedures for ensuring that teachers assigned to dropout prevention and academic intervention programs possess the affective, pedagogical, and content-related skills necessary to meet the needs of these students.</li> </ul>
Student Records and Parent Notification	(5)	<ul style="list-style-type: none"> <li>• Each district providing a dropout prevention and academic intervention program shall maintain records documenting the student’s eligibility, the length of participation, the type of program to which the student was assigned or the type of academic intervention services provided, and an evaluation of the student’s academic and behavioral performance while in the program.</li> <li>• Prior to placement or provision of academic services, the principal or his designee must provide written notice of placement or services by certified mail, return receipt requested, to the student’s parent. The parent of the student must sign an acknowledgement of the notice and return the signed acknowledgement to the principal within 3 days after receipt of the notice. The parents of the assigned student must be notified in writing and entitled to an administrative review of placement action by school personnel.</li> </ul>
<b>S. 1004.99, F.S. Florida Ready to Work Certification Program</b>	(1)	<ul style="list-style-type: none"> <li>• The Florida Ready to Work Certification Program was created during the 2006 legislative session to enhance the workplace skill’s of Florida’s students to better prepare them for successful employment in specific occupations.</li> </ul>

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Florida Statutes/Subject		<i>Optional Elements for Implementation of Student Progression Plan</i>
	<p>(2)</p> <p>(3)</p> <p>(3)(a)</p> <p>(3)(b)</p> <p>(3)(c)</p> <p>(3)(d)</p>	<ul style="list-style-type: none"> <li>• The Florida Ready to Work Certification Program may be conducted in public middle and high schools, community colleges, technical centers, one-stop career centers, vocational rehabilitation centers, and Department of Juvenile Justice educational facilities. The program may be made available to other entities that provide job training. The Department of Education shall establish institutional readiness criteria for program implementation.</li> <li>• The Florida Ready to Work Certification Program Shall be composed of: <ul style="list-style-type: none"> <li>– A comprehensive identification of workplace skills for each occupation identified for inclusion in the program by the Agency for Workforce Innovation and the Department of Education.</li> <li>– A preinstructional assessment that delineates the student’s mastery level on the specific workplace skills identified for that occupation</li> <li>– A targeted instructional program limited to those identified workplace skills in which the student is not proficient as measured by the preinstructional assessment. Instruction must utilize a Web-based program and be customized to meet identified specific needs of local employers.</li> <li>– A certificate and portfolio awarded to students upon successful completion of the instruction. Each portfolio must delineate the skills demonstrated by the student as evidence of the student’s preparation for employment.</li> </ul> </li> </ul>
<b>S. 1006.02, F.S. School-to-Work Accountability Provision of Information to Students and Parents</b>	<p>(1)</p> <p>(2)</p> <p>(3)</p>	<ul style="list-style-type: none"> <li>• Each public K-20 school must document the manner in which they have prepared students to enter the workforce, including information regarding the provision of accurate, timely career and curricular counseling to students. This information must include <ul style="list-style-type: none"> <li>▶ Available career opportunities</li> <li>▶ Educational requirements associated with each career</li> <li>▶ Student financial aid available to enable students to pursue any postsecondary instruction required to enter that career.</li> </ul> </li> <li>• This information must also delineate school procedures for identifying student interests and aptitudes, including recommended high school coursework that prepares students for success in college-level work.</li> <li>• This information shall be made known to parents and students annually through inclusion in the school’s handbook, manual, or similar documents or other communication regularly provided to parents and students.</li> <li>• School-to-work transition information must delineate the availability of applied instruction utilizing examples comparable to the student performance standards specified for corresponding college-preparatory courses and must delineate the support services available for students who need assistance to complete instruction necessary to enroll in postsecondary education or enter the workforce successfully.</li> <li>• School-to-work transition information must delineate the availability of instruction that enables students to acquire technical skills associated with specific clusters of occupations as well as employability skills that apply to most occupations and describe and identify the available workplace-based learning experiences. Any school that conducts secondary career education programs must identify any agreements that specify the programs that articulate into corresponding postsecondary programs.</li> </ul>

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<b>S. 1006.025, F.S. Guidance Services Report</b>	(1)  (2) (2)(a) (2)(b) (2)(c)  (2)(d) (2)(e)  (2)(f)  (2)(g) (3)	<ul style="list-style-type: none"> <li>Each school must assess the student's preparation to enter the workplace and must provide the student and the student's parents with the results of this assessment.</li> <li>Each district school board must annually submit a district guidance report to the Commissioner by June 30.</li> <li>The guidance report must include, but not be limited to, the following: <ul style="list-style-type: none"> <li>Examination of student access to guidance counselors</li> <li>Degree to which a district has adopted or implemented a guidance model program</li> <li>Evaluation of the information and training available to guidance counselors and career specialists to advise students on areas of critical need, labor market trends, and technical training requirements</li> <li>Progress toward incorporation of best practices for advisement as identified by the department</li> <li>Consideration of alternative guidance systems or ideas, including, but not limited to, teacher–advisor model, mentoring, partnerships with the business community, Web-based delivery, and parental involvement</li> <li>Actions taken to provide information to students for the school-to-work transition as specified in S. 1006.02, F.S.</li> <li>A guidance plan for the district</li> </ul> </li> <li>The DOE shall provide resources to district school boards that may assist districts in preparing the annual guidance report. The resources must include, but are not limited to, materials relating to guidance model programs, training available through the Department for career guidance, adopted best practices, alternative guidance systems or ideas, and a model district guidance plan.</li> </ul>
<b>S. 1006.07, F.S. Disclosure at School Registration</b>	(1)(b)  (1)(b)1 (1)(b)2  (1)(b)3	<ul style="list-style-type: none"> <li>District school boards should establish procedures that require students to note previous school expulsions, arrests resulting in a charge, and juvenile justice actions at initial school registration. The district school board of a receiving school district has the authority to honor the final order of expulsion or dismissal of a student by any in-state or out-of-state public district school board or private school or lab school for an act which would have grounds for expulsion according to the receiving district school board's code of student conduct using the following procedures: <ul style="list-style-type: none"> <li>A final order of expulsion must be recorded in the records of the receiving school district.</li> <li>The expelled student applying for admission to the receiving school district shall be advised of the final order of expulsion.</li> <li>The district school superintendent of the receiving school district may recommend to the district school board that the final order of expulsion be waived and the student be admitted to the school district or that the final order of expulsion be honored and the student not be admitted to the school district.</li> </ul> </li> </ul>
<b>S. 1006.13, F.S. Zero Tolerance for Crime and Victimization Policy</b>	(1) (1)(a)	<ul style="list-style-type: none"> <li>School districts shall adopt a policy of zero tolerance for <ul style="list-style-type: none"> <li>Crime and substance abuse, including the reporting of delinquent acts and crimes whenever and wherever students are under the jurisdiction of the school board</li> </ul> </li> </ul>

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	<p>(1)(b) – Victimization of students, including taking all steps necessary to protect the victim of any violent crime from any further victimization.</p> <p>(2) • The zero tolerance policy shall require students found to have committed one of the following offenses to be expelled with or without continuing education services from the student’s regular school for a period of not less than one full year and to be referred to the criminal justice or juvenile justice system:</p> <p>(2)(a) – Bringing a firearm or weapon, as defined in chapter 790, to school, to any school function, or onto any school-sponsored transportation, or possessing a firearm at school</p> <p>(2)(b) – Making a threat or false report, as defined by S. 790.162 and S. 790.163, F.S., involving school or school personnel’s property, school transportation, or a school-sponsored activity</p> <p>• The district school boards may assign the student to a disciplinary program for the purpose of continuing educational services during the period of expulsion.</p> <p>• District school superintendents may consider the 1-year expulsion requirement on a case-by-case basis and request the district school board to modify the requirement by assigning the student to a disciplinary program or second chance school if the request for modification is in writing and it is determined to be in the best interest of the student and the school system. If a student committing any of the offenses in this subsection is a student with a disability, the district school board shall comply with applicable State Board of Education rules.</p> <p>(3) • Each school district shall enter into an agreement with the sheriff’s office or department specifying guidelines for reporting felonies and violent misdemeanors, whether committed by a student or adult, and delinquent acts that would be felonies or violent misdemeanors if committed by an adult. These agreements shall include the role of school resource officers in handling reported incidents, special circumstances in which school officials may handle incidents without filing a report to law enforcement, and a procedure for ensuring that school personnel properly report delinquent acts and crimes. The school principal shall be responsible for ensuring that all school personnel are properly informed as to their responsibilities regarding crime reporting, that delinquent acts and crimes are properly reported, and that actions taken in cases with special circumstances are properly taken and documented.</p> <p>(4) • Each district school board must adopt rules providing that any student found to have committed a violation of S. 784.081(1), (2), or (3), F.S., must be expelled or placed in an alternative school setting or other program. If the student is charged with the offense, the student must be removed from the classroom immediately and placed in an alternative school setting pending disposition.</p> <p>(5)(a) – Whenever any student who is attending public school is adjudicated guilty or delinquent for or is found to have committed, regardless of whether adjudication is withheld, or pleads guilty or nolo contendere to a felony (specified in S. 1006(13)(5)(a) 1-10, F.S.) and before or at the time of adjudication, withholding of adjudication, or plea, the offender was attending a school attended by the victim or sibling of the victim of the offense, the Department of Juvenile Justice must notify the appropriate district school board of the adjudication or plea and whether the offender is prohibited from attending that school or riding on a school bus whenever the victim or a sibling of the victim is</p>



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		attending the same school or riding on the same school bus. The district school board must take appropriate action to effectuate the steps outlined in S. 1006.13(5)(b), F.S.
<b>S. 1006.15, F.S. Interscholastic Extracurricular Eligibility Definition</b>	(2)	<ul style="list-style-type: none"> <li>The term “extracurricular” means any school-authorized or education-related activity occurring during or outside the regular instructional school day.</li> </ul>
Interscholastic Extracurricular Eligibility	(3)(a)1  (3)(a)2     (3)(a)3  (3)(a)4    (3))(a)4(b)	<ul style="list-style-type: none"> <li>In order to participate in interscholastic, extracurricular student activities, a student must maintain a cumulative grade point average of 2.0 or above on a 4.0 scale or its equivalent in the courses required by statute for high school graduation (S. 1003.43(1), F.S.).</li> <li>A student must fulfill the requirements of an academic performance contract between the student, the district school board, the appropriate governing association, and the student’s parents.               <ul style="list-style-type: none"> <li>If the student’s cumulative grade point average falls below 2.0, or its equivalent on a 4.0 scale in courses required for high school graduation specified in S. 1003.43(1), F.S., or for students who entered 9th grade prior to the 1997-1998 school year, if the student’s grade point average falls below 2.0 on a 4.0 scale or its equivalent in courses required for high school graduation, specified in S. 1003.43(1), F.S., that are taken after July 1, 1997.</li> <li>The contract must require that the student attend summer school, or its grade equivalent, between grades 9 and 10 or grades 10 and 11, as necessary.</li> </ul> </li> <li>A student must have a cumulative grade point average of 2.0 or above on a 4.0 scale or its equivalent in the courses required for high school graduation, specified in S. 1003.43(1), F.S., during his or her junior year.</li> <li>The content and the format of the academic performance contract are determined by the school district and the appropriate governing association.               <ul style="list-style-type: none"> <li>The student must maintain satisfactory conduct, and if a student is convicted or is found to have committed a felony or delinquent act which would have been a felony if committed by an adult, regardless of whether adjudication is withheld, the student’s participation in interscholastic extracurricular activities is contingent upon school board policy.                   <ul style="list-style-type: none"> <li>Any student who is exempt from attending a full school day based on rules adopted by the district school board for double sessions or programs, experimental schools, or schools operating under emergency conditions must maintain a 2.0 grade point average or its equivalent on a 4.0 scale and pass each class.</li> </ul> </li> </ul> </li> </ul>
Interscholastic Extracurricular Eligibility: Home Education	(3)(a)4(c)	<ul style="list-style-type: none"> <li>A home education student is eligible to participate in the interscholastic extracurricular activities at the public school that he or she would be assigned to attend based on a district’s attendance area policies or may develop an agreement to participate at a private school provided the following conditions are met:</li> </ul>

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	(3)(a)4(c)1	<ul style="list-style-type: none"> <li>○ The student must meet the requirements of the home education program (S. 1002.41, F.S.).</li> </ul>
	(3)(a)4(c)2	<ul style="list-style-type: none"> <li>○ During the period of participation, the home education student must demonstrate educational progress in all subjects taken in the home education program by a method of evaluation agreed upon by the parent and the school principal, which may include               <ul style="list-style-type: none"> <li>▶ Review of the student’s work by a certified teacher chosen by the parent</li> <li>▶ Grades earned through correspondence</li> <li>▶ Grades earned in courses taken at a community college, university, or trade school, standardized test scores above the 35th percentile, or any other method in s.1002.41, F.S.</li> </ul> </li> </ul>
	(3)(a)4(c)3	<ul style="list-style-type: none"> <li>○ The student must meet the same residency requirements as other students in the school at which he or she participates.</li> </ul>
	(3)(a)4(c)4	<ul style="list-style-type: none"> <li>○ The student must meet the same standards of acceptance, behavior, and performance as required of other students in extracurricular activities.</li> </ul>
	(3)(a)4(c)5	<ul style="list-style-type: none"> <li>○ The student must register with the school his or her intent to participate in interscholastic extracurricular activities as a representative of the school before the beginning date of the season for which the activity in which he or she wishes to participate. A home education student must be able to participate in curricular activities if that is a requirement for an extracurricular activity.</li> </ul>
	(3)(a)4(c)6	<ul style="list-style-type: none"> <li>○ A student who transfers from a home education program to a public school before or during the first grading period of the school year is academically eligible to participate in interscholastic extracurricular activities during the first grading period provided the student has a successful evaluation from the previous year.</li> </ul>
	(3)(a)4(c)7	<ul style="list-style-type: none"> <li>○ Any public school or nonpublic school student who has been unable to maintain academic eligibility for participation in interscholastic extracurricular activities is ineligible to participate as a home education student until the student has successfully completed one grading period in home education, fulfilling the requirements for interscholastic extracurricular eligibility, S. 1006.15(3)(a)2, F.S., to become eligible to participate as a home education student.</li> </ul>
<b>S 1007.21, F.S.</b> <b>Readiness for Postsecondary Education and the Workplace</b> Models for Career Goal Planning to Ensure Readiness for Postsecondary Education and the Workplace	(1)	<ul style="list-style-type: none"> <li>• The Legislature’s intent is that students and parents develop academic achievement and career goals for the student’s post-high school experience during the middle grades. Parents and students are to become partners with school personnel in career exploration and educational decision-making. Clear academic course expectations that emphasize rigorous and relevant coursework shall be made available to all students by allowing both student and parent choice.</li> </ul>

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Postsecondary Destination Student Progression Model Requirements	(2)(a)  (2)(a)1 (2)(a)2 (2)(a)3 (2)(a)4 (2)(a)5 (2)(b) (2)(b)1 (2)(b)2 (2)(b)3	<ul style="list-style-type: none"> <li>– Students entering 9th grade and their parents shall have developed during the middle grades a 4- to 5-year academic and career plan based on postsecondary and career goals. Alternate career and academic destinations should be considered with bridges between destinations to enable students to shift academic and career priorities if they choose to change goals. The destinations shall accommodate the needs of students served in exceptional education programs to the extent appropriate for individual students. Exceptional education students may continue to follow the courses outlined in the district school board student progression plan. Students and their parents shall choose among destinations, which must include: <ul style="list-style-type: none"> <li>○ Four-year university, community college plus university, or military academy degree</li> <li>○ Two-year postsecondary degree</li> <li>○ Postsecondary career certificate</li> <li>○ Immediate employment or entry-level military</li> <li>○ A combination of the above</li> </ul> </li> <li>– The student progression model toward a chosen destination shall include <ul style="list-style-type: none"> <li>○ A “path” of core courses leading to each of the destinations in (2)(a)</li> <li>○ A recommended group of electives which will help define each path</li> <li>○ Provisions for a teacher, school administrator, school staff member, or community volunteer to be assigned to a student as an “academic advocate” if parental or guardian involvement is lacking</li> </ul> </li> </ul>
Common Placement Test: Early Test Administration	(2)(c)	<ul style="list-style-type: none"> <li>– The common placement test (S. 1003.03,F.S.) may be administered to all high school second semester sophomores who have chosen one of the four destinations. Results of the placement test shall be used to target additional instructional needs in reading, writing, and mathematics prior to graduation.</li> </ul>
Tech Prep	(2)(e)	<ul style="list-style-type: none"> <li>– The above destinations shall support the goals of the Tech Prep program. Students enrolled in Tech Prep shall be enrolled in articulated, sequential programs of study that include a technical component and a minimum of a postsecondary certificate or 2 year degree.</li> </ul>
Business Community	(2)(f)	<ul style="list-style-type: none"> <li>– The business community shall be encouraged to support real-world internships and apprenticeships.</li> </ul>
Service Learning	(2)(g) (2)(h)	<ul style="list-style-type: none"> <li>– All students shall be encouraged to take part in service learning opportunities.</li> <li>– High school equivalency diploma preparation programs shall not be a choice for students leading to any one of the four destinations above.</li> </ul>
Level 1 Courses Access	(3)(a)	<ul style="list-style-type: none"> <li>– Access to Level 1 courses for graduation credit shall be limited to only those students for whom assessment indicates a more rigorous course of study would be inappropriate. <i>This shall take effect for those students entering ninth grade in 1997 and thereafter.</i></li> </ul>
School Principal	(3)(b)1	<ul style="list-style-type: none"> <li>○ The school principal must designate a member of the instructional or administrative staff to serve as a specialist to help coordinate the use of student achievement strategies to help students succeed in their coursework.</li> </ul>

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	(3)(b)2	<ul style="list-style-type: none"> <li>○ The specialist shall assist teachers in integrating the academic, career, and technical curricula, utilizing technology that provides feedback on student achievement and implementing the Blueprint for Career Preparation and Tech Prep programs.</li> <li>○ The school principal must institute strategies to eliminate reading, writing, and mathematics deficiencies of secondary students.</li> </ul>
<b>S. 1007.261, F.S. State Universities Admissions of Students</b>	(1) (1)(a)  (2)(a)  (2)(b)  (2)(c) (2)(d)  (2)(d)1  (2)(d)2  (2)(d)3	<ul style="list-style-type: none"> <li>• Minimum academic standards for undergraduate admission to a university include the following               <ul style="list-style-type: none"> <li>– Each student must have received a high school diploma as specified in S. 1003.429, or S. 1003.43, F.S., or its equivalent except as provided in S. 1007.271(2)-(5), F.S., or completed a home education program according to S. 1002.41, F.S.</li> <li>– Successful completion of any course identified in the Department of Education course code directory as level two or higher in one or more of the following subject areas: English, mathematics, natural science, social science, and foreign language</li> <li>– Successful completion of any course identified in the Department of Education course code directory as level three in the same or related disciplines</li> <li>– Any combination of the courses identified in (2)(a) or (2)(b)</li> <li>– Successful completion of two credits from the courses identified in (2)(a), plus no more than two total credits from the following categories of courses:                   <ul style="list-style-type: none"> <li>○ Courses identified in the Department of Education course code directory as R.O.T.C. and military training</li> <li>○ Courses identified in the Department of Education course code directory as level two in art/visual arts, dance, drama/theater arts, language arts, or music</li> <li>○ Any additional courses determined to be equivalent by the Department of Education (<i>Explanatory Note:</i> Refer to the Florida Counseling for Future Education Handbook for a complete listing of courses.)</li> </ul> </li> </ul> </li> </ul>
<b>S. 1007.35, F.S. Florida Partnership for Minority and Underrepresented Student Achievement</b>	(1)	<ul style="list-style-type: none"> <li>• This section may be referred to by the popular name the “Florida Partnership for Minority and Underrepresented Student Achievement Act.”</li> </ul>
Legislative Intent	(2)(a)  (2)(b)  (2)(c)	<ul style="list-style-type: none"> <li>– The Legislature recognizes the importance of not only access to college but also success in college for all students. It is the intent of the Legislature that every student enrolled in a public secondary school has access to high-quality, rigorous academics, with a particular focus on access to advanced courses.</li> <li>– It is the intent of the Legislature to provide assistance to all public secondary schools, with a primary focus on low-performing middle and high schools.</li> <li>– It is the intent of the Legislature that the partnership created in this section accomplish its mission primarily through strengthening the content knowledge of teachers and providing instructional</li> </ul>

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Florida Partnership for Minority and Underrepresented Student Achievement Contracting for Operation	(3) (4) (5)	<p>resources, including materials and strategies, which enable teachers to provide instruction to students who have diverse learning styles.</p> <ul style="list-style-type: none"> <li>• There is created the Florida Partnership for Minority and Underrepresented Student Achievement. The Department of Education may contract for operation of the partnership.</li> <li>• The mission of the partnership is to prepare, inspire, and connect students to postsecondary success and opportunity, with a particular focus on minority students and students who are underrepresented in postsecondary education.</li> <li>• Each public high school, including, but not limited to, schools and alternative sites and centers of the Department of Juvenile Justice, shall provide for the administration of the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), or Preliminary ACT (PLAN) to all enrolled tenth grade students. However, a written notice shall be provided to each parent that shall include the opportunity to exempt his or her child from taking the PSAT/NMSQT or PLAN.</li> </ul>
PSAT/NMSQT or PLAN Academic Advisement	(5)(a) (5)(b)	<ul style="list-style-type: none"> <li>– Test results will provide each high school with a database of student assessment data which guidance counselors will use to identify students who are prepared or who need additional work to be prepared to enroll and be successful in AP courses or other advanced high school courses.</li> <li>– Funding for the PSAT/NMSQT or PLAN for all tenth grade students must be contingent on annual funding in the General Appropriations Act.</li> </ul>
PSAT/MMSQT or PLAN Requirement	(5)(c)	<ul style="list-style-type: none"> <li>– Public school districts must choose either the PSAT/NMSQT or PLAN for districtwide administration.</li> </ul>
Florida Partnership for Minority and Underrepresented Student Achievement Requirements	(6) (6)(a) (6)(b) (6)(c) (6)(d) (6)(e)	<ul style="list-style-type: none"> <li>• The Partnership shall <ul style="list-style-type: none"> <li>– Provide teacher training and professional development to enable teachers of AP or other advanced courses to have the necessary content knowledge and instructional skills to prepare students for success on AP or other advanced course examinations and mastery of postsecondary course content</li> <li>– Provide to middle school teachers and administrators professional development that will enable them to educate middle school students at the level necessary to prepare the students to enter high school ready to participate in advanced courses</li> <li>– Provide teacher training and materials that are aligned with the Sunshine State Standards and are consistent with best theory and practice regarding multiple learning styles and research on learning, instructional strategies, instructional design, and classroom assessment (Curriculum materials must be based on current, accepted, and essential academic knowledge. Materials for prerequisite courses should, at a minimum, address the skills assessed on the FCAT.)</li> <li>– Provide assessment of individual strengths and weaknesses as related to potential success in AP or other advanced courses and readiness for college</li> <li>– Provide college entrance exam preparation through a variety of means that may include, but are not limited to, training teachers to provide courses at schools; training community organizations to provide courses at community centers, faith-based organizations, and businesses; and providing online courses</li> </ul> </li> </ul>

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	(6)(f) (6)(g) (6)(h)  (7)	<ul style="list-style-type: none"> <li>– Consider ways to incorporate community colleges in the mission of preparing all students for postsecondary success</li> <li>– Provide a plan for communication and coordination of efforts with the Florida Virtual School’s provision of online AP or other advanced courses</li> <li>– Provide a plan of communication which includes, but is not limited to, disseminating to parents materials that emphasize the importance of AP or other advanced courses to a student’s ability to gain access to and to succeed in postsecondary education and materials that emphasize the importance of the PSAT/NMSQT or PLAN, which provide diagnostic feedback on skills and relate student scores to the probability of success on AP or other advanced course examinations, and also the dissemination of such information to students, teachers, counselors, administrators, districts, community colleges, and state universities (The Department shall assist the partnership in communicating opportunities and priorities to administrators, teachers, and counselors whenever possible.)</li> </ul> <ul style="list-style-type: none"> <li>• By May 31 of each year, the Department shall approve a plan of delivery of services for the subsequent year.</li> </ul>
Florida Partnership for Minority and Underrepresented Student Achievement Partnership Report	(8)(a)  (8)(b)  (9)(a) (9)(b)	<ul style="list-style-type: none"> <li>– By September 30 of each year, the partnership must submit to the DOE a report that contains an evaluation of the effectiveness of the delivered services and activities. Activities and services must be evaluated on their effectiveness at raising student achievement and increasing the number of AP or other advanced course examinations in low-performing middle and high schools. Other indicators that must be addressed in the evaluation report include the number of middle and high school teachers trained; the effectiveness of the training; measures of postsecondary readiness; the students affected by the program; levels of participation in tenth grade PSAT/NMSQT or PLAN testing; and measures of student, parent, and teacher awareness of and satisfaction with the services of the partnership.</li> <li>– The DOE shall contribute to the evaluation process by providing access, consistent with S. 119.0721, F.S., to student and teacher information necessary to match against databases containing teacher professional development data and databases containing assessment data for PSAT/NMSQT, SAT, AP, and other appropriate measures. The DOE shall also provide student-level data on student progress from middle school through high school and into college and the workforce, if available, in order to support longitudinal studies. The partnership shall analyze and report student performance data in a manner that protects the rights of students and parents as required in 20 U.S.C. S.1232g and S. 1002.22, F.S.</li> <li>– Funding for the partnership shall be contingent on annual funding in the General Appropriations Act.</li> <li>– The participating partner, if one is chosen, is required to match at least one-third of the allocation provided to the partnership in the General Appropriations Act in materials and services to the programs.</li> </ul>

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<b>S. 1008.22, F.S. Student Assessment Programs for Public Schools</b>	(1)  (1)(a) (1)(b) (1)(c)  (1)(d)  (1)(e) (1)(f)	<ul style="list-style-type: none"> <li>The primary purposes of the statewide assessment program are to provide information needed to improve the public schools by maximizing the learning gains of all students and to inform parents of the educational progress of their public school children. The program must be designed to               <ul style="list-style-type: none"> <li>Assess the annual learning gains of each student toward achieving the Sunshine State Standards</li> <li>Provide data for making decisions regarding school accountability and recognition</li> <li>Identify the educational strengths and needs of students and the readiness of students to be promoted to the next grade level or to graduate from high school with a standard high or special school diploma</li> <li>Assess how well educational goals and performance standards are met at the school, district, and state levels</li> <li>Provide information to aid in the evaluation and development of educational programs and policies</li> <li>Provide information on the performance of Florida students compared with that of other students across the United States</li> </ul> </li> </ul>
National Education Comparisons	(2)	<ul style="list-style-type: none"> <li>It is Florida's intent to participate in the measurement of national education goals. The Commissioner of Education shall direct school districts to participate in the administration of the National Assessment of Educational Progress or a similar national assessment program, both for the national sample and for any state-by-state comparison programs which may be initiated. Such assessments must be conducted using the data collection procedures, the student surveys, the educator surveys, and the other instruments included in the National Assessment of Educational Progress or similar program being administered in Florida.</li> </ul>
Statewide Assessment Program	(3)  (3)(a)  (3)(b)	<ul style="list-style-type: none"> <li>The Commissioner of Education shall design and implement a statewide program of educational assessment that provides information for the improvement of the operation and management of public schools, including schools operating for the purpose of providing educational services to youth in Department of Juvenile Justice programs. Pursuant to the statewide assessment programs, the Commissioner of Education shall               <ul style="list-style-type: none"> <li>Submit to the state board a list of students' skills and competencies to which the goals for education specified in the state plan apply that include reading, writing, science, and mathematics, known as the Sunshine State Standards (<i>Explanatory Note:</i> The skills and competencies must include problem-solving and higher order skills as appropriate.)</li> <li>Develop and implement a uniform system of indicators to describe the performance of public school students and the characteristics of the public school districts and the public schools.</li> </ul> </li> </ul>
Statewide Assessment Program Requirements	(3)(c)	<ul style="list-style-type: none"> <li>There shall be a student achievement testing program known as the FCAT as part of the statewide assessment program to measure reading, writing, science, and mathematics. Other content areas may be included as directed by the Commissioner. The assessment of reading and mathematics shall be administered annually in grades 3 through 10. The assessment of writing and science shall be administered at least once at the elementary, middle, and high school levels. The testing program must be designed so that:</li> </ul>

### Chapter 3—Optional Elements of Student Progression Plan

Florida Statutes/Subject	<i>Optional Elements for Implementation of Student Progression Plan</i>
	<div data-bbox="558 272 716 306">(3)(c)1"&gt; <ul style="list-style-type: none"> <li>○ The tests measure student skills and competencies adopted by the State Board of Education (Sunshine State Standards). The tests must measure and report student proficiency levels of all students assessed in reading, writing, mathematics, and science. The Commissioner shall provide for the tests to be developed or obtained, as appropriate, through contracts and project agreements with private vendors, public vendors, public agencies, postsecondary educational institutions, or school districts. The Commissioner shall obtain input with respect to the design and implementation of the testing program from state educators, assistive technology experts, and the public.</li> </ul> </div> <div data-bbox="558 516 716 550">(3)(c)2"&gt; <ul style="list-style-type: none"> <li>○ The testing program will include a combination of norm-referenced and criterion-referenced tests and include, to the extent determined by the commissioner, questions that require the student to produce information or perform tasks in such a way that the skills and competencies he or she uses can be measured.</li> </ul> </div> <div data-bbox="558 638 716 672">(3)(c)3"&gt; <ul style="list-style-type: none"> <li>○ Each testing program, whether at the elementary, middle, or high school level, includes a test of writing in which students are required to produce writings that are then scored by appropriate and timely methods.</li> </ul> </div> <div data-bbox="558 727 716 761">(3)(c)4"&gt; <ul style="list-style-type: none"> <li>○ A score is designated for each subject area tested, below which score a student's performance is deemed inadequate. The school districts shall provide appropriate remedial instruction to students who score below these levels</li> </ul> </div> <div data-bbox="558 816 716 850">(3)(c)5"&gt; <ul style="list-style-type: none"> <li>○ Except as provided in S. 1003.428(8)(b), or S. 1003.43(11)(b), F.S., students must earn a passing score on the grade 10 assessment test described in this paragraph or attain concordant scores on an alternate assessment as described in subsection (9) in reading, writing, and mathematics to qualify for a standard regular high school diploma. The State Board of Education (SBOE) shall designate a passing score for each part of the grade 10 assessment test. In establishing passing scores, the state board shall consider any possible negative impact of the test on minority students. All students who took the grade 10 FCAT during the 2000-2001 school year shall be required to earn the passing scores in reading and mathematics established by the SBOE for the March 2001 test administration. Such students who did not earn the established passing scores and must repeat the grade 10 FCAT are required to earn the passing scores established for the March 2001 test administration. All students who take the grade 10 FCAT for the first time in March 2002 shall be required to earn the passing scores in reading and mathematics established by the State Board of Education for the March 2002 test administration. The SBOE shall adopt rules which specify the passing scores for the grade 10 FCAT. Any such rules, which have the effect of raising the required passing scores, shall only apply to students taking the grade 10 FCAT for the first time after such rules are adopted by the SBOE. However, instructional accommodations are allowable in the classroom if included in a student's individual education plan. Students using instructional accommodations in the classroom that are not allowable as accommodations on the FCAT may have the FCAT</li> </ul> </div>



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	(3)(c)6	<p>requirement waived pursuant to the requirements of S. 1003.428(8)(b), or S. 1003.43(11)(b), F.S.</p> <ul style="list-style-type: none"> <li>○ That participation in the statewide testing program is mandatory for all public school students, including students served in Department of Juvenile Justice programs. If a student does not participate in the assessment, the district must notify the student's parent and provide the parent with information on the implication for nonparticipation. A parent must provide signed consent for a student to receive classroom instructional accommodations that would not be available or permitted on statewide assessments and must acknowledge in writing that he or she understands the implications of such instructional accommodations. The SBOE shall adopt rules for test accommodations and modifications of such procedures for students in exceptional education programs and who have limited English proficiency. Accommodations that negate the validity of statewide assessment are not allowable in the administration of the FCAT.</li> </ul>
	(3)(c)7	<ul style="list-style-type: none"> <li>○ A student seeking an adult high school diploma must meet the same testing requirements that a regular high school student must meet.</li> </ul>
	(3)(c)8	<ul style="list-style-type: none"> <li>○ District school boards must provide instruction to prepare students to demonstrate proficiency in the skills and competencies necessary for successful grade-to-grade progression and high school graduation. If a student is provided with instructional accommodations in the classroom that are not allowable in the statewide assessment program, as described in test manuals, the district must inform the parent in writing and must provide the parent with information regarding the impact on the student's ability to meet expected proficiency levels in reading, writing, and math. The Commissioner of Education will conduct studies as necessary to verify that the required skills and competencies are part of the district instructional programs.</li> </ul>
	(3)(c)9	<ul style="list-style-type: none"> <li>○ District school boards must provide opportunities for students to demonstrate an acceptable level of performance on an alternative standardized assessment approved by the State Board of Education following enrollment in summer academies.</li> </ul>
	(3)(c)10	<ul style="list-style-type: none"> <li>○ The Department of Education must develop, or select, and implement a common battery of assessment tools that will be used in all juvenile justice programs in the state. These tools must accurately measure the skills and competencies established in the Sunshine State Standards.</li> </ul>
	(3)(c)11	<ul style="list-style-type: none"> <li>○ For students seeking a special diploma pursuant to S. 1003.438, F.S., the Department of Education must develop, or select, and implement an alternate assessment tool that accurately measures the skills and competencies established in the Sunshine State Standards for students with disabilities under S. 1003.438, F.S..</li> </ul>
District Testing Programs	(4)	<ul style="list-style-type: none"> <li>• Each district school board must periodically assess student performance and achievement within each school of the district. The assessment must be based on local goals and objectives that are compatible with the state plan for education and that supplement the skills and competencies adopted by the State Board of Education. All school districts must participate in the statewide assessment program designed to measure annual student learning and school performance. All district school boards must report assessment results as required by the state management information system.</li> </ul>

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Development of Strategies to Improve Postsecondary Feedback of Information to High Schools	(4)	<ul style="list-style-type: none"> <li>As part of the school improvement plan (S. 1008.345, F.S.), the State Board of Education shall ensure that each school district and high school develop strategies to improve student readiness for postsecondary education based on annual analysis of the feedback of report data.</li> </ul>
	(5)	<ul style="list-style-type: none"> <li>The Commissioner of Education shall annually recommend statutory changes to reduce the postsecondary remediation in math, reading, and writing for first-time enrolled high school graduates.</li> </ul>