

# **Gulf School District Student Progression Plan**



**School Year  
2020-2021**

**Board Approved:**

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GULF DISTRICT SCHOOLS  
STUDENT PROGRESSION PLAN

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# I. GENERAL INFORMATION

## **PURPOSE**

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

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

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

## **GENERAL PROCEDURES FOR STUDENT PROGRESSION PLAN**

1. District wide standards for promotion are established in this Student Progression Plan. The average and superior pupil should perform well above these standards. Meeting the state Florida Standards does not automatically result in student promotion. Consideration may be given to other factors such

as general progress, attendance, sense of responsibility, mental and physical health, maturity, work habits and attitudes.

2. School personnel should utilize resources to achieve parent understanding and cooperation regarding a student's grade placement; the final decision as to grade placement; however, is the responsibility of the principal.
3. All non-English speaking students will receive a recommended grade placement from the principal after an evaluation of the student's records and parent conference has been made. Adjustments to these placements may be made by the school principal after conferring with a staffing committee and any other resource persons.
4. Students entering Gulf District Schools during the last month of school should be promoted, retained, or recommended for summer school based primarily on records which are obtained from the student's out-of-county school and on the judgment of the school staffing committee. These students will be tested with a district test at the most appropriate time.
5. For students who are working at a skill level below that of their assigned grade placement, the regular periodic report of academic progress for students in grades K-6 (the report card) will indicate this report is on work done below the expected skill level for this grade placement.

## **RESPONSIBILITIES**

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

### **1. Administration**

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

2. Teachers

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

3. Students

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

4. Parents/Guardians

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

## II. ATTENDANCE

### ATTENDANCE REQUIREMENTS (GRADES K-12)

Attendance is compulsory for students from ages 6 to 16 unless exempt by law. F.S.1003.21, requires that students between the ages of 16 and 18 years attend school regularly unless a formal intent to withdraw from school is filed and signed by the student and the parent. Upon receipt of the form, the Superintendent must notify the Board of the student's intent to withdraw from school. In each ninety (90) day calendar period the following criteria will apply to attendance:

- Excused absences due to sickness or injury must be documented by a parent or a physician if the student is continually sick or repeatedly absent from school.
- Fifteen (15) unexcused cumulative absences - the principal or the principal's designee notifies the superintendent who in turn initiates the notification of Division of Highway Safety and Motor Vehicles as well as other appropriate agencies (i.e. Learnfare and the court).

Grades 9-12 state law defines a minimum of 67.5 hours of instruction as one half (1/2) credit or 135 hours as 1 credit. Any student who has not been in attendance for instruction for a minimum of 59 hours must demonstrate mastery of the student performance standards through testing, class work, projects, and homework to receive credit. Student promotion to the next higher grade will be seriously jeopardized when a student's absenteeism is in excess of three (3) days per nine (9) weeks. After five unexcused absences within a calendar month [i.e. September, January] a parent conference will be held...F.S. 1003.26. After ten absences (excused or unexcused) a doctor's note may be required. If a pattern of nonattendance is established the child study team will suggest options such as attendance contracts, alternative programs, or other strategies which will encourage attendance. Period attendance is defined as being present seventy percent (70%) of the class. Attendance will be recorded as excused or unexcused. Upon return to school within three (3) days the student must bring a note from parents explaining the absence. School is in session 180 days and students are expected to attend unless they have an excusable absence. Excused absences will be given only to requests that fall under the following:

- a) Absences for religious instruction or religious holiday as defined in Florida Statutes 1003.21 and 1003.24;
- b) Absences due to sickness or injury. If a student is continually sick or repeatedly absent from school, a doctor's note may be required;
- c) Absences due to death within the immediate family;
- d) Absences due to legal reasons;
- e) Absences due to participation in an academic class or program; and
- f) Absences due to other insurmountable conditions that may arise.

The principal may rule on special situations. Approval to miss school for college visitation trips and/or **educational** family trips is granted at the discretion of the principal and must be approved **PRIOR TO THE ABSENCE. EDUCATIONAL TRAVEL WILL BE APPROVED FOR NO MORE THAN A MAXIMUM OF THREE (3) EXCUSED DAYS PER SCHOOL YEAR BY THE PRINCIPAL.**

Florida law supports the active involvement of parents\* until the student graduates from school (F.S. 743.07, 1003.26; 1003.21). It is presumed that students are dependent students (as defined by FERPA 34 C.F.R. §99.31(a)(8) and by Internal Revenue Code § 152). Parents will be notified that when a student reaches the age of majority (18 years of age), the parent shall continue to perform the parental functions of a dependent student, including, but not limited to, provide excusal of absences and tardiness, permission slips for early release, field

trips, other activities, as necessary, and to register or terminate (withdraw) school enrollment, until the student graduates, except under the following circumstances:

- (1) The student has submitted specific and acceptable documentation (such as rental agreement, lease etc.) to establish that he or she is independent of his/her parents and that the presumption of a dependent student does not apply to him or her.
- (2) The student has been emancipated in compliance with Florida laws (FS 1003.21(1)(c), F.S. 743.07).
- (3) When the student has no parent and this fact is verified by the school administration (e.g. by communications with relatives, the Homeless Education Program, or the Florida Department of Children and Families, as is appropriate).

\* The term parent is defined to include biological parents, any guardian, any person in a parental relationship or "any person exercising supervisory authority over a student in place of the parent." 1000.21(5), F.S.

### **MAKE-UP WORK FOR ABSENCES**

The student is expected to make up all work and all tests missed during an absence according to the following conditions:

1. The student must contact the teachers on the first day back in each class in order to make arrangements to make up the work.
2. It is the student's responsibility to make up work within the given time frame unless other arrangements are made due to extenuating circumstances. The time frame for make-up work is the number of days absent plus one (1) day commencing immediately upon return from the absence. (i.e., 1 day absent plus 1 equals 2 days to make up work). **If a student misses a test due to an absence and returns to school the same day or the next day, he/she may be required to take the test missed that day. If a project or assignment is due on the day of an absence, the project or assignment may be required to be turned in on the day student returns to school. Projects may be submitted in advance.**
3. **If the absence was unexcused or the reason for the absence is unknown, students may score no higher than 59 on made-up assignments and tests.**

### **ATTENDANCE-BASED SEMESTER EXAM POLICY**

The semester exam exemption policy is an incentive program to encourage improved attendance. If a student meets the following guidelines, he or she will be excused from having to take the semester exam (or other exam scheduled during the semester exam period – i.e. – 9-weeks test, etc.) and will be excused from attending the classes in which an exemption was earned.

- In order to be eligible for any exemption a student must have 5 or less overall tardies for the semester.
  - If a student has an "A" average in a particular class and 4 or less absences (excused; unexcused; or OSS) in any of his/her scheduled classes for the semester, then that student may exempt the semester exam in that particular class.
  - If a student has a "B" average in a particular class and 2 or less absences (excused; unexcused; or OSS) in any of his/her scheduled classes for the semester, then that student may exempt the

semester exam in that particular class.

- If a student has a “C” average in a particular class and 0 absences (excused; unexcused; or OSS) in any of his/her scheduled classes for the semester, then that student may exempt the semester exam in that particular class.

Note: This policy does not apply to Dual Enrollment courses or to End of Course (EOC) exams.

## **TARDIES**

The student is responsible for regular and punctual class attendance. Students must be inside the classroom by the end of the ringing of the tardy bell in order not to be considered tardy. The teacher will determine if a tardy is excused or unexcused. For more information regarding tardies, see the Gulf District Student Handbook.

## **ATTENDANCE REQUIREMENTS FOR HOME EDUCATION**

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

- Requires the Superintendent of schools to provide the parent or guardian with a copy of Section 1002.41, Florida Statutes, and accountability requirements of this paragraph and to refer the parent or guardian to a home education review committee composed of the district contact for home education and at least two home educators selected by the parent from a district list of all home educators who have conducted a home education program for at least three years and who have indicated a willingness to serve on the committee.
- Provides that the home education review committee must review the student's portfolio, as defined by Section 1002.41, Florida Statutes, every 30 days of the regular school term until the committee is satisfied that the home education program is in compliance with Section 1002.4, Florida Statutes. The first portfolio review must occur within the first 30 calendar days of the establishment of the program. Once the committee determines that the home education program is in compliance with Section 1002.41, Florida Statutes, then provisions for failure to produce a portfolio, as described below, no longer apply.
- Provides that if a parent or guardian fails to produce a student portfolio pursuant to Section 1002.41, Florida Statutes, the committee shall notify the Superintendent, who shall then terminate the home education program and require the parent to enroll the child in an attendance option under Section 1002.41, Florida Statutes, within three days. Upon termination of a home education program, the parent or guardian shall not be eligible to re-enroll the child in a home education program for 180 calendar days. Failure to enroll the child in an attendance option, after termination of the home education program, shall constitute non-compliance with compulsory attendance requirements of Section 1003.01, Florida Statutes, and may result in criminal prosecution under Section 1003.27, Florida Statutes. Nothing in this section shall restrict the ability of the Superintendent of Schools or his or her designee to review the portfolio pursuant to Section 1002.41, Florida Statutes.

## **DROPOUT EARLY WARNING SYSTEM (DEWS)**

Dropping out of school is a process, not an event, and early predictors of potential drop-outs exist, as early as elementary school. Predicting which students are at a higher risk of dropping out of school later on can lead to critical interventions that prevent students from actually dropping out.

Early predictors of dropping out include poor attendance habits, and achievement rates, and high suspension rates. To help educators identify students who are at risk of dropping out and in need of additional supports early, Gulf District Schools has developed the Dropout Early Warning System (DEWS). DEWS provides educators with risk scores for all middle school students.

All schools with students in grades K-8 will prepare DEWS rosters at the onset of each school year. The reports will provide a risk score for each student – high, moderate, or low risk of dropping out or of having an unplanned late graduation.

Indicators will include:

- Attendance below 90% (in excess of 18 absences regardless of the cause for the absences)
- One or more In-School Suspensions (ISS)
- One or more Out-of-School Suspensions (OSS)
- A 9 weeks grade of F in an English Language Arts
- A 9 weeks grade of F in a mathematics course
- Level 1 on statewide test in English Language Arts
- Level 1 on statewide test in mathematics

Students with no indicators will be considered to be at **low risk**. Students with one indicator will be considered to be at **moderate risk**. These students will be monitored closely with at least a quarterly review of attendance, discipline, and academic standing. Students with two or more indicators will be considered to be at **high risk**. A student intervention team consisting of the principal (or designee), guidance counselor, classroom teacher(s) and other applicable personnel will be formed. This team will meet for the purpose of determining appropriate intervention strategies. The school shall provide at least 10 days' written notice of the meeting to the student's parent, indicating the meeting's purpose, time, and location, and provide the parent the opportunity to participate. These students will be monitored closely with at least a quarterly review of attendance, discipline, and academic standing to determine if strategies need to be continued, discontinued or modified. A DEWS Intervention Plan, specific to the individual student's needs, will be developed at each of these meetings.

### III. STUDENT PROGRESSION

#### 1. Screening and Testing

- a. All students in kindergarten through grade 5 shall be screened within the first three (3) weeks of their initial public school experience in Florida using school board approved educational screening instruments and/or teacher observation.
- b. Each student must participate in the statewide assessment tests required by s. 1008.22.
- c. Students in grades kindergarten through 12 who demonstrate potential difficulty in the learning situation shall be referred for consultation and/or further evaluation in areas such as intelligence, speech, language, hearing, and vision, as well as physical, social and emotional problems. Further evaluation may be required prior to any special placement.

#### 2. Kindergarten Enrollment

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

#### 3. Students Who Have Been Retained

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

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

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

#### 4. Exceptional Student Education Placement

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

#### 5. English Language Learners (ELLs)

##### **Academic/Programmatic Assessment (Rule 6A-6.0902, F.A.C.)**

Within twenty (20) days of registration, all students who indicated on the Home Language Survey (HLS) that a language other than English is spoken in the home, are screened for English language proficiency using the WIDA-ACCESS Placement Test (W-APT). Based on the results of the screening, any transfer records received, parent input, and student input, an ELL Plan is developed for the student that outlines courses and accommodations necessary for the student to be successful.

ELLs in Gulf District Schools are served through the mainstream/inclusion model. English/Language Arts (ELA) classroom assistance is provided by a translator/interpreter. Differentiated instruction is utilized in classrooms by teachers who utilize ESOL strategies, and students are provided with electronic tablets to download applications to help them learn the subject matter.

In order to determine appropriate academic placement, the following procedures are followed:

School Guidance Counselors contact previous schools to obtain academic records. If prior school records are incomplete or unobtainable, the ELL Committee will be convened to determine the student's placement. The following data will be considered when determining placement:

- (1) Language Assessment data determines the student is borderline of proficiency level and would benefit from services provided by ELL program.
- (2) Extent and nature of prior educational and social experiences.
- (3) Written recommendation and observation by current and/or previous instructional and support services staff.
- (4) Level of mastery of basic competencies according to criterion-referenced tests.
- (5) Grades or test results from current or previous years.
- (6) Parent and student input

##### **Grade Level and Course Placement Procedures – Grades 9-12**

The process used for awarding credit to ELLs entering high school in grades 9-12 that have completed credits in countries outside of the United States, specifically for those students for which there is no documentation, is listed below:

Student must have documentation of completed courses in order to receive high school credit for

those courses. Documentation can be created using the programmatic assessment form in the event the student/parents cannot provide documentation of prior educational experiences.

A student will be eligible to take an exit exam from a course in which he/she says they have taken previously. If the student passes the exam, then credit will be given.

Students will also earn credit for courses completed in another country where the course is similar in scope and sequence, but may have a different course name. In the absence of transcripts or prior educational experience, diagnostic/placement tests and interviews may be used as a guideline.

The age of the student will be taken into consideration as well. Parent/Guardian and student interviews as well as the student's ELL Committee meetings will also be conducted to help determine placement. Translators/interpreters will be provided to attend these meetings. The school principal or designee, guidance counselor, teacher, parents, ELL resource teacher and/or district administrator may be included to determine each student's prior educational experiences and level of academic skills.

Each student will receive differentiated instruction at the agreed upon grade level placement to facilitate English language acquisition and academic achievement at the appropriate grade placement.

For more comprehensive information, please see the **2016-2019 District English Language Learner Plan** on the district's website at <http://www.gulf.k12.fl.us>.

## 6. Transfer Students

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

- a. Transfer students from any school, public or non-public, within the state seeking entrance to first grade must show evidence of successful completion of kindergarten from those schools and meet the requirements as stipulated in Florida Statute 1003.22 and 1003.25.
- b. As per State Board Rule 6A-6.0902 foreign born students shall be placed in an age appropriate grade and equal credit shall be awarded for courses taken in another country or language other than English as would the same courses taken in the U.S. or taken in English.
- c. Transfer students from out-of-state or home schooling seeking entry to kindergarten and first grade must meet requirements of SBER 6A-1.0985.
- d. Credits for students transferring into the state should be interpreted so that the requirements for graduation are not retroactive provided the student has met all requirements for that grade placement in the school from which the student is transferring. Transfer of credits should be in accordance with requirements outlined in SBER 6A-1.095 and accepted for face value.

- e. If a transfer student produces a viable transcript from an accredited school for courses for which he/she has already earned credit and passed a statewide assessment (statewide or standardized), it is not required to take the End of Course Exam for Algebra 2, Geometry, U.S. History or Biology and accept the transfer credit at face value. See Graduation Requirements. See section “h” below for Civics EOC information.
- f. Seniors wishing to receive a Florida diploma must master standards tested on the FSA or they may use concordant ACT, SAT, or PERT (Algebra 1 EOC only) scores. If they have missed the regular administration of the FSA, copies can be obtained from Student Assessment Services, Florida Department of Education. Those transferring late in the school year can apply for a diploma from the state from which they came following successful completion of the appropriate course work taken in this district. Seniors must receive an FSA score determined by the State on mathematics and on reading to receive a standard diploma unless concordant scores are used.
- g. A student who transfers in their junior or senior year from out of state or from a foreign country shall not be required to spend additional time in school in order to meet high school course requirements, Section 1003.433, Florida Statutes. If the student has met all requirements of the school district, state, or country from which he or she is transferring, but is not proficient in English he/she should receive immediate and intensive instruction in English language acquisition. The student must earn a 2.0 GPA and pass the Grade 10 FSA as required in Section 1008.22(3), Florida Statutes, or an alternate assessment as described in Section 1008.22(9), Florida Statutes, in order to receive a standard high school diploma.
- h. A middle grades student who transfers into the state’s public school system from out of country, out of state, a private school, or a home education program after the beginning of the second term of grade 8 is not required to meet the civics education requirement for promotion from the middle grades if the student’s transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of civics education.
- i. If a student transfers into the state’s public school system from out of country, out of state, a private school, or a home education program with a transcript which shows an Algebra I credit, the student must take and pass the Algebra I EOC assessment in order to earn a standard diploma unless the student achieved the following:
  - Earned an acceptable concordant score;
  - Passed a statewide assessment in Algebra I administered by the transferring entity; or
  - Passes the statewide mathematics assessment the transferring entity uses to satisfy the requirements of the Elementary and Secondary Act (20 U.S.C. s 6801).
- j. All transfer students must meet immunization requirements outlined in F.S. 1003.22.

## **PROMOTION OF STUDENTS, ELEMENTARY**

### **1. General Information**

A student in any elementary grade who does not meet the Gulf County requirements shall be staffed to determine retention or placement consistent with the retention policy previously stated. A staffing

committee in each school, consisting of the principal/designee, classroom teacher, and any other personnel deemed necessary, will review the student's records to determine if retention should occur. They must be in agreement that retention is in the best interest of the student. The promotion of elementary students shall be based upon consideration of the following:

- a) Attainment of passing grades for the yearly average in reading, writing, science, mathematics, and English language arts. Social studies may be integrated into reading or a separate course.
- b) Student performance on standardized achievement test.
- c) The student must demonstrate proficiency in English Language Arts, Science, and Mathematics as evidenced by mastery of the Florida Standards as applicable with a grade of 60 or better on each benchmark. Writing grades will be integrated into the ELA grade along with reading. Students scoring below the 26<sup>th</sup> percentile on a norm referenced test or standardized test may be retained unless other assessments determine students are achieving the standards. Other methods of evaluation may include but not be limited to the following:
  - 1. Progress Tests
  - 2. Classroom Assignments
  - 3. Performance Tasks
  - 4. Classroom Observation
  - 5. State and District Assessments
  - 6. Mastery level of Florida Standards
  - 7. Teacher-made tests
  - 8. Checklists
  - 9. Progress Monitoring – FAIR, GATES, State Developed Tools
  - 10. Portfolios
  - 11. Other objective data
  - 12. Summer Reading Camp
  - 13. Mastery of the K-3 sight words (Appendix D)
- d) A student may be retained if all requirements identified for his/her grade level have not been met. This includes standardized test scores. Students in this category may not be promoted for good cause without written authorization from the superintendent. At the beginning of grades 1,2,3,4, and 5 students must be assessed in reading. If a student is deficient and that deficiency is not remedied by the end of grade 3 the student must be retained. F.S. 1008.25. If a student is deficient in English Language Arts, Science, and/or Math at the end of any grade, the student may be retained. Proficiency is the 40<sup>th</sup> percentile and above on the standard test.

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

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

The plan shall address academic literacy, and life skills and shall include provisions for intensive remedial instruction in areas of weakness. Progress monitoring for reading, math and writing will be school-based.

Additional diagnostic assessments will be used to determine the nature of the student's difficulty and areas of academic need. If a student has been identified as having a deficiency in reading, a plan shall

identify the student's specific areas of deficiency in phonemic awareness, phonics, fluency, comprehension, and vocabulary; the desired levels of performance in these areas; and the instructional and support services to be provided to meet the desired levels of performance. This plan must be developed in consultation with the parent. F.S. 1008.25

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

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

If the student's reading deficiency is not remedied by the end of grade 3, as demonstrated by adequate performance on the statewide assessment test in reading for grade 3, the student **MUST** be retained.

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

a. Limited English proficient students who have had less than 2 years of instruction in an ESOL program.

b. Students with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule.

c. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education.

d. Students who demonstrate, through a portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the Florida Standards in reading equal to at least a Level 2 performance on the Florida Standard Assessment.

e. Students with disabilities who participate in the FSA and who have an Individual Education Plan or a Section 504 plan that reflects that the student has received the intensive remediation in reading, as required by paragraph (4)(b), for more than 2 years but still demonstrates a deficiency in reading and was previously retained in kindergarten, grade 1, or grade 2.

f. Students who have received the intensive remediation in reading as required by paragraph (4)(b) for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, or grade 2 for a total of 2 years. Intensive reading instruction for students so promoted must include an altered instructional day based upon an academic improvement plan that includes specialized diagnostic information and specific reading strategies for each student. The district school board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low performing readers. Requests for good cause exemptions for students from the mandatory retention requirement as described in subparagraph(b)3 and 4 shall be made consistent with the following:

1. Documentation shall be submitted from the student's teacher to the school principal that indicates that the promotion of the student is appropriate and is based upon the student's academic record. In order to minimize paperwork requirements, such documentation shall consist only of the existing school-wide progress monitoring, individual educational plan, if applicable, report card, or student portfolio.
2. The school principal shall review and discuss such recommendation with the teacher and make the determination as to whether the student should be promoted or retained. If the school principal determines that the student should be promoted, the school principal shall make such recommendation in writing to the district school superintendent. The district school superintendent shall accept or reject the school principal's recommendation in writing.

#### **Progression of Retained Third Grade Students**

Third grade students who are retained will be provided intensive interventions in reading to include, but not be limited to the following: diagnostic assessment, scientifically research based materials and instruction, transition classes (3<sup>rd</sup> and 4<sup>th</sup> grades students) which allow mid-year promotion if students have met the criteria by November 1.

Mid-Year Promotion Grade 3 - Options for student retained in Grade 3 more than 2 times; (Portfolio required)

Students who have been retained 2 years in grade 3 and score Level 1 on Florida Standards Assessment (Portfolio required):

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

#### **4. Title I School-Wide Program**

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

#### **5. Elementary Course-of-Study**

The regular course-of-study requirement for elementary students includes instruction in mathematics, science, English Language Arts, reading, social studies, critical thinking skills, and physical education. Provisions are made for teaching computer literacy, health, internet safety, critical thinking skills, patriotism, flag education (including proper flag display and flag salute), the Holocaust, character education and other related skills in the context of mathematics, language arts, reading, social studies, and science. Students scoring Level 4 or 5 on the Florida Standards Assessment reading or math may take accelerated courses via FLVS.

#### **6. Promotion of Students with Disabilities**

Students with disabilities must master the appropriate performance standards (Florida Standards) or have results of specific remediation strategies documenting mastery in their individual educational

plan (IEP), prior to promotion to the next grade level. The ESE teacher is responsible for the assessment, remediation, and documentation of appropriate standards. The IEP shall indicate how the student's disability impacts the student's progress in the general curriculum.

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

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

## **PROMOTION OF STUDENTS, MIDDLE SCHOOL**

### **1. General Information**

A student who is promoted to middle school must have met all requirements for promotion from the elementary school as set forth by the elementary section of the District Student Progression Plan. Any fifth grade student scoring Level 1 in reading on the Florida Standards Assessment may be required to take intensive reading in grade 6. Students in middle school will be required to take a course during each period of the school day. Students will be required to take academic courses (language arts, mathematics, social studies, science) and physical education. The remainder of the courses will be taken from elective areas. \*Students entering grade 6 who have scored below Level 3 on the Florida Standards Assessment reading must have a Progress Monitoring Plan. The plan must be implemented until the student scores Level 3 or above on Florida Standards Assessment or completes the 8<sup>th</sup> grade. This plan must be developed in collaboration with the student and his/her parent.

Provisions are made for teaching career and education planning, computer literacy, the Holocaust, critical thinking skills, character education, flag education, and other related skills in context of the subjects of mathematics, science, language arts, reading and social studies. The student must demonstrate proficiency in reading by passing the core subjects of English, science, social studies\*, and mathematics as evidenced by mastery of the Florida Standards. Student reading grades are merged with language arts grades when determining a passing grade. Students scoring below the 26<sup>th</sup> percentile on the standardized test **may** be retained unless other assessments determine students are achieving the standards. Other methods of evaluation may include but not be limited to the following:

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

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

2. Students who are identified as eligible to participate in special approved programs, dropout prevention programs, and exceptional student education may be placed in that program as an alternative placement.

#### **Promotion/Retention:**

3. Any student who has a passing grade in each core subject and meets the established district/state grade level performance criteria with a grade of 60 or better on each benchmark in English Language Arts, mathematics, social studies, and science shall be promoted. Any student who fails one of the core subjects and/or fails to meet the district/state performance requirements may be retained unless the student makes up the course. Any student who fails two core subjects may be retained unless the student makes up one or more courses the year following the failure. Students failing 3 core courses shall be retained, but will be allowed to participate in credit recovery options and may be promoted as soon as courses are made up.

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

Students who have been retained more than two years will be considered for alternative interventions.

4. Students in grades 6, 7, or 8 who have a minimum of a 3.0 overall average, have scored 85% or above on a standardized test in reading and in the content area for which said student desires to take an advanced course or scores Level 4 or 5 in reading or math, may take a course designated as grade 9 in the Florida Course Code Directory provided:
  1. A child study team consisting of two teachers, the guidance counselor, and the principal conclude, based on academic data, maturity, and other pertinent factors, that it is in the best interest of the student;
  2. The parent gives written consent; and
  3. That the parent and student understand that the grade earned will be factored into the student's high school GPA and may be used to satisfy high school graduation requirements or Florida Bright Futures Scholarship Program requirements.
  4. The principal must execute a contract between the student, parent and principal. See **ACCEL** requirements
5. Students with disabilities must master the appropriate performance standards (Florida Standards) or have results of specific remediation strategies documenting mastery in their individual educational plan (IEP), prior to promotion to the next grade level. The ESE teacher is responsible for the assessment, remediation, and documentation of appropriate standards. The IEP shall indicate how the student's disability impacts the student's progress in the general curriculum.

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

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

## **PROMOTION OF STUDENTS, HIGH SCHOOL**

See Appendix B for details regarding diploma options and state assessment requirements.

### **Grade 9:**

- A student promoted to the ninth grade must have met all requirements as set forth in the middle school section. During the registration process for grade 9, students and their parent(s)/guardian(s) will select an appropriate credit option for graduation. Once enrolled in an option, the student must remain in that option for at least one semester. Parents and students will be given the opportunity to change options only at the semester. For students who enroll, withdraw, and reenroll during the school year, the initial enrollment option will stand for that school year.
- The student must earn 5 credits to be promoted to grade 10.
- Any student who scores below Level 3 on the FSA shall be remediated using school-wide progress monitoring or individually.
- Students entering ninth grade whether for the first time or for repeating courses shall not affect that student's classification as a first time ninth grader for reporting purposes.

### **Grade 10:**

- During the registration process for grade 10, students and their parent(s)/guardian(s) will select an appropriate credit option for graduation. Once enrolled in an option, the student must remain in that option for at least one semester. Parents and students will be given the opportunity to change options only at the semester. For students who enroll, withdraw, and reenroll during the school year, the initial enrollment option will stand for that school year
- Students must earn 11 credits to be promoted to grade 11.
- Any student who scores below Level 3 on the FSA shall be remediated using school-wide progress monitoring or individually.
- The student will take the FSA during the tenth grade. Students who do not make a state determined passing score in math and/or ELA shall be remediated and given the opportunity to retake the test in grade 11 and subsequent grades. **Passage of the FSA reading and math is a requirement for receiving a standard diploma.**

### **Grade 11:**

- The student must earn 17 credits to be promoted to grade 12. Students who select the 18 credit option must earn 18 credits by the end of year 3, otherwise they will revert to the 24 credit option.
- Any student who scores below Level 3 on the FSA shall be remediated using school-wide progress monitoring or individually.
- Students who lack no more than one credit for promotion or graduation on the 18 credit option shall be allowed to acquire that credit via one of the following methods:
  - Dual enrollment
  - FLVS
  - Adult education
  - Courses offered after hours by the district

- Graduation Options
- Students who elect the 18 credit option and do not complete the required credits by the end of the third year or have not passed the FSA will automatically revert to the 24 credit option.

#### Grade 12:

- Students who meet all requirements for a standard high school diploma except earning a passing score on the Grade 10 FSA are eligible to receive a standard diploma using the concordant scores of the ACT or SAT. Once the student has taken the FSA and failed it three times, but has a concordant passing score, the student may elect to continue taking the FSA, but it is not required. The parent must be notified if the student decides to use concordant scores in lieu of FSA.
- A student who enters a Florida school for the first time as a senior may use concordant scores without taking the FSA (s.1008.22).

### PROMOTION OF STUDENTS WITH DISABILITIES

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

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

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

### Credit Recovery for High School

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

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

Credit Recovery course numbers may only be used for credit recovery, grade forgiveness or remediation for students needing to prepare for EOC assessment retake. These courses are not bound by Florida Statute requiring 135 hours.

Students completing a course through the credit recovery program who have a course average between 80 and 100 will be given an 80 as a final grade. Those with a course average of 79 or below will be given the course average earned.

A student who is behind one or more credits may enroll in Gulf District Adult Education Program as a co-enrolled student to earn no more than one credit per semester.\* Students must be at least 16 years old, have

permission from both the high school principal, and the adult school coordinator and attend during the extended day program.

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

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

### **ATTAINING COURSE CREDIT**

A student who successfully masters the standards for a course as determined by the district will be awarded credit. One-half credit shall be awarded if the student successfully completes either the first half or the second half of a full year course, but fails to successfully complete the other half. A full credit shall be awarded if the student successfully completes either the first or second half of a full-year course, but fails to successfully complete the other half of the course and the averaging of the grades in each half result in a passing grade. Courses that require EOCs to count as 30% of the final grade or that the student pass the EOC for credit are exceptions to this rule. Each course shall be a minimum of 135 hours. **Students may not receive credit for a regular course and its honors version.**

### **HONORS and AP COURSES**

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

- 1) A “B” or higher average in a previous similar or like course;
- 2) Rigor of academic requirements in the course
- 3) Students MUST remain in the course for a minimum of one semester;
- 4) Teacher recommendation; and
- 5) Score a minimum of a high Level 3 or higher on the standardized test and/or EOC exams.

### **SCHOOL CHOICE/CONTROLLED ENROLLMENT** – See Appendix A

### **REMEDIATION**

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

- a. School-wide Progress Monitoring
- b. State and/or Federal Compensatory Education Programs
- c. Change in teacher or pupil assignment

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

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

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

Students who do not pass the FSA Reading or the required EOC shall retake and pass both before they are eligible for a standard diploma. Students will be provided opportunities to retake the FSA in October and March. Students who do not pass the FSA their third year will be provided opportunities in October, and March of their fourth year. If the FSA has not been passed at the time of graduation the student will receive a Certificate of Completion and may elect to return to school for year thirteen (13).

## **ALTERNATIVE COURSE CREDITS AND PROGRAMS**

### **1. Accelerated Graduation for the purpose of Early College Admission**

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

- a) Must have 3.5 grade point average on a 4.0 grade system grades 9-11;
- b) Obtain a personal recommendation from their high school principal;
- c) Apply for approval from the School Board;
- d) Successfully complete all required State Assessments;
- e) Completed at least one Dual Enrollment Course or an Industry Certification;

Early admissions will not be granted on a semester basis.

## 2. Additional High School Credit

### a. Dual Enrollment

Under the terms of annually updated articulation agreements between Gulf County School Board and accredited post-secondary institutions, students in grades 6-12 may receive both high school and post-secondary credit upon successful completion of approved courses. In addition to the Common Placement Examination (P.E.R.T.), student qualifications for college credit dual enrollment courses must include a 3.0 unweighted grade point average, and teacher/guidance counselor/principal recommendation. Student qualifications for vocational certificate dual enrollment courses must include a 2.0 un-weighted grade point average. F.S. 1007.27

\*If a student enrolls in a dual enrollment class and the district purchases the textbook and the student does not complete the course, the student and the parent/guardian must reimburse the district for the textbook. Students may not enroll in another dual enrollment course until the reimbursement has been made.

**Dual Enrollment – SAT or ACT scores for Placement, PERT cut scores are 106 for reading, 104 for writing, and 123 for math.**

**Students who take dual enrollment classes will be subject to the drop/add period established by the college. If a student drops a course after the drop/add period, he/she will not be permitted to enroll in another dual enrollment course for a period of one year.**

**During any given semester, for every dual enrollment class taken at a college campus, the students must take a class on the high school campus. This does not apply to full-time early enrollment.**

### b. Virtual Instruction Policy

Gulf District Schools offers both a part-time and a full-time virtual K-12 instructional program to its students. This program provides parents and students an educational opportunity that uses an interactive learning environment created through technology and the Internet in which students are separated from their professionally certified teachers by time and/or space.

We are committed to providing educational excellence for all virtual students anytime, anywhere, at any pace, and at any level for any student. We provide the highest quality education so that all students are empowered to choose to lead productive and fulfilling lives as lifelong learners and responsible citizens.

All students are eligible to participate in the district part-time or full-time kindergarten through grade 12 virtual instruction program under Florida Statute 1002.45(1)(b). Each student enrolled in a virtual instruction program must comply with compulsory attendance requirements for Florida Statute 1003.21, and take statewide assessments pursuant to Florida Statute 1008.22.

Students and parents will be made aware of these Virtual Instruction Program Policy & Procedures in writing during the school enrollment process, at Open Houses, Parent Meetings, Kindergarten Round-Up/Registration, and when registering for classes each semester. As a part

of the Student Progression Plan, these policies and procedures may also be found online at the district website.

Because of the unique nature of the program, approval of the principal or guidance counselor is required to ensure that the courses meet the student's expectations, academic needs and/or graduation requirements. Students may take courses from the virtual school on campus during school hours or after school hours in addition to the regular school day. Initiating enrollment in virtual coursework is done through [www.FLVS.net](http://www.FLVS.net). Enrollment opens March 1 of each year and closes 30 days prior to the beginning of the school year. The same grading scale applied to traditional classes also applies to virtual coursework.

In lieu of the daily presence of a face-to-face teacher, parents are encouraged to take the lead in guiding the students through the curriculum, submission of work samples, assignments, online class sessions, producing products, and reviewing for quizzes and tests. The student must demonstrate continuous progress and pass all courses each semester in order to continue enrollment. Progress will be considered adequate if it mirrors the school calendar. For example, a student should be 25% complete with a year-long course by the end of the first nine weeks and 50% complete by the end of the first semester. Students who do not maintain this pace may be withdrawn from the course.

Students may register for only one (1) course the first time he/she enrolls in a virtual class and may register for no more than (2) during any semester unless granted permission from the principal.

Accessing the Internet using District equipment or personally-owned equipment and/or the District's network is a privilege, not a right, and inappropriate use may result in the revocation of the privilege. Use of the network must support and be consistent with the educational objectives of the District. In using personally-owned equipment, users are responsible for ensuring their devices use security applications to protect the devices from infection and prevent spreading infections from the devices. The District has the right to review any material on user accounts to maintain adequate fileserver space and monitor appropriateness of material transmitted through the network. All users are expected to follow the generally accepted rules of network etiquette. All students and parents must sign an Internet User's Agreement prior to the use of equipment and the District network. The District prohibits the transmission of materials such as copyrighted material, threatening or obscene material, or material protected by trade secret, which violate local, state, or federal law or regulation, as well as the use of the Internet for product advertisement, commercial activities, political campaigning or solicitation.

All Virtual Instruction Program instructors serving Gulf District Schools have met all required background screening requirements. Documentation of those screenings is kept on file at the District Office .

c. Gulf County Adult School

Students in need of no more than one (1) credit for graduation, may attend the Gulf County Adult School in the summer after their senior year, and upon successfully completing

requirements, may receive their diploma or certificate of completion from their high school of record.

### **MENTAL AND EMOTIONAL HEALTH EDUCATION**

School district must annually provide a minimum of five hours of instruction to students in grades 6-12 related to youth mental health awareness and assistance, including suicide prevention and the impacts of substance abuse.

Using the health education standards adopted in Rule 6A-1.09401, F.A.C., Student Performance Standards, the instruction for youth mental and emotional health will advance each year through developmentally appropriate instruction and skill building and must address, at a minimum, the following topics:

- Recognition of signs and symptoms of mental health disorders
- Prevention of mental health disorders
- Mental health awareness and assistance
- How to reduce the stigma around mental health disorders
- Awareness of resources, including local, school, and community resources
- The process for accessing treatment
- Strategies to develop healthy coping techniques
- Strategies to support a peer, friend, or family member with a mental health disorder
- Prevention of suicide
- Prevention of the abuse of and addiction to alcohol, nicotine, and drugs

# IV. GRADUATION

## DIPLOMA OPTIONS

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma\*
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Career and Technical Education (CTE) Pathway
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma Curriculum

\*In addition to the five options available for students to earn a standard diploma listed above, there are two additional options Rule that students with disabilities may complete. These include

- specific requirements for students with disabilities for whom the individual education plan (IEP) has determined that participation in the Florida Alternate Assessment is the most appropriate measure of the student's skills and instruction in the access points is the most appropriate means of providing the student access to the general curriculum.
- specific requirements for a standard diploma for students with disabilities for whom the IEP team has determined that mastery of both academic and employment competencies is the most appropriate way for the student to demonstrate his or her skills.

### 1. Standard Diploma

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

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

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

## h. Graduation Options Program

### Concordant Scores

- 1) Pursuant to S.1008.22(9)(b), F.S. (Concordant Scores for the FSA), in order to use a concordant subject area score to satisfy the assessment requirement for a standard high school diploma, a student must take each subject area of the Grade 10 FSA a total of three times without earning a passing score. The requirements shall not apply to a new student who enters the Florida public school system in Grade 12, who may either achieve a passing score on the FSA or use an approved subject area concordant score to fulfill the graduation requirement. A new student entering the Florida public school system in Grade 12 is not required to take the Grade 10 FSA if he or she is able to document the approved concordant scores.
- 2) Students who are eligible to use a concordant score, as described above, and have attained the current ACT scores concordant with the FSA passing scores shall satisfy the assessment requirement for a standard high school diploma as provided by Florida law S.1003.429(6)(a)

<b>Cohort</b>	<b>Scheduled Graduation Date</b>	<b>Concordant Scores</b>
Those who entered 9 <sup>th</sup> grade in 2018-2019 and beyond	Spring 2022 and beyond	<p>Students can only use newly adopted scores for Grade 10 FSA ELA:</p> <ul style="list-style-type: none"> <li>• 480 on SAT EBRW or</li> <li>• An average of 18 on ACT English and Reading</li> </ul> <p>For Algebra 1 EOC:</p> <ul style="list-style-type: none"> <li>• 430 on PSAT/NMSQT or</li> <li>• 420 on SAT Math or</li> <li>• 16 on ACT Math</li> </ul>
Those who entered 9 <sup>th</sup> grade between 2010-2011 and 2017-2018	Spring 2021 Spring 2020 Spring 2019	<p>Students can use last-adopted scores</p> <p>For Grade 10 FSA ELA:</p> <p>430 on SAT EBRW or 24 on SAT Reading subtest or 19 on ACT Reading</p> <p>For Algebra 1 EOC:</p> <p>97 on PERT Mathematics</p> <p>Students can also use the newly adopted scores</p>

- 3) Once a student has met the assessment graduation requirement for a standard high school diploma with a concordant score (and taken and failed the Grade 10 FSA a total of three times, if applicable) the student is not required to continue retaking the Grade 10 FSA for the purpose of high school graduation.

## 2. Academically Challenging Curriculum to Enhance Learning (ACCEL)

Each student on this 18 Credit Option must be approved by the School Board and meet other requirements of State Board of Education, Administrative Rules, and in addition, meet other district guidelines as set forth below.

Requirements:

- Level 3 on the most recent Florida State Assessments in ELA and Math (excluding Alg. II)
- GPA of 3.0 on a 4.0 grade system
- Present 85% of the time or more for all classes for the preceding school year and each subsequent year
- No more than 5 discipline referrals the preceding year and each subsequent year; level 3 ,4, 5 offenses counting double
- Recommendation from one or more of the student's teachers in core-curricula courses
- Recommendation from a certified school counselor
- Recommendation from the high school principal
- Performance contract with signatures from the student, parent and high school principal (see Appendix E)

A student meeting the above requirements will be allowed to participate in Senior events as a Junior (if on track with the progression requirements set forth in the performance contract) and may graduate after their Junior year and participate in baccalaureate and graduation ceremonies.

## 3. Career and Technical Education Pathway Option

Beginning with the 2019-202 school year, a student may earn a standard high school diploma through the Career and Technical Education (CTE) pathway option.

To earn a standard high school diploma through this pathway option, a student must:

- Successfully complete a minimum of 18 credits
- Have a minimum, cumulative GPA of at least 2.0 on a 4.0 scale
- Meet the requirements of
  - 4 English credits (including the statewide grade 10 Reading assessment or the grade 10 ELA assessment, or earn a concordant score)
  - 4 Math credits (including the statewide Algebra I EOC assessment, or earn a comparative score)
  - 3 Science credits
  - 3 Social Studies credits
- Complete two credits in career and technical education. The course must result in a program completion and an industry certification.
- Complete two credits in work-based learning programs. A student may substitute up to two credits of electives, including one-half credit in financial literacy for work-based learning programs courses to fulfill this requirement.

#### 4. Certificate of Completion

Any student who has completed district requirements, but fails the FSA or achievement of a 2.0 GPA, will be given a Certificate of Completion unless the student elects to return for a thirteenth year. If the student refuses the Certificate of Completion, he/she may enroll in a full or part "13th year program" (Section 232.246(9) Florida Statute). If the student accepts the Certificate of Completion he/she may be remediated in either regular or adult school and take the test again in the following June administration. If the student passes, he/she can exchange the Certificate of Completion for a Standard Diploma. Graduates with a Certification of Completion may enroll in any public state college by taking the P.E.R.T. to determine if they qualify for college-ready courses or must take remedial courses to continue their studies.

#### 5. Commencement Exercises

Students who are no more than one credit short of meeting all graduation requirements may participate in commencement exercise, but will not be awarded a diploma until all requirements are met.

#### 6. High School Equivalency Diploma (GED)

Students may take the GED. If passed, the student will be awarded a diploma from the Florida Department of Education. F.S. 1003.43, subsection 229.814 who are at least 18 years old or with Board approval if 16 or 17 years old.

#### 7. Requirements for Standard Diploma for Exceptional Students (Course Accommodations)

- a. The aforementioned requirements for graduation apply equally to exceptional students who will receive a standard diploma; however, Section 1003.438, F.S. and rule 6A-6.0312 authorizes district school boards to make course and program accommodations for exceptional students.
- b. As outlined below, accommodations shall be made where necessary to ensure students with disabilities access to a standard diploma. Section 1003.438, F.S., specifically states "Nothing provided in this section, however, shall be construed to limit or restrict the right of an exceptional student solely to a special diploma." An exceptional student should be awarded credit in a basic course under the following conditions:
  - I. The exceptional student has taken the course (regular course code directory number) with regular students and has passed the course, with or without accommodations; or
  - II. The exceptional student has taken the regular course in an exceptional student class with any of the following modifications to the course:
    - (a) The instructional time may be increased or decreased.
    - (b) Instructional methodology may be varied.
    - (c) Special communications systems may be used by teacher or the students.
    - (d) The student may receive classroom and district test administration procedures and other evaluation procedures as specified in Rule 6A-1.0943, FAC, to accommodate the student's disability and specified in the sub-section entitled

“Students with Disabilities Participate in State and District Assessment Programs.”

- c. A student with a disability, as defined in s.1007.02(2), for whom the individual education plan (IEP) committee determines that the FSA cannot accurately measure the student’s abilities taking into consideration all allowable accommodations, shall have the FSA requirement of paragraph (4)(b) waived for the purpose of receiving a standard high school diploma, if the student:
- 1) Completes the minimum number of credits and other requirements prescribed by subsections (1), (2), and (3).
  - 2) Does not meet the requirements of paragraph (4)(b) after one opportunity in 10<sup>th</sup> grade and one opportunity in 11<sup>th</sup> grade and in March of grade 12.

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

8. Special Diploma

Students who entered the ninth grade prior to 2014-2015 and who have been properly classified with an intellectual disability, an autism spectrum disorder, a language impairment, an orthopedic impairment, an other health impairment, a traumatic brain injury, an emotional or behavior disability, a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia, or students who are deaf or hard of hearing or dual sensory impaired may be eligible for a special diploma. Access to a special diploma may be made available for profoundly handicapped students through the requirements for any other exceptionality eligible for a special diploma. Gulf School Board may award Special Diplomas based on two (2) options.

9. Diploma Procedures

Students who entered the ninth grade prior to 2014-2015 may select and move between two Special Diploma options and between courses of study leading to Standard or Special Diplomas, as appropriate.

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

student solely to a Special Diploma. The parents of each exceptional student eligible for a Special Diploma for exceptional students shall be notified in writing of the options available under this rule prior to tenth grade testing.

10. Beginning with students entering grade 9 in the 2014-2015 school year:

1. For students with disabilities for whom the IEP team has determined that the Florida Alternate Assessment is the most appropriate measure of the student's skills:
  - a. A combination of course substitutions, assessments, industry certifications, other accelerated options, or occupational completion points appropriate to the student's unique skills and abilities that meet the criteria established by the State Board of Education rule.
  - b. A portfolio of quantifiable evidence that documents a student's mastery of academic standards through rigorous metrics established by State Board of Education rule. A portfolio may include, but not be limited to, documentation of work experience, internships, community service, and postsecondary credit.
2. For a student with a disability for whom the IEP team has determined that mastery of academic and employment competencies is the most appropriate way for a student to demonstrate his/her skills:
  - a. Documented completion of the minimum high school graduation requirements, including the number of course credits prescribed by rules of the State Board of Education.
  - b. Documented achievement of all annual goals and short-term objectives for academic and employment competencies, industry certifications, and occupational completion points specified in the student's transition plan. The documentation must be verified by the IEP team.
  - c. Documented successful employment for the number of hours per week specified in the student's transition plan, for the equivalent of 1 semester, and payment of a minimum wage in compliance with the requirements of the federal Fair Labor Standards Act.
  - d. Documented mastery of the academic and employment competencies, industry certifications, and occupational competition points specified in the student's transition plan. The documentation must be verified by the IEP team, the employer, and the teacher. The transition plan must be developed and signed by the student, parent, teacher, and employer before placement in employment and must identify the following:
    - 1) The expected academic and employment competencies, industry certifications, and occupational competition points;
    - 2) The criteria for determining and certifying mastery of the competencies;
    - 3) The work schedule and the minimum number of hours to be worked per week; and
    - 4) A description of the supervision to be provided by the school district.
3. Any change to the high school graduation option specified in the student's IEP must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent as provided in s. 1003.572.
4. A student with a disability who meets the standard high school diploma requirements in this section may defer the receipt of a standard high school diploma if the student:
  - a. Has an IEP that prescribes special education, transition services, or related services through age 21; and

- b. Is enrolled in accelerated college credit instruction pursuant to s 1007.27, industry certification courses that lead to college credit, a collegiate high school program, courses necessary to satisfy the Scholar designation requirements, or a structured work-study, internship, or pre-apprenticeship program.
5. A student with a disability who receives a certificate of completion and has an IEP that prescribes special education, transition planning, transition services, or related services through 21 years of age may continue to receive the specified instruction and services.
6. Any waiver of the statewide, standardized assessment requirements by the IEP team, pursuant to s. 1008.22 (3) (c), must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent as provided for in s. 1003.572.

### **Special Certificate of Completion**

To earn a Special Certificate of Completion, the student must meet requirements for a special diploma, but fail to demonstrate mastery of the state standards.

Employment and community competencies. The School Board's requirements for demonstration of mastery of specified employment and community competencies ensure:

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

### **STUDENTS WITH DISABILITIES PARTICIPATION IN STATE AND DISTRICT ASSESSMENT PROGRAMS**

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

The general expectation of state and district assessment systems is that all students participate in assessment for accountability purposes. The district has established a goal of 85% inclusion of students with disabilities in the state assessment program. However, a student's disability and characteristics may be such that assessment programs may not be appropriate for that individual

student. The decision to exclude a student from district and/or state assessment must be made at the IEP meeting and reflected on the IEP (ESE#13). The decision should be made based on whether the student is pursuing a standard diploma and past performance. If exemption or exclusion is the decision, the rationale should be included on the IEP, and decisions revisited annually. Exemption may be permitted only when all of the following criteria are met:

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

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

## 2. Alternative Assessment

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

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

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

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

Alternate assessment procedures address, at a minimum, areas that correspond to areas assessed through the state and district assessment of student achievement. For example, reading, writing, mathematics would correspond to the Florida Standards.

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

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

receive instructional modifications that would not be permitted on the statewide assessments and must acknowledge in writing that he or she understands the implications of such accommodations.

### 3. GUIDELINES FOR DETERMINING APPROPRIATE ACCOMMODATIONS

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

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

### 4. PARTICIPATION OF STUDENTS WITH DISABILITIES IN STATEWIDE ASSESSMENT

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

- a. **Presentation:** The student may be administered any statewide assessment through the following presentation formats:
  - (1) Regular print versions of the test may be enlarged through mechanical or electronic means.
  - (2) The district test coordinator may request large print versions.
  - (3) Braille versions may be requested for students who use Braille materials. Some test items may be altered in format for Braille versions of the test as authorized by the Department. Test items that have no application for the Braille reader will be deleted as authorized by the Department. Student performance standards that cannot be assessed in the Braille format will be deleted from the requirements of s.299.57,F.S.
  - (4) Signed or oral presentation may be provided for all directions and items other than reading items. Reading items must be read by the student through visual or tactile means.
  - (5) The student may use means to maintain or enhance visual attention to test items.
  - (6) Presentation formats not covered by this rule may be requested through the Department of Education and will be provided, as appropriate, upon approval from the Commissioner of Education.
- b. **Responding:** The student may use varied methods to respond to the test, including written, signed, and verbal response. Written responses may include the use of mechanical and

electronic devices. A test administrator or proctor may transcribe student responses to the format required by the test. Transcribed responses must accurately reflect the response of the student, without addition or edification by the test administrator or proctor.

- c. Scheduling: The student may be administered a test during several brief sessions, allowing frequent breaks during the testing sessions, within specifications of the test administration manual. Students may be provided additional time for the administration of the test.
- d. Setting: The student may be administered a test individually or in a small group setting, and may be provided with adaptive or special furniture, lighting, or acoustics.
- e. Assistive devices: The student may use the following assistive devices typically used in classroom instruction.
  - (1) If the purpose of the assessment requires complex computation, calculators may be used as authorized in the test administration manual. A calculator may not be used on assessments of basic computation as specified in the test administration manual.
  - (2) Visual magnification and auditory amplification devices may be used. For students with visual impairments, an abacus may be used.
  - (3) Technology may be used without accessing spelling or grammar, checking applications for writing assessments, and without using speech output programs for reading items assessed. Other assistive technology typically used by the student in classroom instruction may be used provided the purpose of the testing is not violated. Implementation of assistive devices must assure that test responses are the independent work of the student. Unusual circumstances of accommodations through assistive devices must be approved by the Department of Education before use.

### **HIGH SCHOOL EXTRACURRICULAR ACTIVITIES**

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

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

Home education students may participate in extracurricular activities at the school to which they would have been assigned according to district attendance policies or which the student could have chosen to attend pursuant to district controlled open enrollment provisions.

## **SERVICE LEARNING**

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

## **THE FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM**

See Bright Futures Initial and Scholarship Award Information in Appendix C

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

## **GRADE POINT AVERAGE/CLASS RANKING**

The **weighted** alpha-numeric GPA will be used to determine class ranking and the honor status of each graduate as follows:

- Summa Cum Laude = 4.0+
- Magna Cum Laude = 3.8 -3.99
- Cum Laude = 3.5-3.79

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

**Students must be full-time students taking academic courses to be included in class ranking.**

The GPA will be determined by the following point system:

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

The following courses are weighted .25 per semester course or .50 per year course in the calculation of the GPA:

- Advanced Placement (AP)
- Pre-International Baccalaureate (Pre-IB)
- International Baccalaureate (IB)
- Honors
- Pre-Advanced International Certificate of Education (Pre-AICE)
- Advanced International Certificate of Education (AICE)
- Academic Dual Enrollment

## **V. OTHER PROGRESSION PROGRAMS**

### **ADULT EDUCATION**

The Gulf District Adult Education program enables students to complete the requirements to earn a Standard Diploma for Adult High School Students, Certificate of Completion and co-enrollment courses of study. Course requirements are in accordance with standards established by the state. The program of instruction is based on the State of Florida Adult Education Frameworks and the Florida Standards. Instructional methodologies may include, but are not limited to, traditional lecture instruction, competency and performance-based adult education, distance learning and computer-assisted instruction. The Adult High School curriculum framework is correlated to the Florida State Standards and courses offered are the same as those in the K-12 program.

### **Admission**

Admission shall be in accordance with State Board of Education Rules and Gulf School Board procedures. The Gulf District Adult Education program shall provide the opportunity for open enrollment throughout the year and shall include the planning and adjusting of courses to meet granting of credit on the basis of individual needs. As of July 1, 2011, all adult education programs are required to charge the following tuition rates for all adult education students (excluding co-enrolled):

- \$45.00 block tuition rate for each half year in a program year (July 1 - June 30)
- \$30.00 block tuition rate for each term in a program year (July 1 - June 30)

Criteria for enrolling into an AHS program (except co-enrolled) states that the student:

1. Does not possess a high school or state-approved diploma;
2. Is 16 years of age or older; and
3. Is officially withdrawn from an elementary or secondary program.

Students entering adult general education programs after July 1, 2013 must complete action-steps-to-employment activities:

1. Identify employment opportunities using market-driven tools.
2. Create a personalized employment goal.
3. Conduct a personalized skill and knowledge inventory.
4. Compare results of skill and knowledge inventory with knowledge and skills needed to attain personalized employment goal.
5. Upgrade skills and knowledge needed through the adult program based on the personalized employment goal.

Any student who withdraws from the regular high school program and enrolls in the adult school, and earns credits, shall not be permitted to re-enroll in the regular school program if 18 years of age or older, except by approval of the Assistant Superintendent for Instruction and the high school principal.

### **Adult Basic Education**

Adult Basic Education is a basic skills program for students with academic abilities below the 9<sup>th</sup> grade level which includes reading, mathematics, and language arts. The purpose of the program is to prepare students to improve skills in order to earn a high school equivalency diploma.

### **Standard Diploma for Adult High School Students**

The Gulf District Adult Education program provides courses of study for an adult standard high school diploma. To obtain an adult standard high school diploma, a student must earn the required 24 credits or the Academically Challenging Curriculum to Enhance Learning (ACCEL) option of 18 credits and successfully complete all statewide standardized assessments or attain a recognized concordant or comparative score. A cumulative GPA of 2.0 on a 4.0 scale is required for all adult education students.

Students enrolled prior to January 2013 may follow their educational plan already in place. Students enrolled after this date should follow the requirements listed in the Adult High School Technical Assistance Guide provided by the Florida Department of Education.

To determine graduation requirements for AHS students who are not enrolled in the K-12 educational system, the following shall apply:

1. Students entering AHS, whose 9th grade cohort group has not graduated, must meet the graduation requirements based on the year the student entered the 9th grade.
2. Students whose cohort group has graduated must follow the graduation requirements based upon the year they entered AHS.
3. Students entering AHS who are not a part of a 9th grade cohort (from another country, never entered high school, etc.), must meet the current 12th grade cohort graduation requirements that are in effect for the year they enter AHS.
4. Students that are continuously enrolled from the time they withdraw from the K-12 system and enroll in adult education will follow the requirements of their 9th grade cohort.
5. The number and type of credits required and the GPA must be determined by the year the student entered grade nine if prior to 1986. Students entering grade nine prior to 1997-98 had to achieve a 1.5 cumulative GPA on courses taken prior to June 30, 1997, and a 2.0 cumulative GPA on courses taken July 1, 1997 and thereafter.
6. The one credit in physical education required for graduation is not required for adult education and shall be substituted with elective credit, keeping the total credits needed for graduation. The laboratory component of the science requirement is waived. Any course listed within the Department of Education Course Code Directory in the areas of art, dance, drama or music may be undertaken by adult secondary education students. The one credit in performing fine arts is not required for graduation and shall be substituted with an elective credit that is consistent with the total credits needed for graduation.
7. The credit acceleration program (CAP) allows a student to earn high school credit if the student passes a statewide course assessment without enrollment in the course. The courses include the following subjects: Algebra I, Geometry, U.S. History, and Biology I.
8. Students with disabilities who have withdrawn and enrolled in adult general education are not eligible for an FCAT or EOC assessment waiver. If an adult high school student with a disability has not yet reached age 22, the student has the option of re-enrolling in school (K-12 system) and requesting an eligibility staffing for ESE.

9. Adult education students are not subject to certain college readiness accountability requirements related to the K-12 system.
10. Students not mastering any assessments required for earning an adult standard high school diploma shall be provided special instructional assistance in order to remediate deficiencies.
11. A student may substitute a concordant score to the meet the reading graduation requirements. Passing scores for the FCAT and acceptable concordant scores for the ACT and SAT, and EOC assessments and PERT math assessment where required, are listed at <http://fcat.fldoe.org/pdf/fcatpass.pdf>. There are no requirements regarding the number of attempts, if any, on the statewide assessment, before a concordant score may be applied. The passing scores for graduation requirements are those in effect for the current graduating class if a student enrolls in AHS and his/her 9th grade cohort group has graduated

### **Certificate of Completion**

An adult education student may receive a certificate of completion if he/she meets the following criteria:

1. Meets the graduation requirement for the total number of credits earned; AND
2. Meets the graduation requirements for the number of credits earned in the specific subject areas; AND
3. Does not pass the required testing as set forth in Florida State Statute; AND/OR
4. Does not meet the GPA requirements for graduation.

### **Academically Challenging Curriculum to Enhance Learning (ACCEL)**

Students who wish to pursue the 18 Credit Option must be approved by the School Board and meet other requirements of State Board of Education, Administrative Rules, and in addition, meet other district guidelines as set forth below.

Requirements:

- Level 3 on the most recent Florida State Assessments in ELA and Math (excluding Alg. II)
- GPA of 3.0 on a 4.0 grade system
- Present 85% of the time or more for all classes for the preceding school year and each subsequent year
- No more than 5 discipline referrals the preceding year and each subsequent year; level 3 ,4, 5 offenses counting double
- Recommendation from, at least 2 core class teachers that have actually taught the student
- Recommendation from the adult school principal
- Performance contract with signatures from the student, parent and high school principal (see Appendix E)

### **CO-ENROLLED HIGH SCHOOL STUDENTS**

A student who is behind one or more credits may enroll in the Gulf District Adult School's extended day program as a co-enrolled student to earn no more than one credit per semester. Students that are at risk of not graduating with their 9th grade cohort may enroll in the co-enrollment program. Students enrolled in the co-enrollment program are exempt from the payment of the block tuition for adult education programs. The student must exhibit exemplary behavior and attend a minimum of six hours per month in order to earn a minimum of .5 credit per semester to remain enrolled. Students who co-enroll and fail to meet the requirements will not be allowed to continue co-enrollment or to re-enroll as a co-enrolled student that school year. Student enrollment is limited to core curricula courses for credit recovery or dropout prevention. Criteria for enrolling into an AHS co-enrolled program:

1. Students must be at least 16 years.
2. Must have permission from both the high school principal and the adult school principal.

3. Students must not have a pattern of excessive absenteeism or habitual truancy, or a history of disruptive behavior.

### **STATE of FLORIDA HIGH SCHOOL EQUIVALANCY DIPLOMA (GED®)**

Students who wish to take the GED® exam must be at least 18 years of age at the time of application or apply for an underage waiver. Waivers for 16 and 17 year old applicants for the GED® examination must have school board approval and meet all of the following criteria in order to be eligible to take the GED® exam:

1. TABE test score 9.0 or above.
2. GED® practice test score of 70% or higher.
3. Approval from the Coordinator of Adult/Alternative Education.

### **GULF ACADEMY**

#### **Specific Eligibility Criteria**

The general target population for the Gulf Academy disciplinary program includes students who either have a history of disruptive behavior in school or who have committed offenses which may warrant suspension or expulsion according to the district's Code of Student Conduct. Eligibility must be based on one or more of the following criteria:

1. Documentation of severely threatening the general welfare of students or others with whom students come into contact as evidenced by disciplinary referrals and other school records;
2. Documentation of interfering with the student's own learning or the educational process of others as evidenced by disciplinary referrals and documentation of violations of the District's Code of Student Conduct;
3. Documentation of evidence of frequent conflicts of a disruptive nature while the student is under the jurisdiction of school as evidenced by disciplinary referrals and documentation of violations of the District's Code of Student Conduct or from a sending district;
4. Documentation of transferring into the district from a Juvenile Justice Facility;
5. Documentation of adjudication as a felon;
6. Documentation of charges pending from another in-state or out-of-state school;
7. Documentation of an offense that warrants suspension or expulsion as a possible consequence as specified in the District's Code of Student Conduct;
8. Documentation of involvement with drugs and/or alcohol related activities;
9. Documentation of pending felony charges;
10. Documentation of sexual offenses.

## **Admission**

1. Eligible students will be recommended for non-voluntary placement by a screening committee composed of the principal, two members of the staff of the school of record, the academy instructor, and the Coordinator of Adult/Alternative Education.
2. Parents will be notified that placement is for a specified time period.
3. A parent conference will be scheduled during the first two (2) weeks of participation in program.

## **Screening Committee for Placement in The Gulf Academy**

A majority of those in attendance must be in agreement that placement in Gulf Academy is in the best interest of the student and of the school. The decision of the screening committee is final. Other agencies will be involved as appropriate, but will not have a vote in determining the final decision. The parent(s) and the student shall be notified that a staffing is being held and an invitation to be present shall be given and documented. It is the responsibility of the principal of the sending school to notify the parent(s). The student and parent(s) do not have to be present for a student to be placed in the Gulf Academy.

The sending school, which is familiar with the student, will present the case history and reasons for recommending placement at the Gulf Academy. The screening committee, after hearing the information can recommend one of the following:

1. The student meets the eligibility criteria and is appropriate for placement at Gulf Academy.
2. The student should return to the home school with specific recommendations for further interventions before a Gulf Academy referral is appropriate.
3. The student should be referred to other, more appropriate alternatives.
4. The student should be expelled or expulsion upheld.

If a student is determined to be eligible for admission into the Gulf Academy, the following procedures are to be implemented:

1. The sending school's principal will contact the parents regarding the student's new placement, and the time and date to bring the student to the Gulf Academy.
2. The sending school's principal will invite the parent(s) of the student being placed at the school to a meeting to explain the school's goals, curriculum, and rules and procedures for earning the right to transfer back to the home school if the parent(s) were not present at the placement staffing.
3. A daily class schedule and a tentative education plan shall be completed for each student placed at the Gulf Academy.

The Staffing Committee will determine if students should be provided transportation from their home to the Gulf Academy in the morning and from Gulf Academy back to their home in the afternoon. However, should

the bus driver have to write a disciplinary form for any misbehavior on the bus, the first written report is ten (10) days suspension from the bus; the 2<sup>nd</sup> written discipline report will result in expulsion from the bus for the remainder of the school year. Parents will be given a copy of this policy and will be requested to sign it, upon admittance of their child the Gulf Academy.

### **Exit Procedures**

The usual length of placement at the Gulf Academy will be at least 90 days from the date of admission. Placement may be for a longer period of time if the school's staffing committee feels that the student has not earned the right to transfer back to the home school. If a student is placed at the Gulf Academy in the middle of a semester, the student will attend the remainder of that semester, plus a minimum of one more semester. Students who were placed for disciplinary reasons will be allowed to return to their home school if they make adequate progress on their behavior and academic work as determined by the screening committee. This criteria will include, but not be limited, attendance, discipline record, and academic performance. Academy students making the transition from the Gulf Academy program back into the base school may be served at that school through the development and implementation of individual Student Support and Assistance Plans or an Academic Improvement Plan in accordance with State Board Rules. Students who do not successfully earn re-entry status will not be allowed to re-enroll in their home school. Final determination of a student's "readiness" to return to a mainstream school will be made by the staffing committee.

### **Drug Testing**

Students placed into Gulf Academy for possession, sale, use or under the influence of any controlled substance:

1. Gulf Academy placement is for a minimum of ninety days and all rules and regulations of that program must be strictly followed.
2. The student must submit to random drug testing upon request with the following stipulations:
  - A. Drug testing to be completed at an approved testing facility.
  - B. Drug testing is for the duration of placement in the Gulf Academy.
  - C. Drug testing is to be at the student's/parent's expense.
  - D. Drug testing is to be scheduled by the student/parent.
  - E. Drug testing results are to be delivered to the sending school's principal.
3. The student may be required to participate in a substance abuse program. By the end of the first ten (10) days at Gulf Academy, the parent must provide evidence of the student's enrollment in a certified substance abuse program. Participation in this program must be conducted during non-school hours. Participation in the substance abuse program shall be at the student's/parent's expense. Documentation of completion of the substance abuse program must be provided to the sending school's principal prior to the completion of the Gulf Academy Program. If a student is currently being drug tested as a part of a mandate through the Department of Juvenile Justice, the parent may request the testing agency forward a copy of the results.

4. The student will be recommended for a one-year expulsion from the Gulf County School System if the student:
  - A. Fails to take the drug tests as outlined.
  - B. Tests positive for any controlled substances while at Gulf Academy.
  - C. Fails to attend and to complete the substance abuse program.
  - D. Fails to adhere to all rules and regulations of the Gulf Academy.

### **Operating Procedures**

1. Curriculum – Students participating in the Gulf Academy disciplinary program will be enrolled in performance based courses for which they will earn grades and or credits that will allow them to receive a standard high school diploma or be promoted to the next grade level. Individualized curriculum is provided through the use of computerized and traditional instruction. It shall be designed to meet the needs of each student. This program may be extended into summer school pending need and funding. Students will work independently on behavior modification units and academic course work. The student must satisfactorily complete the behavior modification unit before credit will be awarded for academic course work. Individual and group counseling is included.
2. Strategies – Each student will be placed in a behavior management system that consists of levels of performance. Specific behavior modification units will be selected to meet the student's individual needs, and counseling service will be provided for reinforcement. Student behavior monitoring will continue after the student exits the program and referrals to support agencies will be made as needed. Progress through these levels will be a factor in determining when a student will be staffed back to their home school.

The following special strategies may be incorporated into the program:

- A. individualized instruction;
  - B. integrated curriculum which include character education and law studies;
  - C. self-concept and affective education;
  - D. focus on application of life skills;
  - E. speakers and other communication resources;
  - F. career exploration and awareness concepts;
  - G. individual, group, and/or family counseling;
  - H. individual and classroom behavior management system;
  - I. positive reinforcement strategies;
  - J. prescribed, structured disciplinary techniques;
  - K. coordination of services available to Gulf Academy students from law enforcement, DCF, and school-system staff;
  - L. crisis prevention intervention techniques;
  - M. aggression control techniques;
  - N. work experience;
  - O. transition service;
  - P. computer-aided instruction.
3. LEP – Limited English Proficient (LEP) students who meet program eligibility criteria shall have equal access to the program. When a LEP student is served in the program, the curriculum and related services will be

designed to appropriately address the needs of LEP student in order to ensure that the instruction is understandable.

4. ESE - Exceptional students who meet the program eligibility criteria will be considered for placement. An IEP review will occur prior to this placement and dropout prevention staff will be present at the review. Students who have been assigned for ninety days will be notified of their right to evaluation of eligibility for ESE. Exceptional students (ESE) who meet the program eligibility criteria for full-time or part-time placement must receive ESE services according to their IEP. ESE students who are placed at Gulf Academy for Violating the Zero Tolerance policy will serve a maximum of 45 days for the offense as per the District Code of Conduct.
5. Services – Students will receive the services of a certified teacher or guidance counselor to monitor their progress. School personnel will assist students and parents seeking additional counseling services. This program will combine behavior modification, work experiences, and community service with related classroom work in for-credit classes.
6. Grade – Grades 6-12 or as deemed age appropriate and essential to the safety and welfare of the general population.
7. Staff – One certified teacher will be assigned to the program. Academic resource teachers will be assigned if appropriate. School Health Services, Guidance personnel, and Behavior Specialists will also provide support services when necessary.
8. Facilities - Traditional classroom.
9. Implementation Sites – Gulf Academy in Port St. Joe and Wewahitchka.
10. Number of and Length of Periods – Students will receive 300 minutes of instruction per day.
11. Class size – Maximum of 10 Students.

## **HOME EDUCATION**

Gulf District allows students to attend a home education program. Details of the program for students between the ages of 5-16 are available upon request from the Office of the Superintendent. A student seeking to enter or re-enter Gulf District Schools from a home education program must meet all entrance requirements that any other student must meet. The student shall be placed academically as any other student that seeks to enter a public school below the ninth grade. Special considerations are outlined in the School Board adopted program to award credits for grade 9 and above. Students who do not have a viable transcript may be required to take end of course exams to receive credit for Algebra I, Geometry, Biology, and U.S. History as designated by the state.

SEE ATTENDANCE REQUIREMENTS

## VI. GRADING SYSTEM

### GRADING SYSTEM FOR GRADES K-12

1. Elementary, middle school and high school students who are placed in the Bridges Program and whose IEP indicates appropriateness may be assigned grades based on an E, S, N, U scale. High school ESE students not in Bridges must be given a grade for each course based on the state required grade scale.

2. Grading Scale for Grades K-12

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

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

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

3. END OF COURSE EXAMS

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

### REPORTING TO PARENTS

Report cards are issued to parents to provide an evaluation of their child's academic achievement and social and physical development. At the kindergarten-12 level report cards will be issued at the conclusion of each nine (9) week grading period with grades which indicate the progress and level or achievement of the student. In grades 1-6, the report provides indication of the performance level of students in reading and arithmetic. In grades 7-12, students who receive passing grades on their report cards can be assumed to be working within the range acceptable for the grade or subject course in which they are enrolled unless indicated on the report card that the student is working below grade level. In grades 7-12, students are to be advised of the grading criteria employed in the school and in each class so that they clearly understand the class or course requirements which are needed to earn a letter grade of A,B,C, etc. Every student will be issued a progress report at the mid-nine week grading period. Students and parents are also to be advised of district standards for promotion and graduation as applied to the student grade placement, and further advised that any student who is not working at grade level may be considered for retention.

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

Parents are to receive reports on their child's performance on the standardized achievement tests administered county-wide. Parent-teacher conferences concerning results are recommended at all grade levels and may be initiated either by the parent or by school personnel.

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

The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information.

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

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

- The provisions of this section relating to public school student progression and the district school board's policies and procedures on student retention and promotion.
- By grade, the number and percentage of all students in grades 3 through 10 performing at Levels 1 and 2 on the reading portion of the FSA.
- By grade, the number and percentage of all students retained in grades 3 through 10.
- Information on the total number of students who were promoted for good cause, by each category of good cause as specified in paragraph (6)(b).
- Any revisions to the district school board's policy on student retention and promotion from the prior year.

### **P.E. Policy**

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

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

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

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

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

## V. DISCRIMINATION POLICY

Gulf School District does not discriminate on the basis of race, color, national origin, gender, age, disability or marital status in its educational programs, services or activities, or in its hiring or employment practices. The district also provides equal access to its facilities to the Boy Scouts and other patriotic youth groups, as required by the Boys Scout of America Equal Access Act. Questions, complaints, or requests for additional information regarding discrimination or harassment may be sent to:

Bill Carr, Assistant Superintendent for Business  
150 Middle School Road  
Port St. Joe, FL 32456

STEP 1: Informal - Within ten (10) school days of the alleged violation, the student will informally discuss the alleged grievance with the principal (except for instances of discrimination or harassment which is 60 days for the initial reporting). Within five (5) school days, the principal shall give an answer orally to the student. If the student is not satisfied with the disposition, he/she may initiate a formal grievance within five (5) school days of the answer. Appeals from one of the following steps to the next highest step shall be filed within ten (10) working days following the expiration of the time limits established for disposition of grievances at each step or the date of receipt of an official response to the grievance or whichever comes first. **Both students and employees may skip the informal step and go directly to the formal stages or file outside the process at any time.**

STEP 2: Formal. A formal written grievance must be filed with the principal. The grievance should contain dates, names of all persons involved, a description of the incident or action, and the student's desired resolution. Within ten (10) school days of the receipt of the grievance, the principal shall provide the student a written disposition of the grievance.

STEP 3: If the student is not satisfied with the disposition or if time limits expire without a disposition, a formal written grievance may be submitted to the Superintendent. Within ten (10) school days after receipt of the grievance, the Superintendent shall indicate the disposition of the grievance in writing to the student.

STEP 4: If the student is not satisfied with the disposition or if time limits expire without a disposition, the grievance may be submitted to the School Board. The School Board does not have to consider the grievance, but if it decides it will, it has the authority to set up a hearing and decision procedures. Within thirty (30) calendar days after receiving the grievance, the School Board will notify the student of its decision. If the Board elects to hear the grievance, it will provide the student with a written decision within five (5) school days after conclusion of the hearing.

**If the point of contact is the person accused of harassment of discrimination the student or employee may contact:**

Bill Carr, Assistant Superintendent  
Gulf County School Board  
150 Middle School Road  
Port St. Joe, FL 32456  
850-229-8256 or 850-639-2871

Appendix A: Open Enrollment Plan

Appendix B: Standard Diploma Requirements

(Diploma Options)

Appendix C: Bright Futures

Appendix D: Kindergarten – Third Grade Sight Word Lists

Appendix E: ACCEL Contract

Appendix F: EOC Scale Conversion Tables

Appendix G: Access Course Codes

Appendix H: Dual Enrollment Courses

**Appendix A**  
**GULF COUNTY SCHOOL BOARD**  
**2017-18 District Controlled**  
**Open Enrollment Plan**

**Nine Quality Indicators of Consideration:**

**1. Application Process:**

Parents access schools of choice through an application process during the open enrollment period (January 4 – March 3) established annually by the District. The application for controlled open enrollment can be obtained from the Gulf County Schools Website for printing. Parents without computer access may seek assistance from the District Office or public library. Submitting an application does not guarantee that the student will be approved to transfer to the requested school. The application is completed and signed by the parent/guardian and submitted to Instructional Services via fax or email. Applications are required when:

- The request is for initial entry of a student in a school of choice.
- A student is attending a school of choice that is impacted by boundary changes, and the parents want their child to remain at the school the student was previously approved to attend through the school choice process.
- There is a change of home address, which places the student in a different neighborhood school, and the parents want their child to remain at the school for the remainder of the current school year. In these cases, approval is limited to the remainder of the current school year.
- The parents want to transfer their child from one school of choice to another school of choice.
- A student in good standing withdraws from an approved school of choice, and the parents want their child to reenter the school of choice.
- A student withdraws from a course of study that was the reason for attending the school of choice, and the parents want their child to remain at the school of choice for the remainder of the current school year.
- A school is severely overcrowded, there are no alternatives for relief, and the Superintendent has deemed that the impact of school choice must be reconsidered.
- A parent of a Gulf County student is requesting attendance in another district or a parent living in another district is requesting attendance at a Gulf County school. In such cases, parents must reapply annually for release from their home district and entry into Gulf County or release from Gulf County for entry into another district.

Additional Options include:  
McKay Scholarship

Note: School choice approvals for Gulf County residents remain in effect throughout the highest grade level at the school of choice, unless circumstances warrant a new application or the district rescinds school choice approval.

**2. Process for Declaring School Preference:**

- School Choice Open Enrollment Applications are accepted for all district schools open to Choice. To be open to choice a school must be below 90% capacity.

- Applications are accepted outside the open enrollment period ONLY when a school choice request is based on a documented hardship or other eligible situation.
- School choices are publicized primarily through the district web site including the following information:
  - i. School program information
  - ii. School location/zoning maps
  - iii. Transportation information

### **3. Process that Encourages Placement of Siblings within the Same School; Consideration of Mitigating Factors and Process that Encourages Placement of Siblings within the Same School:**

#### **A. Mitigating Factors**

Instructional Services staff will assist in the assignment process and will make reasonable efforts to provide an assignment that is appropriate for the individual circumstances.

Preferential treatment is given to:

- Homeless students as defined in School Board Policy 5.20
- Children who move due to a court-ordered change in custody due to separation or divorce, or the serious illness or death of a custodial parent
- Students residing in the school district
- Students in foster care
- Dependent children of active duty military personnel
- School assignment issues that arise due to custody issues, legal situations and administrative circumstances

#### **B. Sibling Placement**

Placement of siblings within the same school is facilitated whenever feasible during the open enrollment period if appropriate educational services are available for each sibling at the requested school. The Controlled Open Enrollment Application includes a section for the parent to indicate if they have submitted new applications for other siblings to attend the same school or if a sibling in good standing is currently attending and will continue to attend the requested school. The application includes a section for parents to provide the full name and grade level of each sibling so that blended families with different surnames can be cross-referenced.

Special consideration for approval of school choice is given to:

- Siblings of exceptional education students placed at the school of choice through School Choice Open Enrollment or McKay Scholarship;
- Siblings of students previously approved for school choice who are enrolled, in good standing and attending the school of choice; and
- Siblings of students who attend another educational level (elementary, middle or secondary) at schools co-located on the same grounds or physically adjacent to each

other when a documented hardship situation warrants approval to attend the requested school.

#### **4. Lottery Procedure to Determine Student Assignment:**

- Once a school approaches or exceeds 90% of stated capacity, the school is reclassified as frozen to controlled open enrollment.
- After capacity has been reached, the remaining school choice open enrollment applications are assigned a lottery number. This number is used to weight the remaining requests.

#### **5. Appeals Process for Hardship Cases:**

Parents of students who applied during controlled open enrollment and were not approved for placement in a school of choice may request an appeal review based on a documented hardship situation within 3 days of receiving notice of denial. A written appeal describing the hardship must be submitted via facsimile or email to the Instructional Services Office. The appeal committee serves as the contact for appeal requests and coordinates the review of all hardship requests. The results of this appeal are considered final.

Hardships or statutory provisions may affect Choice transfers to schools in all status categories. These provisions include documented medical, emotional, psychological, and legal reasons:

- Availability of day care will not be considered as a basis for hardship beyond the elementary level.
- If a hardship appeal is submitted for medical reasons, including psychiatric, the parent or guardian must submit a Medical Hardship Documentation and Release of Records form, including a physician's statement describing the medical condition of the student and specific medical reasons justifying the request.
- If a hardship appeal is submitted for legal reasons, the parent or guardian must submit documentation of the legal hardship.
- Hardship appeals based on course availability will not be considered unless the requested program was stated in the original application and is not available at the zoned school, and the requested school has space available in the core academic classes as well as in the requested program.

#### **6. Procedure to Maintain Socioeconomic, Demographic, and Racial Balance:**

- A database of school choice requests is maintained and cross-referenced with the district electronic student information system. Updated lists of students approved to attend a school of choice are generated periodically for review by district and school based administration.
- School choice data is collected and the Superintendent's staff is apprised of emerging patterns that may potentially impact the socioeconomic, demographic and racial balance of the district. If necessary, further analysis and possible revision to the district school choice open enrollment may be recommended.

## **7. Availability of Transportation:**

The parent/guardian is responsible for the transportation of a student approved to attend a school of choice through the controlled open enrollment process.

## **8. Process for Promoting Strong Parental Involvement, Including the Designation of a Parent Liaison:**

Development of the district controlled open enrollment plan incorporates input from school based staff, district departments, parents/guardians, and community representatives. Input is obtained through: Ad hoc, focus group meetings to address school choice topics presented by school based staff, district departments, families or community members include but are not limited to:

- Meetings to discuss proposed school boundary changes
- District liaisons assigned to serve as non-voting members of School Advisory Councils
- Individual conference meetings with parents, school staff, and community members
- Superintendent staff meetings with school principals and assistant principals
- Parent Involvement Advisory Council

Instructional Services provides information on school choice options, assists parents with the application process, coordinates the approval process for school choice within the district, and facilitates the appeals process for hardship cases. Information is available via phone, e-mail, or the website.

## **9. Strategy for Establishing an Information Clearinghouse**

Serving as an information clearinghouse on school choice options available to parents, the Instructional Services office oversees implementation of school choice open enrollment, the McKay Scholarship for Students with Disabilities, and home education. The Instructional Service staff works collaboratively with the district departments responsible for implementation of Opportunity Scholarship Program school choice options, virtual school programs, alternative education, home instruction, career and technical education, Advanced Placement, dual enrollment, McKay Scholarships for Students with Disabilities and enhanced and innovative programs. Information regarding the school choice open enrollment process is made available to parents and the community via:

- Local and regional press releases
- School newsletters to the parents of students impacted by school boundary changes
- School marquee announcements
- Year round postings on the district website
- Application Guidelines and a Question and Answer Paper published on the district website
- School based meetings for families of students articulating from elementary school to Jr. High school and Junior High school to High school.