



2017-2018 Student Progression Plan

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INTRODUCTION

This document is provided by the Holmes District School Board to establish policies and procedures for the orderly and continuous progression of students in the Holmes District School System from pre- kindergarten through high school graduation.

Satisfactory progress of students through the Holmes County School System depends on the combined efforts of the students, parents, and professional educators. It is the intent of the District that with appropriate motivation and instruction, all students will make satisfactory progress. However, individuals may require varied amounts of time to develop their educational potential.

In compliance with Florida Statute 1008.25, this Student Progression Plan for the Holmes District Schools was developed to provide an instructional program in which each student may progress academically, emotionally, socially, and physically. This plan outlines provisions that will be made in all Holmes District Schools for the assignment and progression of students.

LEGAL BASIS FOR THE PLAN

STATE STATUTE 1008.25 STUDENT PROGRESSION

- It is the intent of the Legislature that each student's progression from one grade to another be determined, in part, upon proficiency in reading, writing, science and mathematics; that school district policies facilitate such proficiency; and that each student and his or her parent or legal guardian be informed of that student's academic progress.
- Each district school board shall establish a comprehensive program for student progression.
- All children who have attained the of six years or who will have attained the age of six years by February 1 of any school year, or who are older than six years of age but who have not attained the age of 16 years, are required to attend school regularly during the entire school term. FS. 1003.21

RESPONSIBILITIES

- A. It is the responsibility of the School Board and the Administration of the Holmes County School District to provide all students with research based curriculum/instruction and remedial programs. Such programs will monitor progress, promote continuous achievement, and make provisions for individual differences.
- B. The Board, through its administrators, will accept the responsibilities of assisting teachers with the resources and staff development to accomplish these goals and will establish procedures for record keeping certifying the accomplishment of state and district standards.
- C. The principal shall assume administrative responsibility for all required records and reports regarding students that transfer in the school, and for promotion or retention of students.
- D. Teachers are responsible for providing effective instruction and remediation. Effectiveness will be based on evidence of academic progress and establishment of a productive learning environment, e.g. good discipline, fair treatment, development of positive incentives, etc.
- E. Students must assume the responsibilities for learning. Educational responsibility commensurate with

age and maturity must be accepted. Students must be accountable for being at school and in class. Courtesy and good conduct is expected of all students.

- F. Parents are responsible for their children's attendance in school and for promoting an interest in learning. They are responsible for the conduct of their children until the student reaches age 18.
- G. Selection of the graduation option is the responsibility of the parent and the student. If the student and parent fail to select an option, the student shall be considered to have selected the 24-credit option.

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<p style="text-align: center;">SECTION 1 GENERAL PROVISIONS</p>

It is the intent of the Holmes District School Board that each student's progression from one grade to another be based on procedures that meet all requirements of law. The procedures included herein assure that students promoted within the district have met district and state requirements, can benefit from the next grade level of instruction and that those who earn a diploma from high school have met or exceeded all of the requirements prescribed by the State of Florida and the Holmes District School Board.

The Holmes District School Board herein establishes a comprehensive program for student progression which meets those requirements. Each student's progression from one grade to another shall be determined in part by his/her proficiency in reading, writing, science and mathematics.

I. School Day

A school day for any group of students is that portion of the day in which school is actually in session and shall comprise not less than 5 net hours, excluding intermissions, for all grades above the third; not less than 4 net hours for the first three grades and not less than 3 net hours in kindergarten, or the equivalent as calculated on a weekly basis. The net hours shall consist only of instruction in an approved course of study and shall exclude all non-instructional activities.

II. Next Generation Sunshine State Standards / Florida Standards

The Next Generation Sunshine State Standards (NGSSS) / Florida Standards are benchmarked standards that describe what students should know and be able to do at four progression levels (PreK-2, 3-5, 6-8, 9-12) in the subjects of the arts, health/physical education, foreign languages, language arts, mathematics, science, and social studies. These standards form the basis of the educational programs in all Holmes District Schools. They are interwoven throughout this document and addressed specifically in Section 5.

III. Student Progression

As required by FS 1008.25, each student's progression from one grade to another must be determined, in part, on proficiency in reading, writing, science, and mathematics. The Superintendent shall ensure that each school facilitates such proficiency and each student and his or her parent or guardian is informed of the student's academic progress in these areas.

A. Promotion

Promotion of students from one grade to the next in Holmes District Schools is based upon evaluation of each student's achievement in terms of specified levels of performance on statewide assessments as defined by the commissioner of education and on assessment of district requirements.

Every effort shall be made to assure that students develop sufficient skills and behaviors for success in school.

Student promotion shall be based in part, upon proficiency in English Language Arts (reading, writing, and grammar), mathematics, science, and social studies.

The primary responsibility for determining each student's level of performance and ability to function academically, socially and emotionally at the next grade level is that of the classroom teacher(s), subject to review and approval of the principal. Criteria for the final decision concerning placement and promotion are outlined in appropriate sections of this plan and include:

1. Progress in academic areas including achievement of state performance levels on state assessments and local levels of performance on local student assessments,
2. Satisfactory report card grades,
3. Other alternative assessment.
4. Portfolio

B. Remediation and School Wide- Progress Monitoring

Student performance in English Language Arts (reading, writing, and grammar), mathematics, science, and social studies will be evaluated at each grade level and reported to parents or guardians. Students who are identified as not proficient according to district criteria or who do not meet specific levels of performance on statewide assessments as determined by the Commissioner of Education will be provided intensive remediation or be retained within an intensive program that is different from the previous year's program and that takes into account the student's learning style. Universal screening and ongoing progress monitoring will be used to evaluate the effectiveness of instruction, identify student levels of performance and rates of progress and monitor their response to interventions. Non-proficient students will be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need. Remedial and supplemental instructional resources must first be allocated to students who are deficient in reading by the end of Grade 3 and secondly, to students of any grade level who fail to meet the achievement performance levels required for promotion.

The areas of academic need and intervention strategies are identified through a problem-solving, multi-tiered response to intervention process. Multiple tiers of increasingly intense intervention services are implemented to support student academic proficiency. Students needing remediation or intensive instructional support will be matched to strategic and intensive interventions based on screening, progress monitoring and diagnostic assessments.

Schools are required to develop and implement a Progress Monitoring Plan for each student failing to meet performance standards, including scoring below Level 3 on the Florida State Assessment in English Language Arts and Mathematics. The school must develop the plan in consultation with the student's parents. Schools must utilize one of the following plans to target instruction and identify ways to improve a student's achievement:

- A federally required student plan such as an individual education plan (IEP);
- A school wide system of progress monitoring for all students; or
- An individualized progress monitoring plan

Each student will be progress monitored at least 3 times per year from Grades K-10th as well as students in grades 11-12 who have not successfully earned a passing score on the FSA ELA/FCAT Reading 2.0 or EOC.

1. Reading (English Language Arts)

Grades K-10 will use benchmark assessments aligned with the FSA

Grades 11-12, non-proficient, will use benchmark assessments aligned with the FSA/NGSSS

2. Math

Grades K-8, Algebra 1 and Geometry will use benchmark assessments aligned with the FSA

Grades 11-12, non-proficient, will use benchmark assessments aligned with the FSA/NGSSS

3. Science

Grades 3-8, Biology and Physical Science will use benchmark assessments aligned with the NGSSS

If a student's documented deficiency has not been remediated by the end of the school year, the student may be retained. If the minimum performance expectations are not met, remedial or supplemental instruction must be provided until expectations are met; the student graduates from high school or is not subject to compulsory school attendance.

Remedial instruction provided during high school may not be in lieu of English and mathematics credits required for graduation.

It is no longer required that high schools evaluate before the beginning of grade 12 the college readiness of each student who scores at Level 2 or Level 3 on the Grade 10 statewide, standardized Reading assessment or Level 2, Level 3, or Level 4 on the Algebra I EOC under s.1008.22 F.S. However Holmes School District will continue to test all 10th graders with a recognized college readiness test and shall use the results of the test to advise the students of any identified deficiencies. Holmes School District will continue to make decisions that are in the best interest of each student regarding course enrollment and instructional support per s. 1008.25(2)(a), F.S. The following college-ready and college-success courses are available in the Florida Course Code Directory and Curriculum Planning and Learning Management System (CPALMS):

- Reading for College Success (1008350),
- Mathematics for College Success (1200410),
- Writing for College Success (1009370),
- English 4: Florida College Prep (1001405), and
- Mathematics for College Readiness (1200700).

Holmes School District will continue to offer Math for College Readiness and English 4: College Prep because:

- Advanced Algebra with Financial Applications is no longer offered, and this gives students another math option;

- Math for College Readiness is NCAA approved; and
- Most students who qualified for the English 4: College Prep course will benefit from the college readiness skills taught. The change in legislation, however, gives schools more flexibility for other students who might be better suited for English 4 or English 4 Honors.

C. Retention

Student progression from grade to grade will be based primarily on achievement of district and state proficiency levels. Retention decisions should be based on more than a single test score except when mandatory retention is required by state law. At the beginning of the second semester, elementary, middle, and high school teachers must notify parents/guardians of students who are in danger of being retained at the end of the year.

Evidence of staffing is required for all students who are retained or placed for good cause. A staffing committee consisting of the principal/designee, the guidance counselor, the student's classroom teacher(s), and any other personnel deemed necessary by the principal, shall review the student's records to determine if retention should occur. The committee members should be in agreement that decisions made are in the best interest of the student, and that all other alternatives have been exhausted or would be ineffectual. In cases where evidence received indicates that retention would not be in the best interest of the student, the student may be placed for good cause. (see Appendix A)

Prior to the time that a student is placed or retained, a conference with the parent or legal guardian will be held to review the student's progress, progress monitoring plan or individual education plan. Retention will only be made following a parent conference. If parent contact is impossible, the principal must approve the recommended placement. A student may not be promoted based on age or other factors that constitute social promotion.

When a student is retained, he or she must receive an intensive program that is different from the previous year's program and must take into account the student's learning style. Any student who has been retained one year and is recommended for retention a second year is to be referred for further assessment/evaluation and an alternative placement considered.

D. Options for Remediation/Retention

The following options for remediation and retention have been identified and when available should receive consideration in retention decisions:

1. remediate before the beginning of the next school year and promote,
2. promote and remediate during the following school year with more intensive intervention and remediation strategies specified in a revised progress monitoring plan, or
3. retain and remediate in a different program.

- E. Parent conferences regarding possible retention will be initiated during the second semester of the school year. Parents should be made aware of their child's possible retention status early in the second semester.

- F. The child's report card should reflect below grade level performance and lack of adequate progress in English Language Arts and/or mathematics. Documentation of the student's progress will be maintained in the student's permanent record.
- G. A student may earn credit toward promotion or graduation by successfully completing a district sponsored summer school program, or other district sponsored supplementary instructional program when available.
- H. Grade placement at the high school level will be based on the number of credits earned.
- I. Promotion and retention of an exceptional student education (ESE) student is a decision based on the student's individual needs as determined by the individual education plan (IEP) goals and objectives. When considering promotion and retention the following items should be taken into account:
 - 1. Impact on the student's opportunities to be included in general education,
 - 2. Developmental/maturational appropriateness,
 - 3. Results of achievement of special Next Generation Sunshine State Standards / Florida Standards
 - 4. Attendance,
 - 5. Previous retentions, and
 - 6. Parental and adult student input.

IV. Administrative Placement

Administrative placement of students is considered to be a serious decision and should be deliberated in the same manner as a retention decision. The same multiple criteria approach should be taken to make administrative placement decisions as is used with retention decisions. While other factors will be considered, academics will be the primary factor. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. Administrative placement should be reserved for specialized situations rather than a blanket decision for all students below grade level.

Administrative placement should not be made unless the school is prepared to provide necessary documentation. In all cases of administrative placement, both the student's cumulative record folder and report card will include:

- 1. The grade assignment by administrative placement.
- 2. The major reason(s) for administrative placement.
- 3. The signature of the principal who initiated the placement.

Parents will be involved when an administrative placement is made.

V. Accelerated Placement

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

should be considered. A committee consisting of the guidance counselor, if available, and teacher(s) of the student has the responsibility for making recommendations for accelerated placement to the principal.

B. The following procedures for accelerated placement must be followed:

1. Parents must be given written notification that their child is being considered for an accelerated grade placement.
2. The parent must provide written consent.
3. A copy of the notification and the consent must be placed in the cumulative record.
4. The student's cumulative record and report card must be noted to indicate, "accelerated grade placement."

C. Academically Challenging Curriculum to Enhance Learning (ACCEL)

All schools must offer options to eligible students in grades K-12 that provide academically challenging curriculum or accelerated instruction. At a minimum, these options must provide for:

- Whole grade and mid-year promotion to students meeting district eligibility guidelines
- Subject-matter acceleration,
- Virtual instruction in higher grade level subjects,
- A Credit Acceleration Program (CAP) open to all students.

Additionally, schools are encouraged to offer, but not limit themselves to, the following ACCEL options:

- Enriched STEM course work
- Industry certifications articulated to college credit
- General curriculum enrichment programs
- Flexible (multi-grade level) student grouping
- Advanced academic courses
- Combined classes (e.g. math/science joint credit for a single course)
- Self-paced instruction
- Curriculum compacting (only covering “new” materials in a course)
- Advanced Content Instruction
- Telescoping

Information about these options must be made available to the parents by the school s. 1002.3105.F. S.

To qualify for the ACCEL program, a student must meet the following eligibility criteria:

- Level 4 or better performance in a all areas tested by the current statewide assessments OR equivalent scores on the district progress monitoring assessment
- Record of at least three years of above grade level performance
- Unweighted GPA of 3.65 (secondary students)
- All “A” performance (elementary students)
- Fewer than 5 unexcused absences in the previous semester
- Discipline record reviewed and judged acceptable
- Recommendation from one or more of the student’s core subject teachers
- Guidance verification that all academic and behavioral criteria have been met

Each principal must establish a process for a parent to request student participation in ACCEL Options offered within the principal’s school. School districts must also establish a process for a parent to request student participation in ACCEL Options that would result in a student attending, or being promoted to, a different school. If a parent requests an ACCEL Option and the student meets the

eligibility requirements and district procedural requirements, if applicable, the student must be provided the opportunity to participate in the ACCEL Option. If a student participates in one or more ACCEL Options offered within one school pursuant to parental request, a performance contract must be executed by the student, the parent, and the principal, for each ACCEL option in which the student participates. At a minimum, the performance contract must require compliance with minimum student attendance and conduct requirements and with ACCEL Option requirements established by the principal.

VI. Promotion of Exceptional Students

- A. The number of courses required for promotion of exceptional students shall be the same as those for regular students. However, the required course of study and the required level of achievement shall be determined by the student's IEP.
- B. Students with disabilities must master the appropriate performance standards (Next Generation Sunshine State Standards / Florida Standards or State Standards for Special Diploma) or have results of specific remediation strategies documenting mastery in their Individual Educational Programs prior to promotion to each grade level. The Exceptional Student Education teacher is responsible for the assessment, remediation, and documentation of appropriate performance standards.
- C. The following factors must be considered for promotion of ESE students at all grade levels:
 - 1. successful completion of IEP goals and objectives,
 - 2. chronological age,
 - 3. grades earned in all courses,
 - 4. attendance, and
 - 5. previous retentions.
- D. The Enhanced New Needed Opportunity for Better Life and Education for Students with Disabilities (ENNOBLES) Act requires that each district school board provide instruction to prepare students with disabilities to demonstrate proficiency in the skills and competencies necessary for successful grade-to-grade progression and high school graduation. For the purposes of this act, the term “student with a disability” means any student who is documented as having an intellectual disability; a hearing impairment, including deafness; a speech or language impairment; a visual impairment, including blindness; an emotional or behavioral disability; an orthopedic other health impairment; an autism spectrum disorder; a traumatic brain injury; or a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia.

VII. New Students

New students entering school for the first time in this district shall:

- 1. Provide evidence of immunization against communicable diseases (Florida Statutes 1003.22),
- 2. Provide evidence of date of birth as per Florida Statute 1003.21, (kindergarten and first grade), and
- 3. Report any previous school expulsions, arrests resulting in a charge, and any juvenile justice actions the student has had.

In addition, all students not previously enrolled in a Florida public school shall provide evidence of medical examination completed within the last twelve months.

VIII. Transfer Students

- A. It shall be the responsibility of the principal to classify a new student entering school. Temporary classification may be made on the basis of the report card pending receipt of the student's official transcript. A new student who does not have a report card or transfer record shall be placed in the grade indicated by the student or his parent or guardian for a probationary period pending;
 - 1. receipt of substantiating data from the previous school attended, or
 - 2. completion of assessment to determine appropriate placement.
- B. When compatible courses are not offered at the high school level, the principal will evaluate the transcript and determine course credits. Credits should be interpreted so that the requirements for promotion and graduation are not retroactive, provided the student has met all requirements for such grade placement in the school from which he/she transferred. In this event, the student would only have to meet the number of credits and courses required for the typical student from that grade through the twelfth grade. The required number of credits and courses for such students shall be made a part of the student's permanent record at the time the student is admitted to the school. 6A-1.95(1) FAC.
- C. Students who enter a Florida public school at the 11th or 12th grade from out-of-state or from a foreign country shall not be required to spend additional time in a Florida public school in order to meet the high school course requirements of the school district, state or country from which he or she is transferring. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition. However, to receive a standard high school diploma, a transfer student must earn a 2.0 grade point average on a 4.0 scale and pass the grade 10 FCAT required in S. 1008.22(3), F.S. or an alternate assessment as described in S. 1008.22(10), F.S. Students who have met all requirements for the standard high school diploma except for passage of the Grade 10 FCAT or an alternate assessment by the end of Grade 12 must be provided the following learning opportunities:
 - Participation in an accelerated high school equivalency diploma preparation program during the summer.
 - Participation in an adult general education program as provided in S. 1004.93, F.S., for such time as the student requires to master English, reading, mathematics, or any other subject required for high school graduation. Students attending adult basic, adult secondary or vocational-preparatory instruction are exempt from any requirement for the payment of tuition and fees, including lab fees. A student attending an adult general education program shall have the opportunity to take the Grade 10 FCAT an unlimited number of times in order to receive a standard high school diploma.
- D. Students who have been enrolled in an ESOL program for less than two school years and have met all requirements for the standard high school diploma except for passage of the Grade 10 FSA ELA or alternate assessment may receive immersion English language instruction during the summer following their senior year. Students receiving such instruction are eligible to take the FCAT or alternate assessment and receive a standard high school diploma upon passage of the Grade 10 FCAT or the alternate assessment. This section will be implemented to the extent funding is provided in the General Appropriations Act.

IX. Interstate Compact on Educational Opportunity for Military Children

Florida is a participating state in this ICEOMC; therefore, Holmes District Schools will adhere as possible to the guidelines of the compact. The purpose of the compact is to remove barriers to

educational success imposed on children of military families because of frequent moves and deployment of their parents by:

- facilitating timely enrollment
- facilitating student placement
- facilitating qualification and eligibility for enrollment in educational programs, extracurricular athletics and social activities
- facilitating on-time graduation
- providing for adoption and enforcement of administrative rules implementing the compact
- providing for the uniform collection and sharing of information between states
- promoting coordination between the compact and other compacts affecting military children
- promoting flexibility and cooperation between the educational system, parents and students

A. Applicability

The compact applies to active-duty armed forces personnel, National Guard and reserve on active-duty, or veterans who are medically discharged or retired for a period of one year, and personnel who die on active duty or as a result of injuries sustained on active duty for a period of one year after death. Local education agencies (LEA) must abide by compact terms. The terms of the compact are binding only on member states.

B. Records, Enrollment and Eligibility

The compact requires a student's former school to issue temporary transcripts in the event that it cannot furnish official transcripts timely. Pending receipt of official transcripts, the student's receiving school must accept the temporary transcripts for enrollment and placement purposes. Compact states must give the student 30 days to obtain required immunizations. Students must be allowed to continue their enrollment at the grade level they were enrolled in at the former school. Likewise, a student who has completed a grade level in the former state must be allowed to enroll in the next highest grade level in the receiving state, regardless of age. The compact requires an LEA to honor temporary guardianships executed to enroll the child in school due to a student's parent being deployed out of state or country. Further, it prohibits an LEA from charging tuition to a student who is placed in the care of a person who lives outside of the LEA's jurisdiction. Such students must be allowed to remain at the original school. LEAs must also allow a transitioning military child to participate in extracurricular activities, regardless of when the child enrolled in the school.

C. Placement and Attendance

The compact provides that a transferring student must be allowed to continue in the academic program in which the student was enrolled at his or her former school, including, but not limited to, English as a second language, exceptional student education, gifted, honors, International Baccalaureate, Advanced Placement, and career and technical courses. Program placement must occur based upon prior participation or educational assessments conducted at the student's former school.

When a parent who has been deployed out of the state or country is home on leave, an LEA must allow the student additional excused absences to visit with the parent.

D. Graduation

To enable transitioning military students to graduate from high school on time, the compact requires states and LEAs to waive courses required for graduation if similar coursework was previously completed or provide alternative means for such students to satisfy coursework requirements. States must also accept exit exams, end-of-course exams, or other testing required for graduation in the

student's former state. For military students who transfer before or during their senior year and who are not eligible to graduate from the receiving state, the current and former LEAs must arrange for the student to receive a diploma from the student's former LEA.

E. Dependent children of active duty military personnel who otherwise meet the eligibility criteria for special academic programs offered through public schools shall be given first preference for admission to such programs even if the program is being offered through a public school other than the school to which the student would generally be assigned. If such a program is offered through a public school other than the school to which the student would generally be assigned, the parent or guardian of the student must assume responsibility for transporting the student to that school. For purposes of this subsection, special academic programs include magnet schools, advanced studies programs, Advanced Placement, dual enrollment, Advanced International Certificate of Education, and International Baccalaureate.

IX. Home Education Program

Holmes District Schools will accept students from home education programs, provided programs meet the criteria below.

- A. The grade placement guidelines for students entering public schools are as follows:
1. Evidence of the annual education evaluation shall be provided as per section 1002.41, F.S.
 2. Parents may be required to provide samples of the student's portfolio showing evidence of successful completion of course work.
 3. Upon review of the materials provided by the parent, the principal will place the child in the grade deemed most appropriate. The decision for placement shall be based on evidence of student achievement and student age.
 4. Failure to comply with the above requirements will result in temporary student placement until further assessment can be accomplished.
 5. Promotion from one grade level to the next higher grade level shall be based on academic performance, proficiency of minimal competencies as measured by state assessment test and growth and developmental characteristics such as physical, social and emotional maturity.
 6. Home education students may participate in dual enrollment, career dual enrollment, early admission and credit by examination. Credit earned by home education students through dual enrollment shall apply toward the completion of a home education program that meets the requirements of S. 1002.41, F.S.
- B. High School - In addition to the above, the following criteria must be met in order for credit to be awarded:
1. Parents shall provide to the school a detailed written course description for each course area by year indicating instructional objectives, instructional materials, methods of student performance evaluation, and instructional hours.
 2. The principal shall, in consultation with appropriate staff, review the course description and determine that it matches a course listed in the State Course Code Directory and that it is parallel in terms of curriculum frameworks and student performance standards.
 3. The principal may administer the semester exam for the course to determine successful completion. A score of 70 or better must be earned for awarding of credit. Failure to comply with all requirement(s) will result in award of no credit.
 4. Validation of credits must be completed within ninety (90) days. However, when assessments

are required, the student will be allowed ninety (90) days for preparation and in such case, the end of the school year must complete validation.

X. Reporting of Student Progress

- A. As a minimum, progress reports will be sent home during each nine-week grading period at the end of the fourth week.
- B. Report cards will be issued eight (8) school days following the end of the first nine (9) week grading periods. Grades must clearly reflect the student's level of achievement. Parents must be able to assume that a student earning satisfactory grades is achieving within the range appropriate or acceptable for the grade or the course in which the students are enrolled. The comments section of the report card shall be used to notify parents when a student is working at a skill level below that of his assigned grade placement.
- C. The number and letter grade, for graded courses, will be recorded on the report card of students in grades K-12.
- D. Parents may access students' grades, assignments, and attendance online on a daily basis by accessing FOCUS Parent Portal at <https://focus.hdsb.org>. To access your FOCUS account, please fill out the form located in the back of the Code of Conduct and return it to your child's school for your username and password. You may also obtain a form by contacting the data entry clerk at your child's school.

XI. Annual Reports

The district school board will annually report to the parent of each student the progress of the student towards achieving state and district expectations for proficiency in English Language Arts, science, social studies and mathematics, including 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, teacher observations, tests, district and state assessments, and other relevant information.

This progress reporting must be in writing and in a format adopted by the district school board.

The district school board will annually publish in the local newspaper and on the district website the following information on the prior school year:

1. The provisions of the law relating to public school student progression and the district school board's policies and procedures on student retention and promotion,
2. By grade, the number and percentage of all students in grades 3-10 performing at Levels 1 and 2 on the ELA portion of the FSA,
3. By grade the number and percentage of all students retained in grades 3-10,
4. Information on the total number of students who were promoted for good cause, by each category of good cause,
5. Any revision to the district school board's policy on retention and promotion from the prior year.

XII. Allocation of Remedial and Supplemental Instructional Resources

Such funds will be allocated for students who are:

1. Deficient in reading at the end of grade 3.
2. Not meeting the performance levels required for promotion consistent with the Holmes County Student Progression Plan.

XIII. Student Assessment Program

As required by Section 1008.22, F.S., each student shall participate in statewide assessment tests. The Next Generation Sunshine State Standards / Florida Standards shall serve as the basis for both state and local assessment. Student assessment will be used to provide data necessary for decision making in matters of promotion, curriculum, allocation of funds, reassignment of personnel, program evaluation, and to provide information required in making application for federal program funds.

The program shall include, but is not limited to, administration of standardized tests and teacher developed tests, supplementary tests as needed, and General Education Development Tests administered under established procedures for high school completion.

ESE and Section 504 students will be afforded accommodations on state and district assessments based on their IEP or Section 504 plan.

A. State Assessment

The Statewide Assessment Program includes but is not limited to the following:

- FSA ELA - grades; 3-10
- FSA Math - grades; 3-8
- Florida Comprehensive Assessment Test 2.0 Science – grades 5th and 8th
- NGSS EOC - Biology, US History, Civics
- FSA EOC Algebra I and Geometry

These tests are used to assess the Next Generation Sunshine State Standards (NGSSS) / Florida Standards (FSA) and to determine student progression standards. The NGSSS/FSA represents high levels of expectations for student achievement. Participation in the statewide assessment tests is mandatory for all students except as otherwise prescribed by the Commissioner of Education (FS 1008.22).

As mandated by Section 1002.69 F.S., the Florida Kindergarten Readiness Screener (FLKRS) shall be administered to each student entering public school kindergarten for the first time within 30 school days. Information gained from screening may not be used to impede students from entering school. However, if a child's score on FLKRS identifies significant concerns for that child, a specific plan for academic improvement shall be written according to Section 1008.25 F. S.

Florida Statutes direct the Commissioner of Education to recommend rules for test adaptations and modifications, as necessary for exceptional education students and students who have Limited English Proficiency (FS 1008.22). These adaptations and modifications will be implemented as directed.

B. District Assessment

PREACT Test will be administered to all students in grade 10. The PREACT testing program will measure students' achievement in key subject matter areas of English, mathematics, reading, and science. The results obtained will provide schools with information for program evaluation, accreditation, guidance, and educational/career planning. It will provide students with information they need to prepare for future academic and career success.

XIV. Participation of Exceptional Students in State Assessment/Alternate Assessment

The general expectation of state and district assessment systems is that all students participate in assessment for accountability purposes. However, a student's disability and characteristics may be such that regular 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 be reflected on the IEP. 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. The IEP team will utilize the recommended policy of the Department of Education in making the decision of appropriate exclusion from the state or district assessment of student achievement. Exemption may be permitted only when the following criteria are met:

1. The student's demonstrated cognitive ability prevents the student from completing required course work and achieving Florida Standards even with appropriate and allowed accommodations; and
2. 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
3. The student's inability to complete the required course work is not due to excessive or extended absences or the result of social, cultural, or economic differences; and
4. For high school age students, the student's inability to complete the standard diploma program even with allowable course accommodations and adaptations.

A. Participation of Students with Disabilities in Statewide Assessment

Rule 6A-1.0943, FAC, provides the basis for accommodations to Florida's statewide assessment for students with disabilities. Accommodations shall be identified for each eligible student and recorded on the student's IEP or plan developed under section 504 of the Rehabilitation Act. 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:

1. Presentation - The student may be administered any statewide assessment through the following presentation formats. Only the Department of Education (DOE) through request of waiver may enlarge regular print versions of the test through mechanical or electronic means. The district test coordinator may request large print versions. Braille versions may be requested for students who use Braille materials. DOE may alter some test items in format for Braille versions of the test authorized. Test items that have no application for the Braille reader will be deleted as authorized by DOE. Signed or oral presentation may be provided for all directions and items other than reading items. The students through visual or tactile means must read Reading items. The student may use means

- to maintain or enhance visual attention to test items. 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.
2. 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.
 3. 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.
 4. 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.
 5. Assistive Devices - The student may use the following assistive devices typically used in classroom instruction.
 - a. 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.
 - b. Visual magnification and auditory amplification devices may be used for students with visual or auditory impairments; an abacus may be used.
 - c. 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 testing is not violated. Implementation of assistive devices must assure that test responses are the independent work of the student. The Department of Education before use must approve unusual circumstances of accommodations through assistive devices.

B. 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. Guidelines to consider are as follows:

1. Accommodations should facilitate an accurate demonstration of what the student knows or can do.
2. Accommodations should not provide the student with an unfair advantage or interfere with the validity of the test.
3. Accommodations must be the same or nearly the same as adaptations used by the student completing classroom instruction and assessment activities.
4. Accommodations must be necessary for enabling the student to demonstrate knowledge, ability, skill or mastery.
5. 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 modifications/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 modifications/accommodations.

XV. Intent to Terminate School Enrollment

A student between the ages of 16 and 18 who chooses to terminate his/her education must officially withdraw and complete a “Declaration of Intent to Terminate School Enrollment” form, which will acknowledge that this action is likely to reduce the student’s earning potential and which must be signed by the parent and student. Such action, unless recognized by the school board as a hardship condition, will cause the student to lose his/her driving privileges.

XVI. End of Year Academic Progress

F.S .1008.25(8)(a) requires that each district annually report to the parent of each student the progress of the student towards achieving state and district expectations for proficiency in English language arts (reading, writing, grammar) mathematics, and science. 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 students’ classroom work, observations, tests, district and state assessments, and other relevant information.

The criteria used for student’s academic progress in achieving state and district expectations for English language arts (reading, writing, grammar), math, and science are as follows:

Kindergarten

- English Language Arts –Final grade of “C” or better
- Math – Final grade of “C” or better

Grade 1

- English Language Arts –Final grade of “C” or better
- Math – Final grade of “C” or better

Grade 2

- English Language Arts –Final grade of “C” or better
- Math – Final grade of “C” or better

Grade 3 - 6

- FSA ELA – Score a Level 3 or above and final grade of “C” or better in Language Arts
- FSA Math – Score a Level 3 or above and final grade of “C” or better
- Science - Final grade of “C” or better

Grade 7

- FSA ELA – Score a Level 3 or above and final grade of “C” or better in Language Arts
- FSA Math – Score a Level 3 or above and final grade of “C” or better
- Science - Final grade of “C” or better
- Social Studies - Score a Level 3 or better on the Civics EOC and a final grade of “C” or better

Grade 8

- FSA ELA – Score a Level 3 or above and final grade of “C” or better in Language Arts
- FSA Math or Algebra I EOC – Score a Level 3 or above and final grade of “C” or better
- Science - Score a Level 3 or above and final grade of “C” or better

- Social Studies – Final grade of “C” or better

Grades 9-12

- FSA ELA – Score a Level 3 or above and final grade of “C” or better in ELA and Reading, if taken
- Math –Pass the Algebra 1 EOC and a final grade of “C” or better in the current math class. Students currently enrolled in Algebra 1A will need to have a final grade of “C” or better. Score a Level 3 or better on the Geometry EOC, if taken
- Science – Score a Level 3 or better on the Biology EOC and a final grade of “C” or better, if taken.
- Social Studies-- Score a Level 3 or better on the US History EOC and a final grade of “C” or better, if taken

XVII. General Provisions Grades K-5

A. CURRICULUM

The curriculum in the elementary schools is determined by the laws of the State of Florida, the accreditation standards AdvancED, and the needs of students as determined by local curriculum studies and surveys, and by continuous evaluation of the effectiveness of the curriculum in meeting the needs of all students. Appropriate instruction shall be provided to assist students in the achievement of these standards and grade level expectations in grades K-5.

The program of instruction shall include English language arts, mathematics, social studies, science, and physical education. Health, art and music may also be included in the program of instruction. Instruction in environmental education, recycling waste materials, conservation of natural resources, career education and Florida History will be provided in appropriate classes and grade levels and may be incorporated into designated subject areas. Computer literacy will be taught to all students. Critical thinking/problem solving and related skills will be incorporated in the academic curriculum. Additionally, students will receive instruction in the curriculum areas listed in Section 5 of this plan.

The Next Generation Sunshine State Standards / Florida Standards are benchmarked standards that describe what students should know and be able to do in grades PreK-5, in English language arts (reading/writing/grammar/spelling), mathematics, science, social studies, the arts, health and physical education, and foreign languages.

Teachers are responsible for documentation of instruction in the Next Generation Sunshine State Standards / Florida Standards.

XVIII. General Provisions-Grades 6-12

The school district shall provide all courses required for middle grades promotion, high school graduation, and appropriate instruction designed to ensure that students meet Florida Standards/Next Generation Sunshine State Standards in the following areas: language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts.

A. CURRICULUM FRAMEWORKS/COURSE CODE DESCRIPTIONS

No school shall offer a course for credit in grade 6 - 12 unless it appears in the **Course Code Directory** qualifying the course for state funding. This course code number shall be recorded in the Student's Permanent Records.

Each course offered in grade 6 - 12 in Holmes County shall adhere to the state adopted Course Code Descriptions and Curriculum Frameworks with Florida Standards/Next Generation Sunshine State Standards correlated to the course.

B. REPORTING HIGH SCHOOL GRADUATION OPTIONS TO PARENTS

Standard Diploma Awarding

	24-Credit Program – Specific courses may vary due to entry into the 9 th grade	ACCEL Program
Credit Requirements	24 credits	18 credits (minimum)
Academic Core	4-English/Language Arts 4-Mathematics, Algebra I, Algebra II, Geometry 3-Science, Biology 3-Social Studies, US History 1-Fine Arts or Practical Arts	4-English/Language Arts 4-Mathematics 3-Science 3-Social Studies 1-Fine Arts
Physical Education	1 credit, to include the integration of health	Not required
Electives	8 credits	3 credits
Assessment Requirements	Same	Same
GPA Requirements	2.0 on a 4.0 scale	2.0 on a 4.0 scale

C. EXTRA-CURRICULAR ACTIVITIES PARTICIPATION

Interscholastic extracurricular student activities are an important complement to the academic curriculum. Participation in a comprehensive extracurricular and academic program contributes to student development of the social and intellectual skills necessary to become a well-rounded adult. The term "extracurricular" means any school-authorized or education-related activity occurring during or outside the regular instructional school day.

To be eligible to participate in interscholastic extracurricular student activities, a student must:

1. Maintain a grade point average of 2.0 or above on a 4.0 scale, or its equivalent, in the previous semester or a cumulative grade point average of 2.0 or above on a 4.0 scale, or its equivalent.

2. Execute and fulfill the requirements of an academic performance contract between the student, the district school board, the appropriate governing association, and the student's parents, if the student's cumulative grade point average falls below 2.0 or its equivalent, on a 4.0 scale. At a minimum, the contract must require that the student attend summer school, or its graded equivalent, between grades 9 and 10 or grades 10 and 11, as necessary.
3. Have a cumulative grade point average of 2.0 or above on a 4.0 scale, or its equivalent in the courses required during her or his junior or senior year.
4. Maintain satisfactory conduct, including adherence to appropriate dress and other codes of student conduct policies. If a student is convicted of, or is found to have committed a felony or a delinquent act that would have been a felony if committed by an adult, regardless of whether adjudication is withheld, the student's participation in interscholastic extracurricular activities is contingent upon established and published district school board policy.

D. PRIVATE SCHOOL STUDENTS PARTICIPATING IN PUBLIC SCHOOL SPORTS

The Florida High School Athletic Association, in cooperation with each district school board, shall facilitate a program in which a middle school or high school student who attends a private school shall be eligible to participate in an interscholastic or intrascholastic sport at a public high school, a public middle school, or a 6-12 public school that is zoned for the physical address to which the student resides if:

1. The private school in which the student is enrolled is not a member of the FHSAA and does not offer an interscholastic or intrascholastic athletic program.
2. The private school student meets the guidelines for the conduct of the program established by the FHSAA's board of directors and the district school board.

D. DROPOUT PREVENTION

The Graduation Assistance Program (GAP) is the Holmes County School District's Dropout Prevention Discipline Program for Grades 6-12. Additional district-approved dropout prevention programs which differ from regular educational programs and strategies may be implemented for students who, through screening procedures, are determined to be unmotivated, unsuccessful, and/or disruptive and are properly staffed into the program. School sites, eligibility criteria, and grade placement and progression will be specified at the schools where implemented.

<p style="text-align: center;">SECTION 2 STUDENT PROGRESSION GRADES K-5</p>

I. Attendance

"The Legislature finds that early intervention in school attendance habits will lead to improved student learning and achievement." Florida statute 1003.21 requires students ages 6 and up to 18 to be in regular attendance at school. All students are expected to attend all classes each day that school is in session. Unexcused absences will result in a disciplinary consequence and will negatively affect a student's grade.

Determination of whether an absence is excused or unexcused is the responsibility of the site principal or designee. Student absences must be tracked on a daily basis and parents contacted as required by law.

Elementary School students, K-5th grade, who have excused or unexcused absences of twelve (12) classes or days in one school year are subject the student to retention in the current grade contingent on evaluation by a child study team. Principals will have discretion in documented major medical incidents such as extended hospital stays.

II. Acceptance of Credit from a Non-Public Florida Kindergarten

For acceptance of kindergarten credit from a non-public Florida kindergarten:

1. The student must have attended a non-public school, which voluntarily observes the statutory age requirements for admission, which apply to public schools.
2. The student must have maintained regular attendance during an entire school term of at least 180 actual school days.
3. The non-public school shall submit a transcript of kindergarten skills achieved by the student and certification that all above requirements have been met.

III. Acceptance of Out-of-State Transfer Students to Kindergarten and First Grade

Any student who transfers from an out-of-state nonpublic school and who does not meet regular age requirements for admission to Florida public schools may be admitted if the student meets age requirements for public schools within the state from which he/she is transferring, and if initial screening indicates that the child will be able to perform at the level to which he is being assigned. Prior to admission, the parent or guardian must also provide the data required below.

1. Official documentation that the parent or guardian was a legal resident of the state in which the child was previously enrolled in school,
2. An official letter or transcript from proper school authority which shows record of attendance, academic information, and grade placement of the student,
3. Evidence of immunization against communicable diseases as required in Section 1003.22, Florida Statutes,
4. Evidence of date of birth in accordance with Section 1003.21, Florida Statutes, and
5. Evidence of a medical examination completed within the last twelve- (12) months in accordance with Section 1003.22, Florida Statutes.

IV. Placement and Promotion in Kindergarten

- A. A child is eligible to apply for admission to public kindergarten if he has attained the age of five years on or before September 1st of the school year and has met the state requirements of Section I, Subsection VII of this plan.
- B. Promotion from kindergarten to first grade shall be based on criteria established in Section 1 of this plan. Parents shall be notified by the end of the first semester if their child is not making satisfactory progress. If the child is to be retained, parents will be notified of that possibility by the end of the third (3rd) nine weeks grading period.

V. Placement in Grade 1

A child may be admitted or promoted to the first grade if he has attained the age of six years on or before September 1st of the school year and has satisfactorily completed kindergarten in a public or non-public school from which the School Board accepts transfer of academic credit. A student not meeting the September 1st age requirement will not be accepted at any time during first grade.

VI. Placement in Grades 2-5

The age of the student as of September 1st of the school year shall be the official age used to determine the appropriate grade level for placement. Any student who transfers from an out-of-state school and who does not meet regular age requirements for Florida public schools, but meets age requirements for public schools with the state from which he/she is transferring may be admitted.

VII. Promotion in Grades K-5

To be promoted to the next instructional level the following requirements must be met or the Pupil Progression Staffing form must be completed (Appendix A):

- Students in grades K-2 must receive a grade “C” or above on the report card in language arts.
- Students in grades K-2 must receive a grade “C” or above on the report card in mathematics.
- Students in grades 3-5 must receive a grade “D” or above on the report card in language arts.
- Students in grades 3-5 must receive a grade “D” or above on the report card in mathematics.
- Students in grades 4-5 must receive a grade “D” or above on the report card in science.

Students retained in grade 3 may be eligible for mid-year promotion if they meet the requirements of the Student Progression Plan.

VIII. Virtual School Acceleration Option for Elementary Students

Section 1002.37 F.S., authorizes Florida Virtual School (FLVS) to offer instruction for public school students. Public school students receiving full-time instruction in kindergarten through grade 12 by the Florida Virtual School must take all statewide assessments required pursuant to s. 1008.22. Public school students receiving part-time instruction by the Florida Virtual School in courses requiring statewide end-of-course assessments must take all statewide end-of-course assessments required pursuant to s. 1008.22. Unless an alternative testing site is mutually agreed to by the Florida Virtual School and the school district or as contracted under s. 1008.24, all statewide assessments must be taken at the school to which the student would be assigned according to district school board attendance areas. A school district must provide the student with access to the school’s testing facilities.

IX. Third Grade Mandatory Retention

A. Any student who exhibits substantial deficiency in reading, based upon locally determined or statewide assessments conducted in kindergarten through third grade, or through teacher observations, must be given intensive reading instruction immediately following the identification of the reading deficiency. The student's reading proficiency must be reassessed by locally determined assessments or through teacher observations at the beginning of the grade following the intensive reading instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied. If the student's reading deficiency is not remedied by the end of third grade as demonstrated by scoring at Level 2 or higher on the statewide assessment test (FSA ELA), or at the 45th percentile or higher on the SAT 10 norm referenced test, the student must be retained.

B. Parent Notification

The parent/guardian of any student, who exhibits a substantial deficiency in reading in kindergarten, grade 1, grade 2, or grade 3, must be notified in writing of the following:

1. That his or her child has been identified as having a substantial deficiency in reading, and
2. That if the child's reading deficiency is not remediated by the end of grade 3; the child must be retained unless he or she is exempt from mandatory retention for good cause.

In addition, the parent/guardian shall be provided with:

1. A description of the current services that are provided to the child.
2. A description of the proposed supplemental instructional services and supports that will be provided to the child that is designed to remediate the identified area of reading deficiency.
3. Strategies for parents to use in helping their child succeed in reading proficiency.

If the student's reading deficiency, as identified above, is not remedied by the end of grade 3, as demonstrated by scoring at Level 2 or higher on the statewide assessment test (FSA ELA) for grade 3, the student must be retained.

C. Third grade students who are retained must be provided intensive interventions in reading to ameliorate the specific reading deficiency, as identified by a valid and reliable diagnostic assessment. The intensive intervention must include:

1. effective instruction practices;
2. participation in the district's summer reading camp; and
3. appropriate teaching methodologies.

D. A student portfolio must be completed for each retained third grade student.

E. Retained third grade students must be provided with intensive instructional services and support to remediate the identified area of reading deficiency including a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction and other strategies, which may include, but are not limited to:

1. small group instruction;
2. reduced teacher-student ratios;
3. more frequent progress monitoring;
4. tutoring or mentoring;
5. transition classes containing 3rd and 4th grade students;
6. extended school day, week or year; and /or
8. summer reading camps.

- F. A third grade student who has been retained and can demonstrate that he or she is a successful and independent reader, reading at or above grade level may be promoted at mid-year to the 4th grade by scoring a 45% or above on the SAT 10 or grade level mastery as evidenced the third Grade Benchmark Assessment Portfolio Level A (3.6-3.9 readability).
- G. A retained third grader will be provided with a high-performing teacher as determined by student performance data and above-satisfactory performance appraisals.
- H. All schools will provide retained third grade students with at least one of the following instructional options:
 - 1. Supplemental tutoring in research-based reading services;
 - 2. A “Read at Home” plan outlined in a parental contract, including participation in “Families Building Better Readers Workshops” and regular parent-guided home reading, and/or;
 - 3. A mentor with specialized reading training-
- I. Retained third grade students who have received intensive instructional services but are still not ready for grade promotion must be offered the option of being placed in a transitional instructional setting. Such a setting shall specifically be designed to produce learning gains sufficient to meet grade 4 performance standards while continuing to remediate the areas of reading deficiency.
- J. The school board may exempt the student from mandatory retention for good cause. Florida Statute 1008.25 clearly intends that students be able to read before moving beyond grade three. The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied.

X. Remediation/Retention Options

Any student failing to attain the specified district or state levels of performance for student progression on designated district or state assessments in English Language Arts (reading and writing) and mathematics must be provided with additional diagnostic assessments to determine the nature of the student’s difficulty, the areas of academic need, and strategies for appropriate intervention. The school in which the student is enrolled must develop, in consultation with the student’s parent, and must implement a progress monitoring plan. Upon subsequent evaluation, if the documented deficiency has not been remediated, the student may be retained (see Appendix A). This evaluation of progress must be based on the student’s classroom work, teacher observations, tests, district and state assessments, and other relevant information, as provided in FS 1008.25. If a student is retained, it must be in a program different from the previous year’s program. The new program must take into account the student’s learning style.

The following options for remediation and retention are available:

- 1. remediate before the beginning of the next school year and promote;
- 2. promote and remediate during the following year with more intensive intervention and remediation strategies specified in a revised progress monitoring Plan; or
- 3. retain and remediate in a different program

XI. Third Grade Good Cause Exemptions

The district school board may only exempt students from mandatory retention for good cause. Good cause

exemptions shall be limited to the following:

1. Limited English Proficient students who have less than two (2) years of instruction in an English for speakers of other languages program,
2. Students with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with requirements of State Board of Education rule,
3. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education,
4. Students who demonstrate, through a student 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 FSA ELA,
5. Students previously retained in Kindergarten, grade 1, 2, or 3 with an IEP or Section 504 plan who participate in the FSA ELA and have received intensive remediation for more than two years but still demonstrate a deficiency,
6. Students who have received intensive remediation in reading for two or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade one (1), or grade two (2), or grade three (3) for a total of two (2) years.

The 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.

XII. Third Grade Good Cause Exemption Requests

Requests for good cause exemptions for students from the mandatory retention requirement as described in FS 1008.25 (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 individual educational plan or progress monitoring plan, if applicable, report card, or student portfolio, or alternate assessment profile.
2. The principal shall review and discuss such recommendation with the teacher and make the determination as to whether the student should be promoted or retained. The principal shall make such recommendation in writing to the superintendent. The superintendent shall approve or disapprove the principal's recommendation in writing.

XIII. Progression of Students with Disabilities

A. Promotion

The district school board shall provide instruction to prepare students with disabilities to demonstrate proficiency in the core content knowledge and skills necessary for successful grade-to-grade progression and high school graduation. The Individual Education Plan will specify the type of progression plan a student will follow based upon the individual needs of the student. A student with a disability must meet the same district proficiency levels required for a non-disabled student unless the IEP team determined that the student:

1. Is one for whom the Next Generation Sunshine State Standards / Florida Standards are not appropriate standards, and
2. Meets the exception criteria as set forth in the District Special Programs and Procedures Document for FCAT/FSA and/or other standardized assessments.

Appropriate accommodations for State and District-wide assessments are determined by the IEP team as allowed by Florida's Statewide Testing Program for FSA; end of course exams and other required standardized tests administered by the district. (Accommodations are designed to allow students with disabilities access to the general curriculum as well as state and district assessments without changing the content or the intended outcomes of the course or assessment.)

B. Retention

If a student with a disability does not score a level 2 or higher on the FSA ELA in grade 3, the student must be retained unless good cause exemptions are met. The District may exempt an ESE student from mandatory grade 3 retention based on the following good cause exemptions:

1. The student's IEP indicates participation in the FCAT is inappropriate, consistent with the requirements of State Board of Education Rule (6a-6.03411, FAC).
2. The student demonstrates acceptable performance on an alternative standardized reading assessment that has been approved by the State Board of Education.
3. Students who demonstrate mastery of the Next Generation Sunshine State Standards / Florida Standards through a teacher-developed portfolio.
4. The student has had 2 or more years of intensive remediation and has previously been retained in kindergarten, first, or second grades.
5. The student has received intensive remediation in reading for two or more years but still has a deficiency in reading and who has already been retained in kindergarten through grade 3 for a total of two years.

For students with disabilities in grades other than those in grade 3, retention should be based upon the same district proficiency levels as delineated above unless the exemption criteria set forth in the previous section is met. However, students with disabilities who are not exempt from FCAT and other district and statewide assessments shall be allowed classroom and/or test accommodations as specified in their Individual Education Plans.

C. Exceptional Student Instruction

The school district shall provide for an appropriate program of special instruction, facilities, and services for exceptional students as prescribed by the State Board of Education as acceptable, including provisions that:

- (a) The district school board provides the necessary professional services for diagnosis and evaluation of exceptional students.
- (b) The district school board provide the special instruction, classes, and services, either within the district school system, in cooperation with other district school systems, or through contractual arrangements with approved private schools or community facilities that meet standards established by the commissioner.
- (c) The district school board annually provide information describing the Florida School for the Deaf and Blind and all other programs and methods of instruction available to the parent of a sensory-impaired student.

- (d) The district school board, once every 3 years, submit to the department its proposed procedures for the provision of special instruction and services for exceptional students.
- (e) A student may not be given special instructions or services as an exceptional student until after he or she has been properly evaluated, classified, and placed in the manner prescribed by rules of the State Board of Education. The parent of an exceptional student evaluated and placed or denied placement in a program of special education shall be notified of each such evaluation and placement or denial. Such notice shall contain a statement informing the parent that he or she is entitled to a due process hearing on the identification, evaluation, and placement, or lack thereof. Such hearings shall be exempt from the provisions of ss. 120.569, 120.57, and 286.011, except to the extent that the State Board of Education adopts rules establishing other procedures and any records created as a result of such hearings shall be confidential and exempt from the provisions of s. 119.07(1). The hearing must be conducted by an administrative law judge from the Division of Administrative Hearings of the Department of Management Services. The decision of the administrative law judge shall be final, except that any party aggrieved by the finding and decision rendered by the administrative law judge shall have the right to bring a civil action in the circuit court. In such an action, the court shall receive the records of the administrative hearing and shall hear additional evidence at the request of either party. In the alternative, any party aggrieved by the finding and decision rendered by the administrative law judge shall have the right to request an impartial review of the administrative law judge's order by the district court of appeal as provided by s. 120.68. Notwithstanding any law to the contrary, during the pendency of any proceeding conducted pursuant to this section, unless the district school board and the parents otherwise agree, the student shall remain in his or her then-current educational assignment or, if applying for initial admission to a public school, shall be assigned, with the consent of their parents, in the public school program until all such proceedings have been completed.
- (f) In providing for the education of exceptional students, the district school superintendent, principals, and teachers shall utilize the regular school facilities and adapt them to the needs of exceptional students to the maximum extent appropriate. Segregation of exceptional students shall occur only if the nature or severity of the exceptionality is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
- (g) In addition to the services agreed to in a student's individual education plan, the district school superintendent shall fully inform the parent of a student having a physical or developmental disability of all available services that are appropriate for the student's disability. The superintendent shall provide the student's parent with a summary of the student's rights.

<p>SECTION 3 STUDENT PROGRESSION GRADES 6-8</p>

MIDDLE SCHOOL PROMOTION AND REQUIREMENTS

I. General Requirements for Grades 6-8

A. Effective for the 2006-2007 school year and beyond, students entering the 6th grade shall receive instruction in grades 6 through 8 in the following basic subjects:

A student who is promoted to the sixth grade must have met all requirements set forth in the K-5 grades for promotion to sixth grade. In grades 6–8, each student shall receive instruction pursuant to F.S. 1003.42, and this Student Progression Plan.

Students in Grade 6-8 must successfully complete with a grade of 60 or higher		
English Language Arts	3 middle grades or higher courses English Language Arts classes	
Math	3 middle grades or higher courses in mathematics <ul style="list-style-type: none"> • Must offer at least one high school level math course which students may earn for high school credit • For each year in which a student scores at Level 1 or Level 2 on Florida Standards Assessment Mathematics, the student must receive remediation the following year, which may be integrated into the student's required mathematics course 	Beginning 2013-2014, if a student chooses to take: <p>I. Algebra I</p> <ul style="list-style-type: none"> • Must take the Algebra I EOC Assessment. Results constitute 30% of final grade. Passing score not required to earn high school credit. • Must earn a passing grade to earn high school credit. • Must pass Algebra I EOC Assessment to earn a high school standard diploma. <p>II. Geometry</p> <ul style="list-style-type: none"> • Must take the Geometry EOC Assessment. EOC constitutes 30% of the grade. • Must earn a passing grade in the course.
Science	3 middle grades or higher courses in science	
Social Studies	3 middle grades or higher courses in Social Studies At least 1 semester of Civics beginning with students entering grade 6 in 2012-2013	Beginning 2013-2014 <ul style="list-style-type: none"> • Civics Education Course EOC results constitute 30% of the final course grade • If a student transfers into a FL public school after the beginning of the 2nd term of 8th grade they are not required to meet the Civics education requirement for promotion if the student's transcript documents passage: <ul style="list-style-type: none"> • 3 courses in social studies • Or 2 year long courses

		<p>in social studies that include coverage of Civics</p> <ul style="list-style-type: none"> • participate in the Civics EOC and the results of the EOC must constitute 30% of the course grade
PE	1 class period per day for 1 semester	<p>Students may waive PE requirement if they meet the following criteria:</p> <ul style="list-style-type: none"> • Enrolled in a remedial course • Student's parents indicated in writing request for the student to enroll in another course • Student is participating in physical activities outside of the school day, which is equal to or excess of the mandated requirement
Career Education Planning	1 course completed in 6 th , 7 th , or 8 th grade. Internet based, Easy to use, Customizable	<ul style="list-style-type: none"> • Research based assessments to assist student in determining educational and career options and goals • Emphasis on importance of entrepreneurship skills
Reading	<p>1 period of reading in 6th, 7th and 8th grade, in addition to the regularly scheduled English Language Arts course.</p> <p>Students who transfer into the district may be exempt.</p>	

- As resources are available, computer literacy will be taught,
- Physical education shall be regularly scheduled each year.
- A series of experiences shall be provided for student development through exposure to experiences to be selected from, but not limited to the following; art, music, foreign languages, exploratory vocational education, and health (F.S. 1003.42).
- In addition instruction in the curriculum areas listed in Section 5 will be included.
- F.S. 1003.4156 requires middle school students who score at Level 1 on FSA ELA to be enrolled in and complete an intensive reading course the following year, and provides that placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. Each year in which a student scores Level 1 or Level 2 on FCAT Mathematics, the student must receive remediation the following year, which may be integrated into the student's required mathematics course.
- Secondary schools are schools that primarily served students in grades 6 through 12. It is the intent of the Legislature to provide for secondary school redesign so that students promoted from the 8th grade have the necessary academic skills for success in high school and students graduating from high school have the necessary skills for success in the workplace and postsecondary education.

- Students in Grade 6, 7, or 8 who are not enrolled in schools with a middle grades configuration are subject to the promotion requirements of this section.
- A course taken in the eighth grade may be used to satisfy high school graduation requirements provided the student is classified as a high school student for the period in which the student is enrolled in a course designated as a 9 - 12 grade course. The 9-12 course code number shall be entered on the student's permanent record and the earned credit shall be used simultaneously as meeting both eighth grade and graduation requirements. A student in the middle grades who takes any high school course for high school credit and earn a grade of "C", "D", or "F", the district forgiveness policy will allow the replacement of the grade with a grade of "C" or higher, earned subsequently in the same or comparable course.
- The school shall specify the required courses of study at each level. A copy of the master schedule will meet this requirement.
- Middle grades students enrolled in Algebra 1, Geometry, or Biology 1 must take the statewide, standardized EOC assessment for those courses and shall not take the corresponding subject and grade level statewide, standardized assessment.
- Students who are taking the FSA ELA and mathematics assessments shall not take the discontinued assessments.

II. Placement, Promotion and Remediation in Grades 6 - 8

- A. A student who is promoted to the sixth grade must have met all requirements set forth in the K-5 section of this plan for promotion to sixth grade.
- B. To be promoted in grades 6-8, a student must pass five subjects, three of which must be math, science, English language arts, or social studies. For incoming 6th graders in the 2006-2007 school year and beyond, students must complete all four academic subjects each year before being promoted to the 9th grade (F.S. 1003.42).
- C. In addition, students must meet the requirements stated in the grade 6-8 chart on pages 26-27 to be promoted to the 9th grade..
- D. Any student failing to attain the specified district or state levels of performance for student progression on designated district or state assessments in English language arts (reading, writing, grammar), mathematics or science must receive remediation or be retained. This evaluation of progress must be based on the student's classroom work, observations, tests, district and state assessments, and other relevant information, as provided in F.S. 1008.25. If a student is retained, it must be in a program different from the previous year's program. The new program must take into accounts the student's learning style.

The Department of Education has determined that the following options for remediation and retention are available:

- Remediate before the beginning of the next school year and promote;
- Promote and remediate during the following year with more intensive intervention and remediation strategies; or
- Retain and remediate in a different program

III. Attendance

“The Legislature finds that early intervention in school attendance habits will lead to improved student learning and achievement.” Florida statute 1003.21 requires students ages 6 and up to 18 to be in regular attendance at school. All students are expected to attend all classes each day that school is in session. Unexcused absences will result in a disciplinary consequence and will negatively affect a student's grade. Determination of whether an absence is excused or unexcused is the responsibility of the site principal or designee. Student absences must be tracked on a daily basis and parents contacted as required by law.

A. The following absences may be excused with the proper documentation:

- Illness or medical care;
- Death in the family;
- Legal requirements;
- Religious Holidays;
- Educational absences approved ahead of time by the principal or designee; and
- Financial or other insurmountable conditions.

B. Notification to School: Any time that a student is absent from school during school hours, a written, dated statement explaining the absence should be signed by the parent or guardian and filed at the school.

C. Definition of Habitual Truant: A habitual truant is a student who has 15 unexcused absences within 90 calendar days, with or without the knowledge, or the justifiable consent of the child's parent or legal guardian, who is subject to compulsory school attendance under Florida Statute 1003.21 or 1003.24 or any other mandate specified by law or rules of the State Board of Education.

D. Truancy Procedures: Students aged six (6) to eighteen (18) are subject to mandatory school attendance unless those students aged sixteen (16) to eighteen (18) have filed with the district a formal statement of intent to withdraw from school which includes acknowledgements that terminating school enrollment is likely to reduce a student's earning potential and that driving privileges may be withheld or terminated. This statement must be signed by the student, parent or guardian and school representative.

After the fifteenth (15th) unexcused absence from school during school hours within ninety (90) calendar days, a student subject to compulsory school attendance will be classified as a habitual truant and will be reported to the School Board or designee. The Superintendent or designee may file a truancy petition in circuit court and will notify the Department of Highway Safety and Motor Vehicles to withhold or suspend driving privileges and/or license.

The principal shall, unless there is clear evidence that the absences are not a pattern of non-attendance, refer the case to the school's Child Study Team to determine if early patterns or truancy are developing.

The Child Study Team shall be diligent in facilitating intervention services including remedial strategies if needed and shall report the child to the superintendent only when all reasonable efforts to resolve the non-attendance behavior are exhausted. If the parent or guardian in charge of the student refuses to participate in the remedial strategies because he or she believes that those strategies are unnecessary or

inappropriate, the parent or guardian in charge of the student may appeal to the school board. If the determination is that the strategies of the child study team are appropriate, and the parent or guardian in charge of the student still refuses to participate or cooperate; the superintendent may seek criminal prosecution for noncompliance with compulsory school attendance.

- E. Prolonged or Repeated Absences: When a student is absent repeatedly or for a prolonged period of time due to an illness or injury, the principal or designee may require documentation. If not provided, the absence will be unexcused. A student, who has medically diagnosed physical or mental conditions which confine the student to home or hospital and whose activities are restricted for a period of at least 15 consecutive school days, may be eligible for homebound/hospital services. Parents should contact the student's school to secure an application for these services.

A student who has been sent home with head lice and/or nits should return to school, free of head lice and/or nits within three (3) calendar days; absences from school during the three calendar days will be excused. For each occurrence of head lice and/or nits, absences beyond three (3) calendar days will be unexcused.

- F. Department of Motor Vehicles Sanctions: A student who is 14 years of age, but less than 18 years of age, and who has had 15 (fifteen) unexcused absences within 90 calendar days period, may have his/her motor vehicle operator's license suspended in accordance with Florida Statute.

A student may have his/her license reinstated after he/she has attended school for 30 days with no unexcused absences. The student must apply to the driver's license office to have the license reinstated.

- G. The official attendance report will be the final authority in determining the number of absences for each student.
- H. Students attending curriculum-related field trips with teacher chaperones and principal approval will be in legal school attendance, only their classroom site has changed.
- I. Any student who attends a function as an administratively recognized representative of a school shall be considered in legal school attendance. These days will not count against the three (3) days.

J. Make-Up Work

All make-up assignments missed due to absences are the sole responsibility of the student.

1. It is the student's responsibility to arrange with the teacher to make up work missed during an absence. Arrangements to do so must be made immediately upon returning to that class. Assignments due on the day of the absence will be due on the day the student returns to class.
2. Work missed during out of school suspension cannot be made-up for credit. Students will receive zeros (0) for the assignments/tests. At the discretion of the principal, exceptions may be made for major assignments, end of the grading period cumulative exams, and semester tests.
3. Work completed during an in-school suspension will be accepted and proper credit given.
4. Make-up work: Students are given the number of day absent from school plus one (1) in a normal situation to complete make-up work for a class. However, if an assignment date has already been

given to the class or an assignment is due on the day of the student's return, the teacher may request the completed assignment at that time.

5. Students participating in school sponsored athletic/academic /field trips are responsible for getting pre-approved absence form signed by the principal and obtaining from teachers assignments due prior to leaving for trip. All work is due the day students return to school.

<p>SECTION 4 STUDENT PROGRESSION GRADES 9-12</p>
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I. Enrollment

Holmes District Schools provide seven class periods per day for students in grades 9-12. All students enrolled in Holmes District Schools are encouraged to attend a full school day, unless they are enrolled in a vocational or dual enrollment program.

Students may enroll in courses available through the our district's virtual program, Edgenuity, Florida Virtual School or another approved virtual program and will be awarded credit for successful completion of such courses. Access may be available to students during or after the normal school day and through summer enrollment. Interested students should see their guidance counselor.

Schools have the option of offering a modified block schedule.

II. Credit

- A. Definition - A credit for high school graduation is defined as a 135 hours of bona fide instruction required by law in a designated course which contains student performance standards, except as otherwise provided through the Credit Acceleration Program (CAP) under s. 1003.4295 (3).
- B. A student enrolled in a full-year course will receive full credit if the student successfully completes either the first or second half of the course but fails to successfully complete the other half and the averaging of the grades in each half results in a passing grade for the year, provided that additional requirements, such as class attendance are met.
- C. Students taking high school courses in grade eight shall be classified as high school students for the time they are enrolled in the high school course. The high school course code number shall be used and mastery of student performance standards required as per district procedures for all 9-12 courses. A student will be granted credit toward high school graduation requirements and Florida Bright Futures Scholarship award requirements.
- D. Students enrolled in DCT during the school year must attend classes at the high school for a minimum of four periods per day.

III.Attendance

“The Legislature finds that early intervention in school attendance habits will lead to improved student learning and achievement.” Florida statute 1003.21 requires students ages 6 and up to 18 to be in regular attendance at school. All students are expected to attend all classes each day that school is in session. Unexcused absences will result in a disciplinary consequence and will negatively affect a student's grade. Determination of whether an absence is excused or unexcused is the responsibility of the site principal or designee. Student absences must be tracked on a daily basis and parents contacted as required by law.

A student who has been absent from school shall have his or her absence reported in a manner which is described in the following policy:

A. The following absences may be excused with the proper documentation:

- Illness or medical care;
 - Death in the family;
 - Legal requirements;
 - Religious Holidays;
 - Educational absences approved ahead of time by the principal or designee
 - Financial or other insurmountable conditions; and
 - Other advanced notice absences approved ahead of time by the principal or designee.
- Any absence not meeting the above criteria will subject to being unexcused.

B. Notification to School: Any time that a student is absent from school during school hours, a written, dated statement explaining the absence should be signed by the parent or guardian and filed at the school.

C. Definition of Habitual Truant: A habitual truant is a student who has 15 unexcused absences within 90 calendar days, with or without the knowledge, or the justifiable consent of the child's parent or legal guardian, who is subject to compulsory school attendance under Florida Statute 1003.21 or 1003.24 or any other mandate specified by law or rules of the State Board of Education.

D. Truancy Procedures: Students aged six (6) to eighteen (18) are subject to mandatory school attendance unless those students aged sixteen (16) to eighteen (18) have filed with the district a formal statement of intent to withdraw from school which includes acknowledgements that terminating school enrollment is likely to reduce a student's earning potential and that driving privileges may be withheld or terminated. This statement must be signed by the student, parent or guardian and school representative.

After the fifteenth (15th) unexcused absence from school during school hours within ninety(90) calendar days, a student subject to compulsory school attendance will be classified as a habitual truant and will be reported to the School Board or designee. The Superintendent or designee may file a truancy petition in circuit court and will notify the Department of Highway Safety and Motor Vehicles to withhold or suspend driving privileges and/or license.

The principal shall, unless there is clear evidence that the absences are not a pattern of non-attendance, refer the case to the school's Child Study Team to determine if early patterns or truancy are developing.

The Child Study Team shall be diligent in facilitating intervention services including remedial strategies if needed and shall report the child to the superintendent only when all reasonable efforts to resolve the

non-attendance behavior are exhausted. If the parent or guardian in charge of the student refuses to participate in the remedial strategies because he or she believes that those strategies are unnecessary or inappropriate, the parent or guardian in charge of the student may appeal to the school board. If the determination is that the strategies of the child study team are appropriate, and the parent or guardian in charge of the student still refuses to participate or cooperate; the superintendent may seek criminal prosecution for noncompliance with compulsory school attendance.

- E. Prolonged or Repeated Absences: When a student is absent repeatedly or for a prolonged period of time due to an illness or injury, the principal or designee may require documentation. If not provided, the absence will be unexcused. A student, who has medically diagnosed physical or mental conditions which confine the student to home or hospital and whose activities are restricted for a period of at least 15 consecutive school days, may be eligible for homebound/hospital services. Parents should contact the student's school to secure an application for these services.

A student who has been sent home with head lice and/or nits should return to school, free of head lice and/or nits within three (3) calendar days; absences from school during the three calendar days will be excused. For each occurrence of head lice and/or nits, absences beyond three (3) calendar days will be unexcused.

- F. Department of Motor Vehicles Sanctions: A student who is 14 years of age, but less than 18 years of age, and who has had 15 (fifteen) unexcused absences within 90 calendar days period, may have his/her motor vehicle operator's license suspended in accordance with Florida Statute.

A student may have his/her license reinstated after he/she has attended school for 30 days with no unexcused absences. The student must apply to the driver's license office to have the license reinstated.

- G. The official attendance report will be the final authority in determining the number of absences for each student.
- H. Students attending curriculum-related field trips with teacher chaperons and principal approval will be in legal school attendance, only their classroom site has changed.
- I. Any student who attends a function as an administratively recognized representative of a school shall be considered in legal school attendance. These days will not count against ~~the three (3) days.~~

J. Make-Up Work

All make-up assignments missed due to absences are the sole responsibility of the student.

1. It is the student's responsibility to arrange with the teacher to make up work missed during an absence. Arrangements to do so must be made immediately upon returning to that class. Assignments due on the day of the absence will be due on the day the student returns to class.
2. Work missed during out of school suspension cannot be made-up for credit. Students will receive zeros (0) for the assignments/tests. At the discretion of the principal, exceptions may be made for major assignments, end of the grading period cumulative exams, and semester tests.
3. Work completed during an in-school suspension will be accepted and proper credit given.
4. Make-up work: Students are given the number of day absent from school plus one (1) in a normal situation to complete make-up work for a class. However, if an assignment date has already been

given to the class or an assignment is due on the day of the student's return, the teacher may request the completed assignment at that time.

5. Students participating in school sponsored athletic/academic /field trips are responsible for getting pre-approved absence form signed by the principal and obtaining from teachers assignments due prior to leaving for trip. All work is due the day students return to school.

IV. Grade Classification of Students

Students in grades 9-12 must have the following number of credits to be promoted to the next higher grade:

9th to 10th - 6 credits
10th to 11th - 12 credits
11th to 12th - 18 credits

V. High School Graduation Options

Four graduation options are available to all students. They are simply options. The selection of a high school graduation option is the exclusive right of the student and his or her parents. Students and parents are encouraged to consider the benefits of other acceleration opportunities, such as dual enrollment, advanced placement, Florida Virtual School and early admission. Advanced coursework in high school continues to be the best predictor of student success after high school. Students and parents are encouraged to discuss these plans with their school counselor on a regular basis during 6th through 12th grades. The four options and the requirements of each are as follows: 24 credit standard diploma, 18 credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option, Advanced International Certificate of Education (AICE) curriculum (not offered in Holmes District Schools), and International Baccalaureate (IB) Diploma curriculum (not offered in Holmes District Schools)

A cumulative weighted grade point average of 3.0 on a 4.0 scale for the career preparatory program and for the college preparatory program.

The school board shall provide each student in Grades 6-9 and their parents with information concerning the three-year and four-year high school graduation options listed S. 1003.429(1), F.S., including the respective curriculum requirements for these options so that the students and their parents may select the program that best fits their needs. The district may not establish requirements for accelerated three-year high school graduation options in excess of the requirements in S. 1003.429(1), F.S., three-year standard college preparatory program, and in S. 1003.429, F.S., three-year career preparatory program. The college preparatory program and the career preparatory program are designed for students who are interested in graduating from high school in three years if that will further their academic and career goals. The number of credits within the college preparatory program aligns with the minimum standards for admissions into Florida's state university system, while the career preparatory program requirements are aimed toward entrance into a technical center or community college for career preparation. These three-year options are designed for students who are clear on their future goals, possess the maturity to leave high school, and feel they are ready to pursue their goals beyond high school in an accelerated manner. Each student and his or her parents may select the graduation option and curriculum that most appropriately prepares the student for his or her postsecondary education or career plan at any time during grades 9 -12. If at the end of Grade 10,

a student is not on track to meet the credit, assessment, or grade point average requirements of the accelerated graduation option selected, the school shall notify the parent of the following:

- The requirement the student is not currently meeting.
- The specific performance necessary in Grade 11 for the student to meet the accelerated graduation requirements.
- The right of the student to change to the four-year program set forth in S. 1003.43 F.S.

A student who meets all requirements in S. 1003.429(1) and (6), F.S. shall be awarded a standard diploma. Students selecting one of the three-year programs must be treated equally with students graduating via the 26-credit general high school graduation program in all ways, including eligibility for valedictorian, salutatorian, Talented 20 and Bright Futures. (Note: Students may graduate with 24 credits per the state's legislative ruling. A waiver must be completed to seek this option. Guidance counselors may be contacted for more information.) The district school superintendent shall be responsible for notifying all students of the consequences of failure to receive a standard diploma, including the potential ineligibility for financial assistance at post secondary institutions.

NOTE: Accelerated high school graduation options are applicable to all students including students with disabilities working toward a standard diploma.

VI. End of Course Assessments

The Holmes District School Board will establish standards for graduation including weighting of statewide End of Course (EOC) assessments that are developed in Algebra I, Geometry and Biology and others that may be developed by the state as at least 30% of the course grade. The Board also creates the Credit Acceleration Program (CAP) that allows students to earn high school credit if the student earns a specified score on the corresponding standardized EOC assessment, whether or not the student is enrolled in the course or has finished the course. EOC assessment results may be waived for the purpose of determining the student's course grade and credit for a student with a disability for the Individual Education Plan (IEP) committee determines that the assessment can't accurately measure the student's abilities, taking into consideration all allowable accommodations.

For a student with a disability who cannot pass the EOC assessment(s), an Individual Education Plan (IEP) team may convene an IEP meeting to determine if the EOC assessment accurately measures the student's ability to earn high school credit in the course, taking into consideration the student's performance with allowable accommodations. The IEP team may waive the EOC assessment requirement for course grade and credit.

VII. Graduation Requirements

The requirements set forth in this section provide the standards which a student must achieve in order to earn a high school diploma. Graduation exercises are provided each year to honor those students who have completed these requirements, a district dropout prevention program, or district Graduation Assistance Program or who will be able to complete them by the end of the current school year including summer school; however, to be able to participate in the graduation ceremony, a student must not lack more than one credit.

A. To earn a high school diploma, a student must:

1. **Complete one of the graduation options and meet the Graduation Requirements listed below.**

Requirements for Students Entering Grade Nine in the 2012 - 2013 School Year

Students must successfully complete one of the following diploma options:

- 24 credit standard diploma
- 18 credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Advanced International Certificate of Education (AICE) curriculum (not offered in Holmes District Schools)
- International Baccalaureate (IB) Diploma curriculum (not offered in Holmes District Schools)

Students must pass the following statewide assessments:

- Grade 10 reading score of 245+ (or ACT 19+/SAT 430+ concordant score)
- Algebra I end of course score of 399+ (EOC) if Algebra I is taken after 2010–2011 or a comparative score on the Postsecondary Education Readiness Test 97+ (P.E.R.T.)

Students must participate in the following EOC assessments:

- Algebra I (if enrolled after 2010-2011)
- Biology I (if enrolled after 2010-2011)
- Geometry (if enrolled after 2010-2011)
- U.S. History (if enrolled after 2011-2012) and performance on the EOC constitutes 30% of the final course grade.

Requirements for the 24 credit standard diploma option

4 Credits English Language Arts (ELA)
4 Credits Mathematics One of which must be Algebra 1 and one of which must be Geometry Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry)
3 Credits Science One of which must be Biology 1, two of which must have a laboratory component An Industry certification that leads to college credit substitutes for up to one science credit (except for Biology 1) An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology 1)
3 Credits Social Studies 1 credit in World History 1 credit in U.S. History .5 credit in U. S. Government .5 credit in Economics
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts
1 Credit Physical Education To include the integration of health

8 Elective Credits
1 Online Course
Students must earn a 2.0 grade point average on a 4.0 scale.

Requirements for the 18 credit ACCEL option

3 elective credits instead of 8
Physical Education is not required
Online course is not required
All other graduation requirements for a 24 credit standard diploma must be met.

Requirements for Students Entering Grade Nine in the 2013 - 2014 School Year

Students must successfully complete one of the following diploma options:

- 24 credit standard diploma
- 18 credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Advanced International Certificate of Education (AICE) curriculum (not offered in Holmes District Schools)
- International Baccalaureate (IB) Diploma curriculum (not offered in Holmes District Schools)

Students must pass the following statewide assessments:

- Grade 10 reading score of 245+ on the FCAT 2.0 Reading or 349+ on the Grade 10 FSA ELA (or ACT 19+/SAT 430+ concordant score)
- Algebra I end of course score of 399+ (EOC) if Algebra I is taken after 2010–2011 or a comparative score on the Postsecondary Education Readiness Test 97+ (P.E.R.T.)

Students must participate in the following EOC assessments and the results constitute 30% of the final course grade:

- Algebra I
- Biology I
- Geometry
- U.S. History
- Algebra II (if enrolled)

Requirements for the 24 credit standard diploma option

4 Credits English Language Arts (ELA) <ul style="list-style-type: none"> • ELA I, II, III, IV • ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and dual enrollment courses may satisfy this requirement
4 Credits Mathematics One of which must be Algebra 1 and one of which must be Geometry Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry)
3 Credit Science One of which must be Biology 1, two of which must have a laboratory component An Industry certification that leads to college credit substitutes for up to one science credit (except for Biology 1) An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology 1)
3 Credits Social Studies 1 credit in World History 1 credit in U.S. History .5 credit in U. S. Government .5 credit in Economics
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts
1 Credit Physical Education To include the integration of health
8 Elective Credits
1 Online Course
Students must earn a 2.0 grade point average on a 4.0 scale.

Requirements for the 18 credit ACCEL option

3 elective credits instead of 8
Physical Education is not required
Online course is not required
All other graduation requirements for a 24 credit standard diploma must be met.

Requirements for Students Entering Grade Nine in the 2014 – 2015, 2015 – 2016 and 2016-2017 School Year

Students must successfully complete one of the following diploma options:

- 24 credit standard diploma
- 18 credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
 - Advanced International Certificate of Education (AICE) curriculum (not offered in Holmes District Schools)
 - International Baccalaureate (IB) Diploma curriculum (not offered in Holmes District Schools)

Students must pass the following statewide assessments:

- Grade 10 reading score of 350+ on the Grade 10 FSA ELA (or ACT 19+/SAT Reading Subtest 24+ /SAT Evidence-Based Reading and Writing 430+ concordant score)
- Algebra I end of course score of 497+ on the FSA Algebra 1 EOC or a comparative score of 97+ on the Postsecondary Education Readiness Test 97+ (P.E.R.T.)
(if student took the SAT prior to March 2016 refer to the entering ninth grade 2012-13 concordant scores for 10th grade reading)

Students must participate in the following EOC assessments and the results constitute 30% of the final course grade:

- Algebra I
- Biology I
- Geometry
- U.S. History
- Algebra II (if enrolled)

Requirements for the 24 credit standard diploma option

4 Credits English Language Arts (ELA) <ul style="list-style-type: none"> • ELA I, II, III, IV • ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and dual enrollment courses may satisfy this requirement
4 Credits Mathematics One of which must be Algebra 1 and one of which must be Geometry Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry)
3 Credit Science One of which must be Biology 1, two of which must have a laboratory component An Industry certification that leads to college credit substitutes for up to one science credit (except for Biology 1) An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology 1)
3 Credits Social Studies 1 credit in World History 1 credit in U.S. History .5 credit in U. S. Government .5 credit in Economics
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts
1 Credit Physical Education To include the integration of health

8 Elective Credits
1 Online Course
Students must earn a 2.0 grade point average on a 4.0 scale.

Requirements for the 18 credit ACCEL option

3 elective credits instead of 8
Physical Education is not required
Online course is not required
All other graduation requirements for a 24 credit standard diploma must be met.

VIII. High School Grade Level Determinations

A. The following will be used to determine high school grade placement

1. Earn passing scores on the Grade 10 FSA ELA or FCAT Reading 2.0 (or ACT/SAT Concordant Score), as required by Section 1008.22 (5) F.S. End of Course Assessment requirements vary by the year a student entered the 9th grade. See above graduation requirements by year.
and,
2. Maintain an overall unweighted grade point average of 2.0 on a 4.0 scale for the standard 24 credit option and a weighted 3.0 on a 4.0 scale for the two three year options.
or,
3. Complete the GED Exit Option Program as approved for the Graduation Assistance Program.
4. Beginning with 2011-2012 school year and beyond, each student entering 9th grade must graduate from high school having taken at least one online course.

B. Qualifications and Restrictions

1. Applicable courses or programs listed in the Course Code Directory which fulfill required graduation credits in the designated area above are identified with an asterisk throughout the directory.
2. A student may retake a required course in which a grade of “D” or “F” was earned and replace it with a grade of “C” or higher earned in the same or a comparable course. For elective courses, a grade of “D” or “F” may be replaced with a grade of “C” or higher earned in the same or another course. In such case, the higher of the two grades will be used in the calculation of the GPA for graduation and for qualification as honor student.
3. No student shall be granted credit toward high school graduation for enrollment in the following courses or programs as provided for in Section 1003.43:
 - a. More than a total of nine electives credits in remedial programs.
 - b. More than one credit in Exploratory Career Education as defined in Section 1003.014(4), F.S.
4. Two of the four mathematics credits required for graduation must be Algebra I, a series of

- courses equivalent to Algebra I, and Geometry, a series of courses equivalent to Geometry, or a higher-level mathematics course.
5. A student may not enroll in Level I courses unless assessment of the student indicates that a more rigorous course of study would be inappropriate. In this case a written assessment of the need must be included in the student's Individual Educational Plan or in a student performance plan, signed by the principal, the guidance counselor, and the parent or guardian (or the student if he/she is 18 years old or older).
 6. The Credit Acceleration Program (CAP) purpose is to allow students to earn high school credit in a course that requires a statewide, standardized EOC assessment if the student attains a specified score on the assessment. Notwithstanding s. 1003.436, F.S., Definition of "credit", a school district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a score indicating satisfactory performance, as defined in s. 1008.22, (3)(c)5, on the corresponding statewide, standardized EOC assessment. The school district shall permit a student who is not enrolled in the course, or who has not completed the course, to take the standardized EOC assessment during the regular administration of the assessment.
 7. Requires high school students who score at Level 1 on FCAT Reading to be enrolled in and complete an intensive reading course the following year, and provides that placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. Each year in which a student scores Level 1 or Level 2 on FCAT Mathematics, the student must receive remediation the following year, which may be integrated into the student's required mathematics course. Students entering grade 10 and who have scored at Level 1 or Level 2 on FCAT Reading, but who did not score below Level 3 in the previous 3 years, may be granted a 1-year exemption from the reading remediation requirement. However, the student must have an approved academic improvement plan already in place, signed by the appropriate school staff and the student's parent, for the year for which the exemption is granted.

C. Certificate of Completion

A student who has met all credit and subject requirements for a Standard Diploma, but has failed to master the Next Generation Sunshine State Standards / Florida Standards or has failed to pass the Florida Comprehensive Assessment Test will be eligible for a certificate of completion and may participate in graduation exercises upon acceptance of the certificate of completion.

D. Requirement for Adult Students

1. Adult high school programs in Holmes County are administered through the Florida Panhandle Technical College.
2. Graduation requirements for students in adult education programs who are earning diplomas are identical to the requirements for students in grades 9-12 with the following exceptions:
 - a. The one credit in physical education is not required for graduation and shall be substituted with elective credit to keep the total number of credits needed for graduation consistent.
 - b. The laboratory component of the science requirement may be waived when facilities are inaccessible or do not exist.
 - c. The one credit in performing fine arts shall be satisfied by enrollment in and satisfactory completion of any course grade 9 or above listed in the art, dance, drama, or music areas of Section 3 of the Course Code Directory.

E. Progression and Standards for Graduation for Students with Disabilities in Grades 9-12

A student with a disability must meet the same district proficiency levels required for a non-disabled student unless the IEP team determined the student is:

- One for whom the Next Generation Sunshine State Standards/Florida Standards are not appropriate standards, and
- The student meets the exception criteria as set forth in the District Special Programs and Procedures Document for FSA/FCAT, End of Course Exams, and/or other standardized assessments.

All students with disabilities should be supported through the provision of allowable accommodations and specially designed instruction to work toward a standard diploma, as defined in section 1003.4282(1), Florida Statutes (F.S.), and a Scholar or Merit designation, as defined in s.1003.4285, F.S. Beginning with students entering grade 9 in the 2014-15 school year, a parent of the student with a disability shall, in collaboration with the individual educational plan (IEP) team during the transition planning process pursuant to s. 1003.5716, declare an intent for the student to graduate from high school with either a standard high school diploma or a certificate of completion. A student with a disability who does not satisfy the standard high school diploma requirements pursuant to this section shall be awarded a certificate of completion.

The following graduation options are available for students with disabilities entering grade 9 during the 2014-15 school year and all subsequent years:

- 24-credit Standard Diploma (may choose either Scholar or Merit Designation)
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Access Courses Standard Diploma

New legislation mandates the following high school graduation requirements for students with disabilities:

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 completion 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 completion 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 preapprenticeship 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.

Specific courses that will be required for students working toward the Access Courses Standard Diploma will be identified once the state board rule has been developed and approved by the State Board of Education.

F. Special Diploma Options

The following options are only available for students in 11th, or 12th grades during the 2015-2016 school year who are currently working on a special diploma track:

Special Diploma Option 1:

Students with disabilities working toward a Special Diploma Option 1 must meet the following graduation criteria:

- a. Complete 24 credits comprised of:

Mathematics =	4 credits
English =	4 credits
Science =	3 credits
Social Studies =	3 credits
Physical Education =	1 credit
Vocational Education =	3 credit
Electives =	<u>6 credits</u>
TOTAL =	24 CREDITS

- b. Maintain a 2.0 Minimum GPA
- c. Participate in the Florida Alternate Assessment/Florida State Assessment as applicable per grade level.
- d. Individual student need and IEP goals determine course selection for students with disabilities. Level 1 courses are appropriate for students working toward a special diploma. These students are working on state standards called Access Points.

Special Diploma Option 2:

Students with disabilities working toward a Special Diploma Option 2 must meet the following graduation criteria:

- a. Complete credits comprised of:
- Mathematics = 2 credits (either Access Courses or Level 1 Courses)
 - English = 2 credits (either Access Courses or Level 1 Courses)
 - Electives = 4 credits (either Access Courses or general elective courses)
 - Work Requirement = Complete 1 semester or at least 18 weeks of successful, paid employment at minimum wage or higher.
- b. Maintain a 2.0 Minimum GPA
- c. Participate Florida Alternate Assessment/FSA as applicable per grade.
- d. Master all IEP annual goals and objectives related to employment and community competencies as documented in the Employment and Community Competencies Training Plan.

Students with disabilities, if included in general education courses during the school day, may receive standard credit that will count toward special diploma credit criteria in their prescribed program of study, provided course requirements are met with accommodations and/or modifications as needed.

IX. Alternative Methods for Credit and/or Graduation

The Superintendent of Schools and the President of the Community College shall jointly develop and implement a comprehensive interinstitutional articulated acceleration program for students enrolled in their respective school districts and service areas. This Interinstitutional Articulation Agreement must

be completed before the start of each school year. Students shall be informed of eligibility criteria, the option for taking dual enrollment classes beyond the regular school year and the minimum academic credits required for graduation. Students who meet the eligibility requirements of S. 1007.271 F.S., and who choose to participate in dual enrollment programs are exempt from the payment of registration, tuition and laboratory fees.

A. Early Admission Program

Advanced students may elect to pursue a program of early admission to college under the following conditions. The student must:

1. Have completed the eleventh (11th) grade with eighteen (18) or more credits toward graduation.
2. Have a cumulative grade point average of 3.0 or higher for grades 9, 10, and 11, or an Enhanced American College Test (E-ACT) composite score of 21 or a Scholastic Aptitude Test (SAT-I) score of 500 verbal and 500 quantitative. Scores can be no more than 24 months old.
3. Be 16 years of age at the time of admission.
4. Have written approval of the high school principal, or when applicable, be verified by the district school board home education liaison.
5. Have written approval from the district school board.
6. Have on file at the college official passing scores on the Enhanced American College Test (E-ACT), Scholastic Aptitude 1 (SAT 1), or Postsecondary Education Readiness Test (PERT).

The student will receive both high school and college credits for courses taken and will be able to return to the high school to graduate with his/her class.

B. Dual Enrollment

Advanced students may elect to enroll in both high school and college part-time and earn both high school and college credit for courses taken at the college. In order to do this a student must:

1. Have completed the ninth grade,
2. Have a grade point average of 3.0 or higher, or an Enhanced American College Test (E-ACT) composite score of 21 or a Scholastic Aptitude Test 1 (SAT 1) score of 500 verbal and 500 quantitative. Scores can be no more than 24 months old.
3. Be in the upper 25% of his/her class,
4. Have permission of the principal or, when applicable, be verified by the district school board home education liaison,
5. Have on file at the college official passing scores on the Enhanced American College Test (E-ACT), Scholastic Aptitude Test (SAT-1), the Postsecondary Education Readiness Test (PERT).

The school district, community college and state university may conduct advanced placement instruction within dual enrollment courses. Each joint dual enrollment and advanced placement course shall be incorporated within and subject to the provisions of the district interinstitutional articulation agreement pursuant to S. 1007.235 F.S. Students enrolled in a joint dual enrollment and advanced placement course may be funded by either dual enrollment or advanced placement formula specified in S. 1001.62 F.S.; however no student shall be funded through both a dual enrollment and advanced placement program. The school board shall utilize the funding formula that more closely approximates the cost of the course. Post secondary credit for joint dual enrollment and advanced placement course shall be awarded as either dual enrollment or advanced placement credit, based on student preference. An award of advanced placement credit must be limited to students who score a minimum of 3 on a 5-point scale on the

Advanced Placement Examination. No student shall claim double credit based on the completion of a single joint dual enrollment and advanced placement course, nor shall any student be required to complete the Advanced Placement Examination.

X. Florida Bright Futures Scholarship Program

The Florida Legislature currently funds the Bright Futures Scholarship Program and eligibility requirements are outlined in state law and Department of Education Rules. Complete details shall be available in each high school counselor's office. Students are encouraged to become very familiar with these requirements and work diligently toward earning one of these scholarships. For more information, visit <http://www.floridastudentfinancialaid.org/ssfad/bf/>.

XI. Honor Students

A. Selection Procedures

The procedures for determining grade point averages for the selection of honor students are as follows:

1. Semester grades for all courses used to satisfy the required credits for graduation excluding electives will be used in the calculation.
2. For courses in which the state requirement is one-half credit, only one semester grade will be used. For each full credit course two semester grades will be used in the calculation.
3. When a student elects to take more than the minimum required credits in a subject area, the course(s) with the highest grades will be used in the calculation.
4. Grade point averages shall be calculated by converting semester grades or yearlong grades for courses with state mandated EOCs to a 4.0 scale for all courses except dual enrollment, advanced placement, honors and other upper level courses so designated by individual schools. These courses, because of the degree of difficulty, shall be converted to a 5.0 scale. This calculation shall be as follows:
 - a. Regular courses; A = 4.0, B = 3.0, C = 2.0, D = 1.0, F = 0.0.
 - b. Dual Enrollment, advanced placement, honors and other upper level courses; A = 5.0, B = 4.0, C = 3.0, D = 2.0, F = 0.0.
 - c. Calculations will be done at the end of the senior year or at the end of the third year for those participating in the three year 18 credit graduation program.
5. All grade point averages will be rounded off to the fourth decimal place.
6. To be eligible to be an honor student all credits must be earned in a regular academic or advanced program.
7. Florida Statute 1007.271 (16) states: School districts and community colleges must weigh comparable dual enrollment courses the same as honors courses and advanced placement courses when grade point averages are calculated. Alternative grade calculation or weighting systems that discriminate against dual enrollment courses are prohibited. This rule applies to incoming 9th graders for the 2006-2007 school year and thereafter.
8. If a student chooses to take the state mandate EOC to meet the course requirement, there will be

one less grade to average for that subject area..

9. All required credits must be completed prior to final senior grades being submitted to be considered for Honors.

B. Cum Laude

Beginning with the incoming 9th graders for the 2010-11 school year and beyond, Holmes District Schools will use the Cum Laude system to calculate class rank and honors designations for standard diploma students.

A district unweighted or weighted grade point average on the sixteen required courses and an overall grade point average of 3.0 in all courses will be used to calculate class rank and honors designations for standard diploma students. At the end of the eighth semester for 24-credit graduates and the end of the sixth semester for the 18-credit graduates, honor graduates will be determined by the following scale:

Summa Cum Laude
4.25 and above

Magna Cum Laude
3.75 – 4.24

Cum Laude
3.5 – 3.74

SECTION 5 CURRICULUM GRADES K-12

I. The Curriculum

A. Next Generation Sunshine State Standards / Florida Standards

The Next Generation Sunshine State Standards / Florida Standards are standards to benchmark student achievement and to serve as guides to best practices for local curriculum designers to help schools implement school improvement strategies to raise student achievement. The benchmarked standards describe what students should know and be able to do at four progression levels (grades PreK-2, 3-5, 6-8, 9-12) in the subjects of art, health/physical education, foreign languages, language arts, mathematics, science, and social studies. All Holmes District Schools shall provide appropriate instruction to assist students in the achievement of these standards.

Copies of the publications containing the Next Generation Sunshine State Standards / Florida Standards may be obtained from the Division of Public Schools, Department of Education, 325 W. Gaines Street, Tallahassee, Florida 32399-0400.

- B. The Next Generation Sunshine State Standards / Florida Standards shall serve as the basis for statewide assessment.
- C. The curriculum of the schools of Holmes County shall incorporate Next Generation Sunshine State Standards / Florida Standards at appropriate levels and course student performance standards in grades 6-12.
- D. The Superintendent may appoint such committees and special study groups as may be necessary to assist

him/her in determining the educational needs of the district.

- E. The district school board shall provide 150 minutes of physical education each week for students in grades Kindergarten through grade 5. Students in grade 6 who are enrolled in a school that contains one or more elementary grades so that on any day during which physical education instruction is conducted there are at least 30 consecutive minutes per day.
- F. The middle grades shall offer a program that meets all the legislative requirements and those outlined in Section 3 of this plan.
- G. District minimum skills for each course or program shall be those established in the curriculum description required above. A passing grade in a course or program shall be evidence of mastery of a majority of these skills and of mastery of the Next Generation Sunshine State Standards / Florida Standards in grades 9-12.
- H. All high schools shall provide educational services which will meet the needs of all students. Courses shall be offered at levels, which will challenge each student to perform in accordance with his/her ability. In providing such programs for students the school shall utilize the services of the community college to the extent feasible. The following programs shall be offered at the appropriate levels.
 - 1. Library instruction and counseling shall be provided.
 - 2. There shall be a broad program of athletics, student government, student publications, and social activities to provide for the development of effective citizenship.
 - 3. Programs in drama, music, art, and the humanities shall be made available as feasible.
 - 4. At least two years of a foreign language shall be available to high school students where possible.
 - 5. There shall be instruction in any subject matter field or specific area required by law or rules of the State Board of Education.
 - 6. The curriculum for American government shall include the study of Florida government, including the Florida constitution, the three branches of state government, and municipal and county government.

J. Required Instruction

The Superintendent through the curriculum development process shall ensure that the following areas of required instruction are incorporated into the curriculum at all levels as required by law. Students shall receive instruction in:

- 1. The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, shall be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.
- 2. The history of African-Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African-Americans to society shall be included.

3. FS 1003.42 mandates that, in order to encourage patriotism, public schools teach the sacrifices that veterans have made in serving the country and protecting democratic values worldwide. Such instruction must occur on or before Veterans' Day and Memorial Day. The instructional staff is encouraged to use the assistance of local veterans when practicable.
4. FS 1003.44, Declaration of Independence/Flag Education Requires that in the last full week of classes in September all schools shall celebrate "Freedom Week". During this week at least three hours of in-depth instruction on the intent, meaning, and importance of the Declaration of Independence must be included in each social studies class. In addition, at the beginning of each school day or in homeroom during this week, principals and teachers must conduct an oral recitation by students of the following portion of the Declaration of Independence:

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain inalienable rights, that among them are life, liberty and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed."
5. A character development program must include instruction in a secular character-development program stressing patience, attentiveness, and initiative. This instruction shall be incorporated in the social studies or other appropriate curriculum. House Bill 1147 updates section 1003.42(2)(s), Florida Statutes (F.S.), to require that "the character-development curriculum for grades 9-12 shall, at a minimum, include instruction on developing leadership skills, interpersonal skills, organization skills, and research skills; creating a résumé; developing and practicing the skills necessary for employment interviews; conflict resolution, workplace ethics, and workplace law; managing stress and expectations; and developing skills that enable students to become more resilient and self-motivated." The way this requirement is met is a local decision. Holmes District Schools will include the character-development curriculum the American Government course.
6. A minimum of five (5) instructional hours in Health Education and a minimum of five (5) instructional hours in alcohol and substance abuse prevention must be provided at each grade level. The health curriculum shall include instruction in the following areas at the appropriate levels:
 - a. Instruction in health education as a specific area of health education instruction. Nutrition education shall include, but not be limited to, sound nutritional practices, wise food selection, analysis of advertising claims about food, proper food preparation, and food storage procedures. The purpose of such nutrition education programs shall be to educate students in the overall area of nutrition education and significantly reduce health problems associated with poor or improper nutrition practices.
 - b. Instruction in substance abuse prevention in kindergarten through grade 12. Such instruction shall articulate clear instructional objectives aimed at the prevention of alcohol and substance abuse. The instruction shall be appropriate for the grade and age of the student and shall reflect current theory, knowledge, and practice regarding prevention of substance abuse and may contain instruction in such components as health, personal and economic consequences of substance abuse and instruction in decision making, resisting peer pressure, self-concept building skills, and identifying and dealing with situations that pose a risk to one's health and may lead to substance abuse.
 - c. Instruction in the causes, transmission, and prevention of human immunodeficiency

virus infection and acquired immune deficiency syndrome and other sexually transmissible diseases for students. Such instruction shall be included in appropriate middle school health and science courses and in life management skills and other high school courses. Any student whose parent makes a written request to the school principal shall be exempt from reproductive health or AIDS instructional activities, as requested. Curriculum frameworks for comprehensive health education shall not interfere with local determination of appropriate curriculum that reflects local values and concerns.

- d. Instruction, appropriate at each grade level, in reproductive health, interpersonal skills, and parenting to reduce teenage pregnancy and to promote healthy behavior in all students in kindergarten through grade 12.
- e. Instruction in the benefits of sexual abstinence and consequence of teenage pregnancy, sexually transmitted diseases, and acquired immune deficiency syndrome in appropriate middle school or junior high school health, science, and home economics courses and in life management skills and other appropriate high school courses.

- 7. During the first two weeks in October each year, the School Board shall designate these two weeks as “Disability History and Awareness Weeks.” During this two week period, students may be provided intensive instruction to expand their knowledge, understanding, and awareness of individuals with disabilities, the history of disability, and the disability rights movement. The instruction may be integrated into the existing school curriculum and may be delivered by qualified school personnel or knowledge guest speakers with a focus on including individuals with disabilities.

- 8. Section 1006.147, F.S. requires school district to provide instruction to all stake holders on identifying, preventing and responding to bullying or harassment, including instruction on recognizing behaviors that lead to bullying and harassment and taking appropriate preventive action based on those observations.

II. Course of Study

- A. Any course required by a school in addition to those required by law or by the State Board of Education shall be approved by the School Board. Any new course added to the curriculum of a school shall be approved by the School Board.
- B. Teachers shall teach the prescribed curriculum.
- C. The teacher shall keep course content and methods of instruction current.

III. Use of Course Numbers and Titles on Permanent Records, Transcripts, and Report Cards

- A. State course numbers and abbreviated titles as found in the Course Code Directory shall be recorded on permanent records and transcripts.
- B. Report cards shall reflect state abbreviated titles without alteration and may also reflect state course numbers without alteration.

IV. Grading System

- A. The following grading system that was mandated in FS 1003.437 shall be used by all Holmes County Schools.

Percentage	Grade	Unweighted Value	Definition
90-100	A	4	Outstanding Progress
80-89	B	3	Above Average Progress
70-79	C	2	Average Progress
60-69	D	1	Lowest Acceptable Progress
0-59	F	0	Failure
	I	0	Incomplete

No grade higher than 100 may be given for the nine weeks or final grade.

All elementary enrichment courses will not receive letter grades.

Grades 1st and 2nd will receive achievement levels in Science and Social Studies:

Percentage	Achievement Level	Definition
80-100	S	Satisfactory
79-60	N	Needs Improvement
59-0	U	Unsatisfactory

No grade higher than 100 may be given for the nine weeks, semester exams, or final grades.

- B. In courses where state mandated EOCs are administered (Algebra I, Honors Algebra I Algebra II, Honors Algebra II, Algebra 1B, Geometry, Honors Geometry, Biology, Honors Biology, US History, Honors US History, and Middle School Civics) the EOC level earned will be converted to a letter grade and exam score. The exam score will count as 30% of the final grade: 35% for 1st semester; 35% for 2nd semester; 30% for state mandated EOC exam

EOC Level	Letter Grade Conversion	Exam Score Conversion
5	A	100
4	A	100
3	A	100
2	B	80
1	D	60

- C. Teacher created semester exam scores in Middle and High School courses will count as 20 % of the semester grade.

V. Reporting Student Academic Progress to Parents and Students

District schools must report in writing to the student and his/her parent or legal guardian the student's results on each statewide assessment test. The progress of students toward achieving state and district requirements for proficiency in Language Arts (reading and writing), science and mathematics shall be reported through the report card to each student and their parents or guardian each nine weeks. For students in grades K-12, writing composition, spelling and grammar are a part of the Language Arts or English grade. In grades 6-8, a reading grade must be reported for students enrolled in middle grades intensive reading and for all other students, reading may be reported as part of the Language Arts grade. Students in grades 9-12 enrolled in Intensive Reading will receive a reading grade. In grades 10-12, reading is a part of the English grade.

A. Individual Student Achievement

Student achievement of state and district standards, including the Next Generation Sunshine State Standards / Florida Standards, will be communicated to parents in one or more of the following ways.

- Conferences
- Skills Checklist
- Report Card
- Individual Student Profiles from the State Assessment Tests
- Student's achievement test
- Interim reports during the grading period

B. Report Cards

1. The report card must clearly depict academic and grade level performance. It will reflect student achievement as below grade level, grade level, or above grade level. A report of the student's conduct and behavior, and attendance, including absences and tardiness will be included.

The student's final report card for the school year shall contain a statement indicating end-of-year status regarding performance or nonperformance at grade level, conduct/citizenship, attendance, and promotion or non-promotion.

2. The criteria used for marking on-grade level performance on the final report card shall be as follows:
 - a. Grade K-2
 - (1). Language Arts –Final grade of “70” or better.
 - (2). Math – Final grade of “70” or better.
 - b. Grades 3-8
 - (1). Language Arts - Score at or above Level 2 on FSA ELA and/or final grade of “60” or better.
 - (2). Math – Score at or above Level 2 on FSA Math and/or final grade of “60” or better.
 - (3). Science - Final grade of “60” or better (Grade 4-8)

d. Grades 9-11

- (1).English Language Arts – Score at or above level 2 on FSA ELA and/or final grade of “60” or better
- (2).Math - Score at or above Level 2 on Algebra I EOC and/or final grade of “60” or better.
- (3).Science – Final grade of “60” or better

f. Grades 12

- (1).English Language Arts – Final grade of “60” and has passed FCAT Reading 2.0 (senior cohort for 2014-2015, 2015-2016)
- (2).Math– Score at or above Level 2 on Algebra I EOC and final grade of “60” or better.
- (3).Science – Final grade of “60” or better

C. Identification, Notification, and Assistance to Students with Cumulative Grade Point Average less than Required for Graduation.

1. Each school center containing grades 9 - 12 shall identify students who are earning grade point averages less than required for graduation. Parents or guardians of students who have cumulative grade point averages less than 0.5 above the required graduation level shall be notified that the student is at risk of not meeting the graduation requirements (FS 1003.43). The students' names shall be maintained on a list and kept in the Guidance Counselor’s office
2. Each school center will identify the assistance available and notify parents for each student whose name appears on the above list.

D. Letters to Parents Regarding Grades

1. Teachers will notify parents through mid-term grade reports by the end of the fourth week of each grading period, when it is apparent that the student may fail or he/she is performing unsatisfactorily.
2. Parents of students in grades K-12 will be notified in writing by the end of the first semester (or the middle of the semester for semester courses) if the student at that time is having difficulty and may fail the course or the grade.
3. Parents of students in grades 9 - 12 will be notified if the student has a cumulative grade point average less than 0.5 above the required graduation level and is at risk of not meeting graduation requirements. The notification will also include notification of available remedial assistance to help the student achieve the necessary GPA. (FS 1003.43)
4. Parents of students in grades K-8 will be notified in writing at the end of the school year if, on recommendation of the staffing committee the student is recommended for retention or required to attend summer school, if available, as a condition for promotion or for remediation.

E. At the end of each semester, the parent or legal guardian of each student in grades 9-12 who has a cumulative average of less than 0.5 above the cumulative GPA required for graduation must be notified that the student is at risk of not meeting the requirements for graduation. The notice must contain an explanation of the programs the district has in place to assist the student in meeting the GPA requirement. The notice must be in a language that is understandable to all parents in the district.

- F. Any parent whose child has a teacher who is teaching out-of-field shall be notified in writing.

VI. Class Records and Grade Books

The grade book is the teacher's official record of each student's work and class attendance. Grade books should be kept up-to-date and be available on FOCUS. Class attendance will be marked using the appropriate symbols for absences or tardies. Grade books printed from FOCUS are turned into the office at the end of the year with the teacher's name and the year clearly marked on the cover.

VII. Grade Point Average for Extra-Curricular Activities Participation

A. Middle School (grades 6-8)

Students entering the sixth grade for the first time must be regularly promoted from the fifth grade to be eligible for the fall semester. To be eligible during the spring semester and each semester thereafter; all middle school students must maintain a grade point average of 2.0 or higher for courses taken the previous semester.

B. High School (grades 9-12)

Students who enter the ninth grade for the first time must be regularly promoted from the eighth grade to be eligible for the fall semester of the ninth grade. To be eligible during the spring semester of the ninth grade, a student must have maintained a cumulative grade point average of 2.0 or higher during the fall semester OR have signed an academic agreement with his/her school at the beginning of the spring semester with the goal of achieving a 2.0 cumulative grade point average by the end of the year. The agreement will state the student's commitment to conscientiously engage in remedial activities as prescribed by the school's administration for the semester. Students entering the tenth grade for the first time and for each semester thereafter must have maintained a cumulative grade point average of 2.0 or higher the previous semester to be eligible.

Cumulative grade point average means the grade point average for all semesters in high school, not just for work completed the previous semester. Therefore, it will be possible in future years for a student to earn a 3.0 grade point average for a semester's work, but remain ineligible for the following semester because his/her cumulative grade point average remains below 2.0.

VIII. Informing Parents About the Student Progression Plan:

Because of the important role that parents play in the total education of their children, each school will develop procedures for making parents aware of the District Student Progression Plan, and to assist them in understanding the importance of the requirements in the plan.

Procedures which a school might use to inform parents and the public of the plan are:

Parent-teacher programs,
A special "parent night" meeting,
Memorandum/newsletter to parents,
School and district advisory meetings,

News media release,
School/district newsletter,
Parent-teacher conferences,
Student Handbooks,
District web page

IX. District Reporting

The district will publish the following information in a local newspaper and on the district's web page each year:

Policies/procedures on retention/promotion,
Number/percent students in 3-10 at Levels 1 and 2 on FSA ELA by grade,
Number/percent retained 3-10 by grade,
Number promoted for good cause by each category of good cause,
Revisions to policy on retention/promotion from prior year

Appendix A
**HOLMES COUNTY SCHOOL BOARD
PUPIL PROGRESSION STAFFING FORM FOR K8**

School: _____

Date: _____

Student: _____

Grade: _____

A review of school records including standardized tests and daily work for _____ has been reviewed to determine appropriate placement for the _____ school year. In addition, the criteria for promotion as outlined in the Pupil Progression Plan has been reviewed.

The committee is in agreement that the following placement is in the best interest of the student and that all other alternatives have been exhausted and would be ineffective at this time.

Placement

Retained in grade _____

Placed for Good Cause in grade _____

Reasons for placement:

Summer School _____

Other _____

Staffing Committee:

Principal/Designee

Date

Guidance Counselor

Date

Teacher(s)

Date

Parent/Guardian

Date

- ☐ Parent came to meeting
☐ Mailed copy to parent

☐ Contacted parent by phone

(If parent is unable to attend the meeting, contact by phone may be made with documentation. Copy should be mailed if parent does not attend the meeting.)

Distribution: White - Cumulative folder, Yellow - Parent/Guardian

Appendix B

HOLMES COUNTY

FOREIGN EXCHANGE VISITOR PROGRAM REQUIREMENTS AND PROCEDURES

The School Board recognizes the importance of intercultural and international education as part of a school program.

Foreign exchange visitor programs improve America's knowledge of a foreign culture by allowing county students and their communities to experience international understanding on a personal basis. Further, these programs improve the foreign student's knowledge of American culture and language skills through active participation in family, school, and community life.

Any student from a foreign country sponsored by a Foreign Exchange Visitor Program, who fulfills all eligibility requirements (applicable federal, state, and district regulations), including the approval of the principal, may attend a Holmes County high school at the discretion of the Holmes County School Board.

Organizations and institutions sponsoring students must be approved by the Council on standards for International Educational Travel (CSIET) and have J visa status in order to be eligible to participate in the Foreign Exchange Visitor Program. It should not be necessary to issue an I-20 to foreign exchange students. The USIA "Regulations governing Designated Foreign-Exchange Visitor Programs" is the Federal guidelines under which all foreign exchange student-sponsoring organizations must operate.

ELIGIBILITY REQUIREMENTS

Sponsors: Applications may be made by CSIET – approved organizations desiring to sponsor foreign students in Holmes District Schools. Any organization sponsoring a student must supply the name, address, and telephone number of a local representative who is a resident of Holmes County and can be contacted at any time in case of emergency or other problem.

Students: Students must meet the following eligibility requirements prior to acceptance:

Agree to be in attendance for one school year.

Be at least 15 but not more than 18 ½ years of age on the date of enrollment in the program or who have not completed more than 11 years of primary and secondary education (exclusive of kindergarten)

Effective as of 2001-2002 school year, must have sufficient knowledge of the English language to participate in high school classes as evidenced by a pre-entry score of 45 on the Test of Spoken English (TSE) and a pre-entry score of 520 (paper-based total) or 157 (computer-based total) on the Test of English as a Foreign Language (TOFEL).

Have appropriate medical insurance coverage with a hold harmless clause for the Holmes County School Board and Public School System.

Be accepted by a suitable host family; any agency that places a student with a host family that is unsuitable will be prohibited from placing students in Holmes County.

Obtain written approval of the principal.

Must provide an official transcript in English from the school, which the student is transferring from with subjects, description of subjects, grades, and credits earned.

An official copy of these scores must be presented to the school prior to acceptance.

PROCEDURES

The total number of exchange students placed will be at the discretion of the Superintendent. This would include all organizations sponsoring exchange students. Student assignment for each organization would be on first come, first serves basis.

Transcripts are to be evaluated by the Exchange Program home office for each student prior to enrolling and recommended grade placement based on Holmes County credit requirements.

Exchange students who have finished high school in their home county will not be placed in high school. They would be better served at the college level.

Exchange students would be informed by the Exchange Program home office of recommended grade/school placement before coming to Holmes County.

Students meeting academic requirements for graduation would graduate with a high school diploma.