

Student Progression Plan



2019-2020

Board Approved June 18, 2019

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Legal Foundation of the Student Progression Plan

Student Progression- s. 1008.25, F.S.

Current law requires that each School Board establish a comprehensive program for student progression, which shall be based upon an evaluation of each student's performance, including how well the student masters the performance standards approved by the state board. The district program for student progression shall be based upon local goals and objectives, which are compatible with the state's plan for education.

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 District School Board policies facilitate such proficiency; and that each student and his or her parent be informed of that student's academic progress.

Each District School Board shall establish a comprehensive program for student progression which must include:

- Standards for evaluating each student's performance, including how well he or she masters the performance standards approved by the State Board of Education.
- Specific levels of performance in reading, writing, science, and mathematics for each grade level, including the levels of performance on statewide assessments, as defined by the commissioner, below which a student must receive 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.
- Appropriate alternative placement for a student who has been retained 2 or more years.

The Martin County School District's Student Progression Plan gives consideration to the best interest of individual students and complies with state statutes and State Board of Education directives. It is intended that the plan provide to school personnel, parents, students and interested citizens written information with regard to student advancement through the district school system. Satisfactory progress through the system depends on the combined efforts of students, parents, professional educators, and the Board.

As with all policy handbooks, periodic review and revision is undertaken in order to retain guidelines that are consistent with the intent of the Board and legislative actions.

District procedures will ensure the placement of each student in subjects, in the grade level, or in the special program best suited to meet the student's academic needs. Consideration will be given to the student's social, emotional, and physical development. Recommendations regarding student promotion, retention and special placement will be made based on the combined efforts of students, parents, and professional educators. Decisions, however, are primarily determined by the school's professional staff. The final decision regarding grade placement is the responsibility of the principal.

Introduction

The Student Progression Plan for Martin County Public Schools has been developed and revised to provide an instructional program in which each student can progress academically, emotionally, socially, and physically. This plan outlines provisions for promotion, retention, good cause exemptions from mandatory retention, acceleration, enrichment, or alternative assignments for all Martin County Public School students.

Responsibilities Related to Student Progression

1. Principal
 - a. Administer the plan within the school.
 - b. Assist and supervise teachers in utilizing the State of Florida adopted curriculum standards, curriculum guides, scope and sequence charts, Florida Standards Assessment (FSA) item specifications, management systems, curriculum frameworks, course student performance standards, and to assist and supervise teacher preparation of additional subject goals and objectives.
 - c. Make the final decision in regard to the assignment of specific students.
 - d. Inform parents/guardians of student progress and of the possible retention of their child as soon as possible.
 - e. Make available to all parents/guardians and students a copy of the Student Progression Plan.
2. Teacher
 - a. Use the State of Florida adopted curriculum standards, curriculum frameworks, and course performance standards.
 - b. Align student evaluation to Florida Standards, FSA item specifications, and district programs.
 - c. Utilize all available data including achievement and assessment test results, progress tests, daily assignments, teacher observations, portfolios, past performance and other available information to plan instruction and evaluate student performance.
 - d. Determine a student's grades and follow established district and school procedures for reporting and recording them.
 - e. Advise the principal in regard to grade level assignment of students.
 - f. Inform parents/guardians of student progress and seek their assistance in meeting student needs.
 - g. Help students acquire study skills and self-discipline needed to complete coursework successfully.
 - h. Schedule conferences with parents if progress reports indicate their child is having difficulty.
 - i. Follow the Plan as it pertains to grade level assignment.
 - j. Shall use district scope and sequence as adopted.
3. Parent/Guardian
 - a. Require consistent school attendance by the student.
 - b. Assist their child in developing good study and work habits, self-discipline and respect for

school and school personnel.

- c. Review official grade reports from the school and schedule conferences with teachers if such reports indicate that the student is having difficulty.
- d. Honor requests for conferences from school officials whenever possible.
- e. Respond promptly to all requests from the school for information.
- f. Stay informed of their child(ren)'s progress through scheduled parent-teacher conferences, interim progress reports, report cards, progress reports and communications from the schools.

4. Student

- a. Make an effort to accomplish all objectives in each subject.
- b. Maintain good attendance.
- c. Take home to parents/guardians all interim progress reports, report cards and other communications from the school.
- d. Develop good study habits and self-discipline, as well as accept additional help from available educational personnel and parents if experiencing school related problems.
- e. Make his/her best effort in taking all assessments.

General Information

Entrance Requirements

1. Mandatory School Age

Florida Law (s. 1003.21, F.S.) states that all children who are either six years of age, who will be six years old 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, must attend school regularly during the entire school term. A student who attains the age of 16 years during the school year is not subject to compulsory attendance beyond the date of which the student attains that age if he/she files a formal declaration of intent to terminate school enrollment with the school district.

2. Kindergarten Admission

s. 1003.21(1)(a)2, F.S. specifies that children who have attained the age of five years on or before September 1 of the school year are eligible for admission to public kindergarten during that school year based on rules prescribed by the School Board. Students are eligible for kindergarten attendance provided they meet the age requirement.

There is no early entry into kindergarten. Florida Statutes or State Board of Education Rules do not include any provision to waive the age requirement for kindergarten enrollment.

3. Proof of Residency

Verification of a parent or guardian's residence shall be required at the time the child registers for school. Verification of residence may also be required at any other time at the discretion of the Superintendent or designee.

4. Requirements to Enroll a Student in a Florida School

- a. Proof of age. A certified birth certificate for US citizens may be requested online at: <http://www.cdc.gov/nchs/howto/w2w/w2welcom.htm>. If a birth certificate is not available refer to [1003.21, F.S.](#), for other acceptable documentation.
- b. A Florida Certificate of Immunization, Form 680, completed by a Florida physician or by a Florida county health department. Parents should obtain a copy of their child's complete immunization history before leaving their current residence, as this form is not available to the general public. Information on Florida school immunization requirements is available at: http://www.doh.state.fl.us/Family/school/parent/parent_info.html.
- c. Evidence of a medical exam completed no less than 12 months prior to the child's school entry date. As long as the medical exam meets this 12-month requirement, parents may submit this information on the School-Entry Health Exam Form (DH 3040) or provide a copy of the exam obtained from their current physician before moving to Florida. This form and the accompanying guide are available by searching online at: <http://www.floridahealth.gov/programs-and-services/childrens-health/school-health/documents/school-health-entry-exam-form-dh3040-chp-07-2013.pdf>
- d. Official documentation that the parent(s) or guardian(s) is a legal resident(s) of the school district attendance area.

5. First Grade Admission

Per 1003.21 F.S., any child who has attained the age of six (6) years on or before September 1st of the school year and who has been enrolled in a public school or who has attained the age of six (6) years on or before September 1st and has satisfactorily completed the requirements for kindergarten in a nonpublic school, or who otherwise meets the criteria for admission or transfer in a manner similar to that applicable to other grades, shall progress according to the District's Student Progression Plan.

Students transferring to first grade from a kindergarten program other than the one offered by the District will need written verification of satisfactory completion of kindergarten from the public or nonpublic school attended. Verification forms are available at each elementary school.

6. Underage Transfers from Out-of-State Kindergarten to First Grade

Per Rule 6A-1.0985, Florida Administrative Code (F.A.C.), entry into kindergarten and first grade by Out-of-State Transfer Students, kindergarten and first grade students transferring from another state who do not meet the Florida age requirements must comply with rules established by the Florida Department of Education. District requirements are:

- a. Any student who transfers from an out-of-state public school and who does not meet regular age requirements for admission to Florida public schools shall be admitted upon presentation of the data required in subsection (c).
- b. Any student who transfers from an out-of-state nonpublic school and who does not meet regular age requirements for admission to Florida public schools may be admitted if the student meets age requirements for public schools within the state from which he or she is transferring, and if the transfer of the student's academic credit is acceptable under rules of the School Board. Prior to admission, the parent or guardian must also provide the data required in subsection (c).
- c. In order to be admitted to Florida schools, a student transferring from an out-of-state school must provide the following data:
 - i. Official documentation that the parent(s) or guardian(s) was a legal resident(s) of the state in which the child was previously enrolled in school;
 - ii. An official letter or transcript from the proper school authority which shows record of attendance, academic information, and grade placement of the student;
 - iii. Evidence of immunization against communicable diseases as required in s. 1003.22, F.S.;
 - iv. Evidence of date of birth in accordance with s. 1003.21, F.S.; and
 - v. Evidence of a medical examination completed within the last twelve (12) months in accordance with s. 1003.22, F.S.

7. Initial Entry to Grades K to 8

Students transferring within county district schools in grades kindergarten through eight will be eligible for the previous district school's recommended grade placement if the district criteria for transfer are met.

Per Martin County School Board Policy #5112:

- a. The principal shall require that any student entering a Florida school for the first time

present a certificate of immunization that shall include: diphtheria, pertussis, tetanus (DPT), poliomyelitis, rubella, and mumps. However, any child shall be exempt from the requirement upon written request of the parent or guardian of such child stating objections on religious grounds, or if a competent medical authority certifies in writing that the child should be exempt for medical reasons.

- b. The principal shall require that any student entering a Florida school for the first time present a certification of a school entry medical examination performed within the twelve (12) months prior to enrollment in school. This medical examination shall be on a form provided by the Martin County Health Department. A medical examination is acceptable based on a school record or out-of-state doctor's record, but must be kept separate for review and certification by the school nurse.
- c. A child may be exempt from the required physical examination and/or immunization upon written request of the parent or guardian of such child stating objection to examination and/or immunization on religious grounds or for medical reasons certified by a competent medical authority.
- d. Children entering the District shall comply with s. 1003.21 F.S. and s. 1003.22 F.S.

8. Evidence of Birth

Per Martin County School Board Policy #5112, all students entering the District (K-12) for the first time will be required to submit evidence confirming date of birth. If the first prescribed evidence is not available, the next evidence in the order set forth below shall be accepted:

- a. Duly attested transcript of the child's birth record filed according to law (birth certificate).
A duly attested transcript of a certificate of baptism must show the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent.
- b. An insurance policy on the child's life which has been in force for at least two (2) years.
- c. A bona fide contemporary religious record of the child's birth accompanied by an affidavit sworn to by the parent.
- d. A passport or certificate of arrival in the United States showing the age of the child.
- e. A transcript of record of age shown in the child's school record of at least four years prior to application, stating date of birth.
- f. If none of these evidences can be produced, an affidavit of age, sworn to by the parent, accompanied by a certificate of age signed by a public health officer or a licensed physician or county health official which shall state that the physician has examined the child and believes that the age as stated in the affidavit is substantially correct.

9. Enrollment Termination

A student who attains the age of 16 years during the school year is not subject to compulsory school attendance beyond the date upon which he or she attains that age if the student files a formal declaration of intent to terminate school enrollment with the District School Board. Public school students who have attained the age of 16 years and who have not graduated are subject to compulsory school attendance until the formal declaration of intent is filed with the District School Board.

The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and must be signed by the student and the student's parent. The school district must notify the student's parent of receipt of the student's declaration of intent to terminate

school enrollment. The student's guidance counselor or other school personnel must conduct an exit interview with the student to determine the reasons for the student's decision to terminate school enrollment and actions that could be taken to keep the student in school. The student must be informed of opportunities to continue his or her education in a different environment, including, but not limited to, adult education and GED test preparation. Additionally, the student must complete a survey (See District Exit Interview Form #175) in a format prescribed by the Department of Education to provide data on student reasons for terminating enrollment and actions taken by schools to keep students enrolled.

Attendance

1. Enrolled Students

Students are encouraged to be in school at least ninety (90) percent of the instructional time in an annual session. Per s. 1011.61, F.S., a “full-time equivalent student” in each program of the district is defined in terms of full-time students and part-time students as follows:

- (a) A “full-time student” is one student on the membership roll of one school program or a combination of school programs listed in s. [1011.62](#)(1)(c) for the school year or the equivalent for:
 - 1. Instruction in a standard school, comprising not less than 900 net hours for a student in or at the grade level of 4 through 12, or not less than 720 net hours for a student in or at the grade level of kindergarten through grade 3 or in an authorized prekindergarten exceptional program; or
 - 2. Instruction comprising the appropriate number of net hours set forth in subparagraph 1. for students who, within the past year, have moved with their parents for the purpose of engaging in the farm labor or fish industries, if a plan furnishing such an extended school day or week, or a combination thereof, has been approved by the commissioner. Such plan may be approved to accommodate the needs of migrant students only or may serve all students in schools having a high percentage of migrant students. The plan described in this subparagraph is optional for any school district and is not mandated by the state.

Each district public school is responsible for the following activities per s. 1003.26 F.S.:

- i. The principal or designee must contact the parent or guardian to determine the reason for each unexcused absence or absence for which the reason is unknown. If the absence is excused, the student must be allowed to make up assigned work.
- ii. If a student has five unexcused absences or absences for which the reasons are unknown within a calendar month or ten unexcused absences within a 90 calendar day period, the primary teacher must report to the principal or designee that the child may be exhibiting a pattern of nonattendance. Unless there is clear evidence that there is no pattern of nonattendance, the principal shall then refer the case to the Multi-tiered Student Support (MTSS) team, of which the parent is part.
- iii. If the meeting does not resolve the problem, the team shall implement interventions that best address the problem, including frequent communication with the teacher and family; changes in the learning environment; mentoring, student counseling; tutoring, including peer tutoring; placement into different classes; evaluation for alternative education programs; attendance contracts; referral to other agencies for family

- services; or other interventions.
- iv. The MTSS team must be diligent in facilitating services and only report the case to the superintendent when all reasonable efforts to resolve the nonattendance are exhausted.
 - v. If the parent or guardian refuses to participate in the remedial strategies because s/he believes they are unnecessary or inappropriate, the parent or guardian may appeal to the District School Board. A hearing officer will make a recommendation for final action to the board. If the board determines the strategies are appropriate and the parent or guardian still refuses to participate or cooperate, the superintendent may seek criminal prosecution.
 - vi. If a child will not comply with efforts to enforce school attendance, the parent, guardian, or superintendent shall refer the case to the case staffing committee, and the superintendent may file a truancy petition pursuant to Florida Statute.

Parent/Guardian Responsibility

Each parent and guardian of a child within compulsory attendance age is responsible for the child's attendance as required by law (F.S. 1003.24).

Summer Programs (if available):

- i. Performance based criteria (mastery of performance standards as prescribed by the State of Florida adopted curriculum standards) will be used in all courses.
- ii. Each school which does not provide the required number of hours of instruction will have procedures in place to give students additional time to meet the course requirements, if needed.

2. Transfer Students

- a. Students who transfer and enroll in a Martin County school or class late without grades from the previous school attended shall be allowed to make-up class work in order to receive full semester credit.
- b. Any elementary or middle school transfer student having been enrolled in the Martin County School System for at least twenty-five (25) school days of a grading period must receive a grade for quarter grade reporting.
- c. Any high school transfer student having been enrolled in the Martin County School System for a minimum of 120 hours of instruction for the purpose of meeting a high school grade requirement must receive a grade for quarter grade reporting.

3. School Activities

- a. In administering the attendance policy, students attending academic or vocational activities, on campus or off, which are directly related to the instructional outcome of one or more courses, will be counted excused but will be required to make up work missed. This will not negatively impact the student's grade.
- b. Students attending an approved school program will be deemed excused from class attendance, but the student will be required to make-up missed work.

4. Class Work

- a. Students who are absent from class, regardless of the reason, will be required to make-up

class work and/or tests.

- b. Students in grades 6-12 are responsible to arrange for the makeup of all appropriate class work or tests immediately upon their return to school for all absences. The teacher in grades K-5 is responsible to arrange for the makeup of all appropriate class work or tests within three (3) days of the student's return to school. Students have one school day for each day absent to make up class work.
- c. Students assigned to in-school suspension will be counted as being present by the school and will be required to complete the class work.
- d. Students are not allowed to be exempt from exams or any other required assessments based on attendance. If a student is absent on the day of the exam or required testing, it is at the discretion of the teacher and the administration to schedule a time for the student to make up the exam or test.

5. Absences

Examples of excused absences are:

- Personal illness of the student (medical evidence may be required by the principal or designee for absences exceeding five (5) consecutive days).
- Court appearance of the student.
- Medical appointment of the student.
- An approved school activity.
- Insurmountable conditions. Insurmountable conditions are extreme weather conditions, communicable disease outbreaks, and local conditions determined by the School District which, after taking into account the materials circumstances, would render impracticable a student's attendance at school. (F.A.C. 6A-1.09513)
- Other absences with prior approval of the principal or designee.
- Attendance at a center under Children and Families Services supervision.
- Significant community events with prior permission of the Principal.
- Religious instruction or religious holiday.
- Death in the immediate family. Immediate family shall be defined as father, mother, son, daughter, sister, brother, aunt, uncle, first cousin, niece, nephew, husband, wife, father-in-law, mother-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, stepfather, stepmother, stepbrother, stepsister, stepson, stepdaughter, half-brother, or half-sister.
- An accident resulting in bodily injury to the student;
- Extenuating circumstances determined by the Principal or designee in accordance with State laws and School Board rules.

Absences not included in excused absences listed above shall be unexcused. Students may not be given excused absences to remain out of school for the purpose of working, unless the job is an integral part of the student's instructional program. (MCSB Policy 5200) When a student fails to meet minimum school attendance requirements, the nature of the absences and the student's overall attendance pattern will be considered by an attendance review committee.

6. Attendance Review Committee

- a. The attendance review committee will be comprised of at least three (3) voting members; including representatives from faculty, student services, and administration.
- b. Applications and procedures for petitioning the attendance review committee will be made available in a designated location in each school. It is the responsibility of the students and parents to meet all deadline dates established by the school. It is expected that petitions will be completed at the conclusion of the semester in question. No petition will be considered once a full year has elapsed since the conclusion of the semester in question.
- c. The committee will render one of the following decisions for each case:
 - i. Favorable: The student's general attendance pattern is good and appropriate documentation of reasons for absences is submitted. Additionally:
 - (Grades K-8) Promotion criteria as specified in the Student Progression Plan must be met.
 - (Grades 9-12) Demonstration of course mastery must be accomplished via assessment by teacher observation, classroom assignment, examinations, passing grades, and other commonly accepted methods of assessing student performance.
 - ii. Qualified: The student's general attendance pattern is questionable and/or inappropriate and acceptable documentation or reasons for absences are not submitted. In such cases:
 - (Grades K-8) The attendance review committee will consult with the principal for determination of whether promotion criteria have been met as specified in the Student Progression Plan.
 - (Grades 9-12) Demonstration of course mastery must be accomplished via:
 - Assessment by teacher observation, classroom assignment, examinations, passing grades, and other commonly accepted methods of assessing student performance; and
 - A score of no less than 70% on a school-developed examination based upon the performance objectives of the curriculum framework.

The committee decision shall be forwarded to the principal for further action.

7. Reporting an Absence

- a. It shall be the responsibility of each student's parent/guardian to explain the student's absence to the attendance office or school by a written note, or by personal visitation to the school no later than on the first day of the student's return to school. Excessive absences will be reviewed by the attendance review committee.
- b. School attendance personnel will make an effort to contact the parent/guardian whenever a student's absence has not been verified.

Interstate Compact on Educational Opportunity for Military Children- s. 1000.36 (3), F.S.

For purpose of explanation, the following information related to educational opportunity for military children was taken verbatim from state statute 1000.36 (3).

The purpose of the Interstate Compact on Educational Opportunity for Military Children is to remove barriers to educational success imposed on children of military families because of

frequent moves and deployment of their parents by:

- A. Facilitating the timely enrollment of children of military families and ensuring that they are not placed at a disadvantage due to difficulty in the transfer of education records from the previous school district or variations in entrance or age requirements
- B. Facilitating the student placement process through which children of military families are not disadvantaged by variations in attendance requirements, scheduling, sequencing, grading, course content, or assessment.
- C. Facilitating the qualification and eligibility for enrollment, educational programs, and participation in extracurricular academic, athletic, and social activities.
- D. Facilitating the on-time graduation of children of military families
- E. Providing for the adoption and enforcement of administrative rules implementing this compact.
- F. Providing for the uniform collection and sharing of information between and among member states, schools, and military families under this compact.
- G. Promoting coordination between this compact and other compacts affecting military children.
- H. Promoting flexibility and cooperation between the educational system, parents, and the student in order to achieve educational success for the student.

As used in this compact, unless the context clearly requires a different construction, the term:

- A. “Active duty” means the full-time duty status in the active uniformed service of the United States, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. ss. 1209 and 1211.
- B. “Children of military families” means school-aged children, enrolled in kindergarten through 12th grade, in the household of an active-duty member.
- C. “Compact commissioner” means the voting representative of each compacting state appointed under Article VIII of this compact.
- D. “Deployment” means the period 1 month before the service members’ departure from their home station on military orders through 6 months after return to their home station.
- E. “Educational records” or “education records” means those official records, files, and data directly related to a student and maintained by the school or local education agency, including, but not limited to, records encompassing all the material kept in the student’s cumulative folder such as general identifying data, records of attendance and of academic work completed, records of achievement and results of evaluative tests, health data, disciplinary status, test protocols, and individualized education programs.
- F. “Extracurricular activities” means a voluntary activity sponsored by the school or local education agency or an organization sanctioned by the local education agency. Extracurricular activities include, but are not limited to, preparation for and involvement in public performances, contests, athletic competitions, demonstrations, displays, and club activities.
- G. “Interstate Commission on Educational Opportunity for Military Children” means the commission that is created under Article IX of this compact, which is generally referred to as the Interstate Commission.
- H. “Local education agency” means a public authority legally constituted by the state as an administrative agency to provide control of, and direction for, kindergarten through 12th grade public educational institutions.
- I. “Member state” means a state that has enacted this compact.

J. “Military installation” means a base, camp, post, station, yard, center, homeport facility for any ship, or other activity under the jurisdiction of the Department of Defense, including any leased facility, which is located within any of the several states, the District of Columbia, the Commonwealth of Puerto Rico, the United States Virgin Islands, Guam, American Samoa, the Northern Mariana Islands, and any other United States Territory. The term does not include any facility used primarily for civil works, rivers and harbors projects, or flood control projects.

K. “Nonmember state” means a state that has not enacted this compact.

L. “Receiving state” means the state to which a child of a military family is sent, brought, or caused to be sent or brought.

M. “Rule” means a written statement by the Interstate Commission adopted under Article XII of this compact which is of general applicability, implements, interprets, or prescribes a policy or provision of the compact, or an organizational, procedural, or practice requirement of the Interstate Commission, and has the force and effect of statutory law in a member state, and includes the amendment, repeal, or suspension of an existing rule.

N. “Sending state” means the state from which a child of a military family is sent, brought, or caused to be sent or brought.

O. “State” means a state of the United States, the District of Columbia, the Commonwealth of Puerto Rico, the United States Virgin Islands, Guam, American Samoa, the Northern Mariana Islands, C. “Compact commissioner” means the voting representative of each compacting state appointed under Article VIII of this compact.

P. “Student” means the child of a military family for whom the local education agency receives public funding and who is formally enrolled in kindergarten through 12th grade.

Q. “Transition” means:

1. The formal and physical process of transferring from school to school; or
2. The period of time in which a student moves from one school in the sending state to another school in the receiving state.

R. “Uniformed services” means the Army, Navy, Air Force, Marine Corps, Coast Guard as well as the Commissioned Corps of the National Oceanic and Atmospheric Administration, and Public Health Services.

S. “Veteran” means a person who served in the uniformed services and who was discharged or released therefrom under conditions other than dishonorable.

As used in this compact, unless the context clearly requires a different construction, the term:

A. “Active duty” means the full-time duty status in the active uniformed service of the United States, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. ss. 1209 and 1211.

B. “Children of military families” means school-aged children enrolled in kindergarten through 12th grade, in the household of an active-duty member.

C. “Compact commissioner” means the voting representative of each compacting state appointed under Article VIII of this compact.

D. “Deployment” means the period 1 month before the service members’ departure from their home station on military orders through 6 months after return to their home station.

E. “Educational records” or “education records” means those official records, files, and data directly related to a student and maintained by the school or local education agency, including, but not limited to, records encompassing all the material kept in the student’s cumulative folder such as general identifying data, records of attendance and of academic work completed, records of

achievement and results of evaluative tests, health data, disciplinary status, test protocols, and individualized education programs.

F. “Extracurricular activities” means a voluntary activity sponsored by the school or local education agency or an organization sanctioned by the local education agency. Extracurricular activities include, but are not limited to, preparation for and involvement in public performances, contests, athletic competitions, demonstrations, displays, and club activities.

G. “Interstate Commission on Educational Opportunity for Military Children” means the commission that is created under Article IX of this compact, which is generally referred to as the Interstate Commission.

H. “Local education agency” means a public authority legally constituted by the state as an administrative agency to provide control of, and direction for, kindergarten through 12th grade public educational institutions.

I. “Member state” means a state that has enacted this compact.

J. “Military installation” means a base, camp, post, station, yard, center, homeport facility for any ship, or other activity under the jurisdiction of the Department of Defense, including any leased facility, which is located within any of the several states, the District of Columbia, the Commonwealth of Puerto Rico, the United States Virgin Islands, Guam, American Samoa, the Northern Mariana Islands, and any other United States Territory. The term does not include any facility used primarily for civil works, rivers and harbors projects, or flood control projects.

K. “Nonmember state” means a state that has not enacted this compact.

L. “Receiving state” means the state to which a child of a military family is sent, brought, or caused to be sent or brought.

M. “Rule” means a written statement by the Interstate Commission adopted under Article XII of this compact which is of general applicability, implements, interprets, or prescribes a policy or provision of the compact, or an organizational, procedural, or practice requirement of the Interstate Commission, and has the force and effect of statutory law in a member state, and includes the amendment, repeal, or suspension of an existing rule.

N. “Sending state” means the state from which a child of a military family is sent, brought, or caused to be sent or brought.

O. “State” means a state of the United States, the District of Columbia, the Commonwealth of Puerto Rico, the United States Virgin Islands, Guam, American Samoa, the Northern Mariana Islands, and any other United States Territory.

P. “Student” means the child of a military family for whom the local education agency receives public funding and who is formally enrolled in kindergarten through 12th grade.

Q. “Transition” means:

1. The formal and physical process of transferring from school to school; or
2. The period of time in which a student moves from one school in the sending state to another school in the receiving state.

R. “Uniformed services” means the Army, Navy, Air Force, Marine Corps, Coast Guard as well as the Commissioned Corps of the National Oceanic and Atmospheric Administration, and Public Health Services.

S. “Veteran” means a person who served in the uniformed services and who was discharged or released therefrom under conditions other than dishonorable.

Except as otherwise provided in Section C, this compact applies to the children of:

- A. Except as otherwise provided in Section C, this compact applies to the children of:

1. Active duty members of the uniformed services, including members of the National Guard and Reserve on active-duty orders pursuant to 10 U.S.C. ss. 1209 and 1211
 2. Members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of 1 year after medical discharge or retirement; and
 3. Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of 1 year after death.
- B. This interstate compact applies to local education agencies.
- C. This compact does not apply to the children of:
1. Inactive members of the National Guard and military reserves;
 2. Members of the uniformed services now retired, except as provided in Section A;
 3. Veterans of the uniformed services, except as provided in Section A; and
 4. Other United States Department of Defense personnel and other federal agency civilian and contract employees not defined as active-duty members of the uniformed services.

Placement and Attendance

A. If a student transfers before or during the school year, the receiving state school shall initially honor placement of the student in educational courses based on the student's enrollment in the sending state school or educational assessments conducted at the school in the sending state if the courses are offered. Course placement includes, but is not limited to, Honors, International Baccalaureate, Advanced Placement, vocational, technical, and career pathways courses. Continuing the student's academic program from the previous school and promoting placement in academically and career challenging courses should be paramount when considering placement. A school in the receiving state is not precluded from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the courses.

B. The receiving state school must initially honor placement of the student in educational programs based on current educational assessments conducted at the school in the sending state or participation or placement in like programs in the sending state. Such programs include, but are not limited to:

1. Gifted and talented programs; and
2. English as a second language (ESL).

A school in the receiving state is not precluded from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the courses.

C. A receiving state must initially provide comparable services to a student with disabilities based on his or her current individualized education program (IEP) in compliance with the requirements of the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. s. 1400, et seq. A receiving state must make reasonable accommodations and modifications to address the needs of incoming students with disabilities, subject to an existing section 504 or title II plan, to provide the student with equal access to education, in compliance with the provisions of Section 504 of the Rehabilitation Act, 29 U.S.C.A. s. 794, and with title II of the Americans with Disabilities Act, 42 U.S.C. ss. 12131-12165. A school in the receiving state is not precluded from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the courses.

D. Local education agency administrative officials may waive course or program prerequisites, or other preconditions for placement in courses or programs offered under the jurisdiction of the local education agency.

E. A student whose parent or legal guardian is an active-duty member of the uniformed

services and has been called to duty for, is on leave from, or immediately returned from deployment to a combat zone or combat support posting shall be granted additional excused absences at the discretion of the local education agency superintendent to visit with his or her parent or legal guardian relative to such leave or deployment of the parent or guardian

Eligibility

A. When considering the eligibility of a child for enrolling in a school:

1. A special power of attorney relative to the guardianship of a child of a military family and executed under applicable law is sufficient for the purposes of enrolling the child in school and for all other actions requiring parental participation and consent.

2. A local education agency is prohibited from charging local tuition to a transitioning military child placed in the care of a noncustodial parent or other person standing in loco parentis who lives in a school's jurisdiction different from that of the custodial parent.

3. A transitioning military child, placed in the care of a noncustodial parent or other person standing in loco parentis who lives in a school's jurisdiction different from that of the custodial parent, may continue to attend the school in which he or she was enrolled while residing with the custodial parent.

B. State and local education agencies must facilitate the opportunity for transitioning military children's inclusion in extracurricular activities, regardless of application deadlines, to the extent they are otherwise qualified.

Graduation

In order to facilitate the on-time graduation of children of military families, states and local education agencies shall incorporate the following procedures:

A. Local education agency administrative officials shall waive specific courses required for graduation if similar coursework has been satisfactorily completed in another local education agency or shall provide reasonable justification for denial. If a waiver is not granted to a student who would qualify to graduate from the sending school, the local education agency must provide an alternative means of acquiring required coursework so that graduation may occur on time.

B. States shall accept exit or end-of-course exams required for graduation from the sending state; national norm-referenced achievement tests; or alternative testing, in lieu of testing requirements for graduation in the receiving state. If these alternatives cannot be accommodated by the receiving state for a student transferring in his or her senior year, then the provisions of Article VII, Section C shall apply.

C. If a military student transfers at the beginning of or during his or her senior year and is not eligible to graduate from the receiving local education agency after all alternatives have been considered, the sending and receiving local education agencies must ensure the receipt of a diploma from the sending local education agency, if the student meets the graduation requirements of the sending local education agency. If one of the states in question is not a member of this compact, the member state shall use its best efforts to facilitate the on-time graduation of the student in accordance with Sections A and B of this Article.

Assistance to Transitioning Students from Military Families- s. 1003.05 (3), F.S.

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.

Grade Placement

Grade placement/promotion will be determined by the principal/designee.

Grade placement must be formally reported to each student and his or her parent or legal guardian. Possible alternatives and credit checks should be reported to the parent by the end of the third quarter of the school year. At the end of each semester, the parent or guardian of each student in grades 9-12 who has a cumulative grade point average between 2.0 and 2.5 shall be notified that the student is at risk of not meeting the requirements for graduation. At the end of each semester, the parent or guardian of each student in grades 9-12 who has a cumulative grade point average of less than 2.0 shall be notified, *in writing*, that the student is at risk of not meeting the requirements for graduation.

All grade placement decisions must be formally posted on the student's transcript. Copies of letters concerning grade placement must be placed in the cumulative folder.

Students of compulsory school attendance age, who wish to enter or re-enter a public school from a home education program, will be screened by the local school prior to enrollment to determine the most appropriate grade level placement. Criteria to be considered may include age, standardized achievement test results, state student assessment tests, previous records in public and private schools and evidence from the student's portfolio of work, which must include a log, made contemporaneously with the instruction, which designates by title the reading materials used and samples of any writings, worksheets, workbooks and creative materials used or developed by the student. This portfolio must document mastery of performance standards as prescribed by the State of Florida adopted curriculum standards. The local school will be responsible for determining grade level placement and promotion decisions. In no instance shall the placement be automatic, based solely on the recommendation of the home educator. This placement decision is subject to review and revision after school personnel have had the opportunity to observe the student's work. The final decision with regard to promotion and/or placement will be determined by the school site principal. If the parent does not agree with the placement, he/she may appeal the decision to the Superintendent/Designee for a final decision.

Home education students are eligible to participate in extracurricular activities if they meet all State and District eligibility requirements. The home education student must meet the same standards of acceptance, behavior, and performance as required of other students in extracurricular activities. The required grade point average must be maintained in all subjects taken in the home education program by a method of evaluation agreed upon by the parent and the principal/designee.

Grade placement of all students who appear to be having difficulty meeting promotion requirements shall be carefully evaluated by the professional staff regarding eligibility for exceptional, alternative, or other student education services. Each school principal must consider student proficiency in reading, writing, science, and mathematics when making promotion decisions. The principal will determine the appropriate alternative placement for a student who has been retained for two or more years.

The course or grade evaluation procedure for student grades shall be explained to the student at the beginning of each year or semester. The procedures must be developed and administered on a school-wide basis by the principal.

Retention is the assignment of a student to the same grade level for the next school year. 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. Social promotion is prohibited.

If a student has failed to complete grade level requirements, the principal may determine that placement in the next grade level may be in the best interest of the student. A student may be promoted and remediated during the following year with more intensive intervention and remediation strategies specified in a revised progress monitoring plan. The student's cumulative record and report card shall indicate Promotion with Remediation. The name of the school administrator who authorized the placement and the reason for doing so shall be recorded in the student's cumulative record and, in the event of a school transfer, specifically directed to the principal of the receiving school.

Early Warning System- s. 1001.42 (18)(b) F.S.

A school that serves any student in kindergarten through grade 8 shall implement an early warning system to identify students in such grades who need additional support to improve academic performance and stay engaged in school. The Early Warning System must include the following early warning indicators:

1. Attendance (excused and/or unexcused and including out of school suspension days) below 90%,
2. One or more suspensions (in-school and/or out of school),
3. A Level 1 on the statewide assessments in English Language Arts and/or Mathematics or for students in kindergarten through grade 3, a substantial reading deficiency under s. 1008.25 (5) (a), F.S. and
4. A failing course grade in English Language Arts or Mathematics during any grading period.

The system must include data on the number of students identified by the system as exhibiting two or more early warning indicators, the number of students by grade level who exhibit each early warning indicator, and a description of all early warning indicator, and a description of all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

A school-based team responsible for implementing the requirement of the above paragraph shall

monitor the data from the early warning system. The team may include a school psychologist. When a student exhibits two or more early warning indicators, the team, in consultation with the student's parent, shall determine appropriate intervention strategies for the student unless the student is already being served by an intervention program at the direction of a school-based multidisciplinary team. Data and information relating to a student's early warning indicators must be used to inform any intervention strategies provided to the student.

Grading

Per s. 1003.33, F. S., report cards must clearly depict and grade the student's academic performance in each class or course, which in grades 1 through 12 must be based upon examinations as well as written papers, class participation, and other academic performance criteria, and must include the student's performance or nonperformance at his or her grade level, the student's conduct and behavior, as well as the student's attendance, including absences and tardiness.

Grades are an indication of what students know and are able to do in relation to the standards; grades should be balanced among the grading categories over the course of the nine weeks/semester. Grades are entered into the gradebook as a percentage out of 100. It is recommended that each student receive at least two grades per week and grades should be balanced among the grading categories over the course of the nine weeks/semester. The principal or designee shall conduct periodic reviews of gradebooks to ensure equity in grading procedures.

As per statute, a student's final report card for a school year shall contain a statement indicating end-of-the-year status regarding performance or non-performance at grade level, acceptable or unacceptable behavior and attendance, and promotion or non-promotion.

District school boards shall not allow schools to exempt students from academic performance requirements based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement.

Report Cards/Progress Reports are issued quarterly in accordance with the Martin County School District Calendar, which is distributed to schools and community prior to the start of the school year. Students must be in attendance at least 25 days per quarter to receive a report card/progress report.

High School Withdrawal

Withdrawal Prior to the Last Two Weeks of the Semester

Except as provided by Florida Statute § 1003.4295(3), students who leave school prior to the last two weeks of any semester will not be awarded credit unless they enroll in another school and complete the course requirements including examinations, if applicable. Yet, pursuant to Florida Statute § 1003.4295(3), students enrolled in courses with an End-of Course (EOC) Assessment who meet satisfactory performance or earn a Level 3 or higher on the assessment may earn course

credit through the Credit Acceleration Program (CAP). Principals are authorized to make arrangements for the administration of any tests, as appropriate.

Florida Standards

The standards that establish the core content of the curricula to be taught and the core content knowledge and skills that K-12 public school students are expected to acquire are the Florida Standards, as approved by the Florida Department of Education.

Specific Requirements of the Florida Standards include:

- Rigor and relevance.
- Progression that is logical and sequential and incrementally increases students' core-content knowledge and skills over time.
- For all subjects, integration, critical thinking; problem-solving and workforce literacy skills; communication, reading and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.
- Distinct grade-level expectations for the core content-knowledge and skills that a student is expected to have acquired by each individual grade level from kindergarten through grade 8.
- Standards for grades 9 through 12 which may be organized by grade clusters for more than one grade. Visual and performing arts, physical education, health, foreign language standards may be organized by grade clusters of more than one grade level for grades 6 through 12.
- English Language Arts Florida Standards must establish specific curricular content for reading, writing, speaking and listening, and language.
- Science Florida Standards must establish specific curricular content for the nature of science, earth and space science, physical science, and life science.
- Mathematics Florida Standards must establish specific curricular content for algebra, geometry, statistics and probability, number and quantity functions, and modeling.
- Social Studies Florida Standards must establish specific curricular content for geography, United States and world history, government, civics, humanities, and economics. Students intending to take either AP or Dual Enrollment economic courses must take Macroeconomics to meet the high school graduation requirement. Visual and performing arts, physical education, health, and world language Florida Standards must establish specific curricular content and include distinct grade-level expectations for the core content knowledge and skills that a student is expected to have acquired by each individual grade level from kindergarten through grade 5. The standards from grades 6 through 12 may be organized by grade clusters.

Required Instruction- 1003.42, F.S.

(1) Each district school board shall provide all courses required for middle grades promotion, high school graduation, and appropriate instruction designed to ensure that students meet State Board of Education adopted standards in the following subject areas: reading and other language arts, mathematics, science, social studies, foreign languages, health and physical education, and

the arts. The state board must remove a middle grades course in the Course Code Directory that does not fully integrate all appropriate curricular content required by s. 1003.41 and may approve a new course only if it meets the required curricular content.

(2) Members of the instructional staff of the public schools, subject to the rules of the State Board of Education and the district school board, shall teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historical accuracy, following the prescribed courses of study, and employing approved methods of instruction, the following:

(a) The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the philosophical foundation of our government.

(b) The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the constitution provides the structure of our government.

(c) The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers.

(d) Flag education, including proper flag display and flag salute.

(e) The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts.

(f) The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. American history shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence.

(g) The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of anti-semitism, 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.

(h) 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. Instructional materials shall include the contributions of African Americans to American society.

(i) The elementary principles of agriculture.

(j) The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind.

(k) Kindness to animals.

(l) The history of the state.

(m) The conservation of natural resources.

(n) Comprehensive health education that addresses concepts of community health; consumer health; environmental health; family life, including an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy; mental and

emotional health; injury prevention and safety; Internet safety; nutrition; personal health; prevention and control of disease; and substance use and abuse. The health education curriculum for students in grades 7 through 12 shall include a teen dating violence and abuse component that includes, but is not limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.

(o) Such additional materials, subjects, courses, or fields in such grades as are prescribed by law or by rules of the State Board of Education and the district school board in fulfilling the requirements of law.

(p) The study of Hispanic contributions to the United States.

(q) The study of women's contributions to the United States.

(r) The nature and importance of free enterprise to the United States economy.

(s) A character development program in the elementary schools, similar to Character First or Character Counts, which is secular in nature. Beginning in school year 2004-2005, the character development program shall be required in kindergarten through grade 12. Each district school board shall develop or adopt a curriculum for the character development program that shall be submitted to the department for approval. The character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation. The character development curriculum for grades 9 through 12 shall, at a minimum, include instruction on developing leadership skills, interpersonal skills, organization skills, and research skills; creating a resume; 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.

(t) In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Medal of Honor Day, Veterans' Day, and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans and Medal of Honor recipients when practicable. Additionally, all public schools in the state are encouraged to coordinate, at all grade levels, instruction related to:

- recognizing our nation's founding fathers during "American Founders' Month" in September (1003.44 F.S., 683.1455 F.S.).
- celebrating "Freedom Week" during the last full week in September (1003.421 F.S.).
- teaching about the *U.S. Constitution* on September 17 of each year (Pub. L. No. 108-447).

Any student whose parent makes a written request to the school principal shall be exempted from participating in the aforementioned activities shall not be penalized by reason of that exemption.

(3) Any student whose parent makes a written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption. Course descriptions for comprehensive health education shall not interfere with the local determination of appropriate curriculum which reflects local values and concerns.

MCSd Homework Guidelines

Homework plays a significant and integral role in the learning process. It is an extension of classroom instruction that reinforces concepts and learning goals. Overall, homework enhances the student's academic growth. Homework may be assigned to prepare the student for upcoming lessons, practice skills recently taught, and/or provide opportunities for enrichment. Homework assignments are purposeful and relevant to achieving state standards within school district instructional frameworks. It is used for a valid learning purpose and should never be used as a punitive measure. The assigned work should support inquiry, problem solving, application and analysis of essential concepts. The amount of time that is needed to complete homework assignments will vary and depend on the individual student's academic skills and rigor of courses.

Responsibilities

Student:

- Record assignments in student planner
- Ask teacher to clarify any questions so it is clear what is expected
- Make time for completing homework and studying
- Complete assignments in a timely manner
- Make up work missed when absent

Teacher:

- Assign meaningful, purposeful and relevant work that reinforces classroom learning
- Give clear and understandable instructions
- Provide feedback on assignment(s) in a timely fashion
- Set a clear homework policy, including any conditions regarding acceptance of late work in the course syllabus

Parent(s):

- Monitor assigned homework and finished products
- Stay in communication with child's teachers to remain well informed of progress

No Academic Exemptions Based On Student Attendance- s. 1003.33, F. S.

There are no academic exemptions based on student attendance. A student may not be exempt from academic performance requirements based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement.

School Grading System

In the Martin County School District, students in kindergarten through fifth grade will have an alternate grading system, as presented in Table 1.

Table 1
Alternate Grading System

Grade/Scale	Definition
4	The student demonstrates application and understanding that extends beyond the standard
3	The student demonstrates application and/or understanding of the standard
2	The student demonstrates partial understanding of the standard
1	The student demonstrates limited understanding of the standard

Per s. 1003.437, students in grades 6 to 12 will have the traditional state grading system, as presented in Table 2.

Table 2
State Grading System

Letter Grade	Grade Point Percent	Grade Point Value	Definition
A	90-100	4	outstanding progress; credit earned in high school courses
B	80-89	3	above average progress; credit earned in high school courses
C	70-79	2	average progress; credit earned in high school courses
D	60-69	1	lowest acceptable progress; credit earned in high school courses
F	0-59	0	failure; no credit earned
I	0	0	incomplete; no grade; no credit earned*
P	N/A	0	pass; credit earned
W	N/A	0	no grade; no credit earned

*A grade of “I” will cause the semester average to be computed as an “F” on the student transcript.

The MCSD provides interim progress reports/report cards reflecting a student’s performance in reading, writing, science, and mathematics as well as other subjects studied will be distributed following each 9-week grading period for students in grades 6 to 12. Writing proficiency is incorporated in the student grade for ELA grades 6 to 12.

Parents/guardians must be informed, through each school’s student handbook, of the methods,

procedures and dates for reporting student progress.

At the beginning of each semester, or when a transfer student is scheduled into class, it is the teacher's responsibility to provide the course syllabus to inform the student of the following:

- Course description
- Course objectives
- Course grading/evaluation procedures
- Textbooks and supplemental materials

Annual Report

Each District School Board must annually report to the parent of each student the progress of the student toward achieving state and district expectations for proficiency in reading, writing, science, and mathematics, 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, observations, tests, district and state assessments, and other relevant information. Progress reporting must be provided to the parent in writing in a format adopted by the District School Board.

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

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

Assessment and Remediation

Each student must participate in the statewide assessment tests at designated grade levels, as determined by statute.

1. Pursuant to s.1008.25, F.S., a student who is not meeting the school district or state requirements for satisfactory performance in ELA and mathematics must be covered by one of the following plans:
 - a. A federally required student plan such as an individual education plan (IEP);
 - b. A schoolwide system of progress monitoring for all students, except a student who scores Level 4 or above on the ELA and mathematics assessments may be exempted from participation by the principal or
 - c. An individualized progress monitoring plan (PMP)

A student who has a substantial reading deficiency must be covered by a federally required plan,

such as an IEP or an individualized progress monitoring plan, or both, as necessary.

Remedial instruction that occurs in high school may not be in lieu of required English and mathematics credits and only earns elective credit. Any student who has not met the minimum state expectations on state assessments may continue remedial instruction until the expectations are met, as documented by retaking the state assessment or equivalent test, graduating from high school, or no longer being subject to compulsory school attendance.

2. The following options for remediation and retention are available:
 - a. Remediate before the beginning of the next school year and promote;
 - b. Promote and remediate during the following year with more intensive intervention and remediation strategies specified in a School-wide System of Progress Monitoring; or
 - c. Retain and remediate in a different program.

Assessment and Student Progression

According to s. 1008.22, F.S., the primary purpose of the student assessment program is to provide student academic achievement and learning gains data to students, parents, teachers, school administrators, and school district staff. This data is to be used by districts to improve instruction; by students, parents and teachers to guide learning objectives; by education researchers to assess national and international education comparison data; and by the public to assess the cost benefit of the expenditure of taxpayer dollars. The program must be designed to:

- (a) Assess the achievement level and annual learning gains of each student in English Language Arts and mathematics and the achievement level in all other subjects assessed.
- (b) Provide data for making decisions regarding school accountability, recognition, and improvement of operations and management, including schools operating for the purpose of providing educational services to youth in Department of Juvenile Justice programs.
- (c) Identify the educational strengths and needs of students and the readiness of students to be promoted to the next grade level or to graduate from high school.
- (d) Assess how well educational goals and curricular standards are met at the school, district, state, national, and international levels.
- (e) Provide information to aid in the evaluation and development of educational programs and policies.
- (f) When available, provide instructional personnel with information on student achievement of standards and benchmarks in order to improve instruction.

Statewide, Standardized Assessment Program

According to s. 1008.22(3), F. S., the statewide, standardized ELA assessment shall be administered annually in grades 3 through 10. Retake opportunities the grade 10 ELA assessment must be provided. Reading passages and writing prompts for ELA assessments shall incorporate grade-level core curricula content from social studies. The statewide, standardized Mathematics assessments shall be administered annually in grades 3 through 8. Students taking a revised

Mathematics assessment shall not take the discontinued assessment. The statewide, standardized Science assessment shall be administered annually at least once at the elementary and middle grades levels. In order to earn a standard high school diploma, a student who has not earned a passing score on the grade 10 ELA assessment must earn a passing score on the assessment retake or earn a concordant score.

End-of-course (EOC) assessments.—EOC assessments must be statewide, standardized, and developed or approved by the Department of Education as follows:

1. EOC assessments for Algebra I, Geometry, Biology I, United States History, and Civics shall be administered to students enrolled in such courses as specified in the course code directory.

2. Students enrolled in a course, as specified in the course code directory, with an associated statewide, standardized EOC assessment must take the EOC assessment for such course and may not take the corresponding subject or grade-level statewide, standardized assessment pursuant to paragraph (a). Sections 1003.4156 and 1003.4282 govern the use of statewide, standardized EOC assessment results for students.

3. The commissioner may select one or more nationally developed comprehensive examinations, which may include examinations for a College Board Advanced Placement course, International Baccalaureate course, or Advanced International Certificate of Education course, or industry-approved examinations to earn national industry certifications identified in the CAPE Industry Certification Funding List, for use as EOC assessments under this paragraph if the commissioner determines that the content knowledge and skills assessed by the examinations meet or exceed the grade-level expectations for the core curricular content established for the course in the Next Generation Sunshine State Standards. Use of any such examination as an EOC assessment must be approved by the state board in rule.

4. Contingent upon funding provided in the General Appropriations Act, including the appropriation of funds received through federal grants, the commissioner may establish an implementation schedule for the development and administration of additional statewide, standardized EOC assessments that must be approved by the state board in rule. If approved by the state board, student performance on such assessments constitutes 30 percent of a student's final course grade.

5. All statewide, standardized EOC assessments must be administered online except as otherwise provided in paragraph (c).

6. A student enrolled in an Advanced Placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE) course who takes the respective AP, IB, or AICE assessment and earns the minimum score necessary to earn college credit, as identified in s.1007.27(2), meets the requirements of this paragraph and does not have to take the EOC assessment for the corresponding course.

Students with disabilities; Florida Alternate Assessment.—

1. Each district school board must provide instruction to prepare students with disabilities in the core content knowledge and skills necessary for successful grade-to-grade progression and high school graduation.

2. A student with a disability, as defined in s. 1007.02, for whom the individual education plan (IEP) team determines that the statewide, standardized assessments under this section cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have assessment results waived for the purpose of receiving a course grade and a standard

high school diploma. Such waiver shall be designated on the student's transcript. The statement of waiver shall be limited to a statement that performance on an assessment was waived for the purpose of receiving a course grade or a standard high school diploma, as applicable.

3. The State Board of Education shall adopt rules, based upon recommendations of the commissioner, for the provision of assessment accommodations for students with disabilities and for students who have limited English proficiency.

a. Accommodations that negate the validity of a statewide, standardized assessment are not allowed during the administration of the assessment. However, instructional accommodations are allowed in the classroom if identified in a student's IEP. Students using instructional accommodations in the classroom that are not allowed on a statewide, standardized assessment may have assessment results waived if the IEP team determines that the assessment cannot accurately measure the student's abilities.

b. If a student is provided with instructional accommodations in the classroom that are not allowed as accommodations for statewide, standardized assessments, the district must inform the parent in writing and provide the parent with information regarding the impact on the student's ability to meet expected performance levels. A parent must provide signed consent for a student to receive classroom instructional accommodations that would not be available or permitted on a statewide, standardized assessment and acknowledge in writing that he or she understands the implications of such instructional accommodations.

c. If a student's IEP states that online administration of a statewide, standardized assessment will significantly impair the student's ability to perform, the assessment shall be administered in [hard copy](#).

4. For students with significant cognitive disabilities, the Department of Education shall provide for implementation of the Florida Alternate Assessment to accurately measure the core curricular content established in the Next Generation Sunshine State Standards.

Implementation schedule.—

All such assessments must be delivered through the methods provided by the Florida Department of Education.

Assessment scores and achievement levels.—

1. All statewide, standardized EOC assessments and ELA, mathematics, and Science assessments shall use scaled scores and achievement levels. Achievement levels shall range from 1 through 5, with level 1 being the lowest achievement level, level 5 being the highest achievement level, and level 3 indicating satisfactory performance on an assessment.

2. The state board shall designate by rule a passing score for each statewide, standardized assessment.

3. If the commissioner seeks to revise a statewide, standardized assessment and the revisions require the state board to modify performance level scores, including the passing score, the commissioner shall provide a copy of the proposed scores and implementation plan to the President of the Senate and the Speaker of the House of Representatives at least 90 days before submission to the state board for review. Until the state board adopts the modifications by rule, the commissioner shall use calculations for scoring the assessment that adjust student scores on the revised assessment for statistical equivalence to student scores on the former assessment. The state board shall adopt by rule the passing score for the revised assessment that is statistically equivalent to the passing score on the discontinued assessment for a student who is required to attain a passing

score on the discontinued assessment. The commissioner may, with approval of the state board, discontinue administration of the former assessment upon the graduation, based on normal student progression, of students participating in the final regular administration of the former assessment. If the commissioner revises a statewide, standardized assessment and the revisions require the state board to modify the passing score, only students taking the assessment for the first time after the rule is adopted are affected.

Prohibited activities.—A district school board shall prohibit each public school from suspending a regular program of curricula for purposes of administering practice assessments or engaging in other assessment-preparation activities for a statewide, standardized assessment. However, a district school board may authorize a public school to engage in the following assessment-preparation activities:

1. Distributing to students sample assessment books and answer keys published by the Department of Education.
2. Providing individualized instruction in assessment-taking strategies, without suspending the school's regular program of curricula, for a student who scores Level 1 or Level 2 on a prior administration of an assessment.
3. Providing individualized instruction in the content knowledge and skills assessed, without suspending the school's regular program of curricula, for a student who scores Level 1 or Level 2 on a prior administration of an assessment or a student who, through a diagnostic assessment administered by the school district, is identified as having a deficiency in the content knowledge and skills assessed.
4. Administering a practice assessment or engaging in other assessment-preparation activities that are determined necessary to familiarize students with the organization of the assessment, the format of assessment items, and the assessment directions or that are otherwise necessary for the valid and reliable administration of the assessment, as set forth in rules adopted by the State Board of Education with specific reference to this paragraph.

SCHOOL PARTICIPATION IN THE STATEWIDE, STANDARDIZED ASSESSMENT PROGRAM s. 1008.22 (4), F. S.—

(4) Each public school shall participate in the statewide, standardized assessment program in accordance with the assessment and reporting schedules and the minimum and recommended technology requirements published by the Commissioner of Education. District school boards shall not establish school calendars that conflict with or jeopardize implementation of the assessment program. All district school boards shall report assessment results using the state management information system. Performance data shall be analyzed and reported to parents, the community, and the state. Student performance data shall be used by districts in developing objectives for the school improvement plan, evaluating instructional personnel and administrative personnel, assigning staff, allocating resources, acquiring instructional materials and technology, implementing performance-based budgeting, and promoting and assigning students to educational programs. The analysis of student performance data must also identify strengths and needs in the educational program and trends over time. The analysis must be used in conjunction with the budgetary planning processes developed pursuant to s. 1008.385 and the development of remediation programs.

(5) REQUIRED ANALYSES. —The commissioner shall provide, at a minimum, statewide, standardized assessment data analysis showing student achievement levels and learning gains by

teacher, school, and school district.

(6) LOCAL ASSESSMENT OF STUDENT PERFORMANCE ON STATE STANDARDS.—

(a) Measurement of student performance is the responsibility of school districts except in those subjects and grade levels measured under the statewide, standardized assessment program described in this section. When available, instructional personnel must be provided with information on student achievement of standards and benchmarks in order to improve instruction.

(b) The Commissioner of Education shall assist and support districts in measuring student performance on the state standards by maintaining a statewide item bank, facilitating the sharing of developed tests or test items among school districts, and providing technical assistance in best assessment practices. The commissioner may discontinue the item bank if he or she determines that district participation is insufficient for its sustainability.

(7) ASSESSMENT SCHEDULES AND REPORTING OF RESULTS.

(a) Assessment results for the statewide, standardized ELA and mathematics assessments and all statewide, standardized EOC assessments must be made available no later than June 30, except for results for the grade 3 statewide, standardized ELA assessment, which must be made available no later than May 31. School districts shall administer statewide, standardized assessments in accordance with the schedule established by the commissioner.

(b) By January of each year, the commissioner shall publish on the department's website a uniform calendar that includes the assessment and reporting schedules for, at a minimum, the next 2 school years. The uniform calendar must be provided to school districts in an electronic format that allows each school district and public school to populate the calendar with at minimum, the following information for reporting the district assessment schedules under paragraph (d):

1. Whether the assessment is a district-required assessment or a state-required assessment.
2. The specific date or dates that each assessment will be administered.
3. The time allotted to administer each assessment.
4. Whether the assessment is a computer-based assessment or a paper-based assessment.
5. The grade level or subject area associated with the assessment.
6. The date that the assessment results are expected to be available to teachers and parents.
7. The type of assessment, the purpose of the assessment, and the use of the assessment results.
8. A glossary of assessment terminology.
9. Estimates of average time for administering state-required and district-required assessments, by grade level.

(c) The spring administration of the statewide, standardized assessments in paragraphs (3)(a) and (b), excluding assessment retakes, must be in accordance with the following schedule:

1. The grade 3 statewide, standardized ELA assessment and the writing portion of the statewide, standardized ELA assessment for grades 4 through 10 must be administered no earlier than April 1 each year within an assessment window not to exceed 2 weeks.

2. With the exception of assessments identified in subparagraph 1., any statewide, standardized assessment that is delivered in a paper-based format must be administered no earlier than May 1 each year within an assessment window not to exceed 2 weeks.

3. With the exception of assessments identified in subparagraphs 1. and 2., any statewide, standardized assessment must be administered within a 4-week assessment window that opens no earlier than May 1 each year.

Each school district shall administer the assessments identified under subparagraphs 2. and 3. no earlier than 4 weeks before the last day of school for the district.

(d) Each school district shall establish schedules for the administration of any statewide,

standardized assessments and district-required assessments and approve the schedules as an agenda item at a district school board meeting. Each school district shall publish the testing schedules on its website using the uniform calendar, including all information required under paragraph (b), and submit the schedules to the Department of Education by October 1 of each year. Each public school shall publish schedules for statewide, standardized assessments and district-required assessments on its website using the uniform calendar, including all information required under paragraph (b). The uniform calendar must be included in the parent guide required by s. 1002.23(5).

(e) A school district may not schedule more than 5 percent of a student's total school hours in a school year to administer statewide, standardized assessments and district-required local assessments. The district must secure written consent from a student's parent before administering district-required local assessments that, after applicable statewide, standardized assessments are scheduled, exceed the 5 percent test administration limit for that student under this paragraph. The 5 percent test administration limit for a student under this paragraph may be exceeded as needed to provide test accommodations that are required by an IEP or are appropriate for an English language learner who is currently receiving services in a program operated in accordance with an approved English language learner district plan pursuant to s. 1003.56. Notwithstanding this paragraph, a student may choose within a school year to take an examination or assessment adopted by State Board of Education rule pursuant to this section and ss. 1007.27, 1008.30, and 1008.44.

(f) A statewide, standardized EOC assessment must be used as the final cumulative examination for its associated course. No additional final assessment may be administered in a course with a statewide, standardized EOC assessment. A district-required local assessment may be used as the final cumulative examination for its associated course in accordance with the school district's policy.

(g) A school district must provide a student's performance results on district-required local assessments to the student's teachers within 1 week and to the student's parents no later than 30 days after administering such assessments, unless the superintendent determines in writing that extenuating circumstances exist and reports the extenuating circumstances to the district school board.

(h) The results of statewide, standardized ELA and mathematics assessments, including assessment retakes, shall be reported in an easy-to-read and understandable format and delivered in time to provide useful, actionable information to students, parents, and each student's current teacher of record and teacher of record for the subsequent school year; however, in any case, the district shall provide the results pursuant to this paragraph within 1 week after receiving the results from the department. A report of student assessment results must, at a minimum, contain:

1. A clear explanation of the student's performance on the applicable statewide, standardized assessments.
2. Information identifying the student's areas of strength and areas in need of improvement.
3. Specific actions that may be taken, and the available resources that may be used by the student's parent to assist his or her child based on the student's areas of strength and areas in need of improvement.
4. Longitudinal information, if available, on the student's progress in each subject area based on previous statewide, standardized assessment data.
5. Comparative information showing the student's score compared to other students in the school district, in the state, or, if available, in other states.
6. Predictive information, if available, showing the linkage between the scores attained by the

student on the statewide, standardized assessments and the scores he or she may potentially attain on nationally recognized college entrance examinations.

(i) The State Board of Education shall adopt rules for the development of the uniform calendar that at minimum, define terms that must be used in the calendar to describe various assessments, including the terms “summative assessment,” “formative assessment,” and “interim assessment.”

(8) PUBLICATION OF ASSESSMENTS.—To promote transparency in the statewide assessment program, in any procurement for the ELA assessment in grades 3 through 10 and the mathematics assessment in grades 3 through 8, the Department of Education shall solicit cost proposals for publication of the state assessments on its website in accordance with this subsection.

2(a) The department shall publish each assessment administered under paragraph (3)(a) and subparagraph (3)(b)1., excluding assessment retakes, at least once on a triennial basis pursuant to a schedule determined by the Commissioner of Education. Each assessment, when published, must have been administered during the most recent school year and be in a format that facilitates the sharing of assessment items.

(b) The initial publication of assessments must occur no later than June 30, 2021, subject to appropriation, and must include, at a minimum, the grade 3 ELA and mathematics assessments, the grade 10 ELA assessment, and the Algebra I EOC assessment.

(c) The department must provide materials on its website to help the public interpret assessment information published pursuant to this subsection.

(9) CONCORDANT SCORES.—The Commissioner of Education must identify scores on the SAT and ACT that if achieved satisfy the graduation requirement that a student pass the grade 10 statewide, standardized Reading assessment or, upon implementation, the grade 10 ELA assessment. The commissioner may identify concordant scores on assessments other than the SAT and ACT. If the content or scoring procedures change for the grade 10 Reading assessment or, upon implementation, the grade 10 ELA assessment, new concordant scores must be determined. If new concordant scores are not timely adopted, the last-adopted concordant scores remain in effect until such time as new scores are adopted. The state board shall adopt concordant scores in rule.

(10) COMPARATIVE SCORES FOR END-OF-COURSE (EOC) ASSESSMENT.—The Commissioner of Education must identify one or more comparative scores for the Algebra I EOC assessment. If the content or scoring procedures change for the EOC assessment, new comparative scores must be determined. If new comparative scores are not timely adopted, the last-adopted comparative scores remain in effect until such time as new scores are adopted. The state board shall adopt comparative scores in rule.

(11) CHILD WITH MEDICAL COMPLEXITY.—In addition to the exemption option provided for under s. 1008.212, effective July 1, 2014, a child with a medical complexity may be exempt from participating in statewide, standardized assessments, including the Florida Alternate Assessment (FAA), pursuant to the provisions of this subsection.

(a) *Definition of child with medical complexity.*—A child with a medical complexity means a child who, based upon medical documentation from a physician licensed under chapter 458 or chapter 459 is medically fragile and needs intensive care due to a condition such as congenital or acquired multisystem disease; has a severe neurological or cognitive disorder with marked functional impairment; or is technology dependent for activities of daily living; and lacks the capacity to take or perform on an assessment.

(b) *Exemption options.*—If the parent consents in writing, and the IEP team determines that the child should not be assessed based upon medical documentation that the child meets the

definition of a child with medical complexity, then the parent may choose one of the following three assessment exemption options.

1. One-year exemption approved by the district school superintendent. If the superintendent is provided written documentation of parental consent and appropriate medical documentation to support the IEP team's determination that the child is a child with medical complexity, then the superintendent may approve a one-year exemption from all statewide, standardized assessments, including the FAA. The superintendent shall report annually to the district school board and the Commissioner of Education the number of students who are identified as a child with medical complexity who are not participating in the assessment program.

2. One- to three-year exemption approved by the Commissioner of Education. If the commissioner is provided written documentation of parental consent; district school superintendent approval; the IEP team's determination that the child is a child with medical complexity based upon appropriate medical documentation; and all medical documentation, then the commissioner may exempt the child from all statewide, standardized assessments, including the FAA, for up to 3 years. The State Board of Education shall adopt rules to administer this subparagraph which must expedite the process by which exemptions are reviewed and approved and which demonstrate the utmost compassion and consideration for meeting the parent's and child's needs.

3. Permanent exemption approved by the Commissioner of Education. If the commissioner is provided written documentation of parental consent; district school superintendent approval of a permanent exemption; the IEP team's determination that the child is a child with medical complexity based upon appropriate medical documentation and that a permanent exemption is appropriate; and all medical documentation, then the commissioner may approve a permanent exemption from all statewide, standardized assessments, including the FAA. The State Board of Education shall adopt rules to administer this subparagraph which must expedite the process by which exemptions are reviewed and approved and which demonstrate the utmost compassion and consideration for meeting the parent's and child's needs.

(c) *Reporting requirements.*—The Commissioner of Education shall annually report to the Legislature data, by district, related to the implementation of this subsection at the same time as results are reported regarding student performance on statewide, standardized assessments.

(12) **REPORTS.**—The Department of Education shall annually provide a report to the Governor, the President of the Senate, and the Speaker of the House of Representatives which shall include the following:

- (a) Longitudinal performance of students in reading and mathematics.
- (b) Longitudinal performance of students by grade level in reading and mathematics.
- (c) Longitudinal performance regarding efforts to close the achievement gap.
- (d) Other student performance data based on national norm-referenced and criterion-referenced tests, if available; national assessments, such as the National Assessment of Educational Progress; and international assessments.
- (e) The number of students who after 8th grade enroll in adult education rather than other secondary education, which is defined as grades 9 through 12.
- (f) Any plan or intent to establish or implement new statewide, standardized assessments.

Florida Virtual School/Virtual Instruction Program- s. 1002.45, F.S.

The District School Board shall provide students with access to courses available through a virtual instruction program option, including the Florida Virtual School and award credit for successful completion of such courses. Access shall be available to students during and after the normal school day and through summer school enrollment.

Students enrolled in the District are subject to District policies relating to student progression. If the student would be academically eligible to enroll in the same courses in a brick-and-mortar setting within the district, the District shall have the authority and responsibility to provide academic guidance to their students. This includes limiting enrollment in courses for which the student is not academically qualified.

Physical Education- s. 1003.4282 and s. 1003.455, F.S.

The Martin County School District provides a physical education program that stresses physical fitness and encourages healthful, active lifestyles and encourages all students in prekindergarten through grade 12 to participate in physical education. Physical education shall consist of physical activities of at least a moderate intensity level and for duration sufficient to provide a significant health benefit to students, subject to the differing capabilities of students. All physical education programs and curricula are reviewed by a certified physical education instructor.

In compliance with statute, the Martin County School District offers 150 minutes of physical education each week for students in kindergarten through grade 5 and at least 100 minutes of supervised, safe, and unstructured free-play recess each week for students in grades kindergarten through grade 5, so that at least 20 consecutive minutes of free-play recess each day is provided.

The equivalent of one class period per day of physical education for one semester of each year is required for students enrolled in grades 6 through 8. Students enrolled in such instruction shall be reported through the periodic student membership surveys, and records of such enrollment shall be audited pursuant to s. 1010.305, F.S. Such instruction may be provided by any instructional personnel as defined in s. 1012.01(2), F.S. regardless of certification, who are designated by the school principal.

The requirement shall be waived for a student who meets one of the following criteria:

Elementary

1. The student's parents indicates in writing that the child is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement. (Must be requested on an annual basis.)

Middle

1. The student's parent indicates in writing to the school that the student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement. (Must be requested on an annual basis.)

High School

1. The student participates and completes two seasons of an FHSAA interscholastic sport at the junior varsity or varsity level.
2. The student is enrolled in two full-years in JROTC courses. This will also waive the requirement for one credit in performing arts course.
3. The student is enrolled in a physical activity class that requires marching band activities as an extracurricular activity to satisfy the one-half (.5) credit for PE. The student must still take the one-half credit (.5) in a personal fitness course to complete the PE requirement.
4. The student is enrolled in a dance class to satisfy the one-half (.5) credit for PE. The student must still take the one-half (.5) credit in a personal fitness course to complete the PE requirement.

Remediation Course

1. Per statute, a student in a district-offered remediation course is exempt from the PE credit requirement. No PE waiver is required.

Each school shall notify the student's parent of the options available before scheduling the student to participate in physical education.

Interscholastic Extracurricular Eligibility- s. 1006.15, F.S.

Extracurricular means any school-authorized or education-related activity occurring during or outside the regular instructional school day.

In order to participate in interscholastic extracurricular student activities, a student must maintain a cumulative GPA of 2.0 or above on a 4.0 scale, or its equivalent, in the courses required by statute for high school graduation per s. 1003.43(1), F.S.

A student must fulfill the requirements of an academic performance contract between the student, the District School Board, the appropriate governing association, and the student's parents. If the student's cumulative GPA falls below 2.0 or its equivalent, on a 4.0 scale in courses required for high school graduation specified in s. 1003.43(1), F.S., the contract shall require the student to attend summer school—or its equivalent—between grades 9 and 10, or grades 10 and 11, as necessary.

A student must have a cumulative GPA of 2.0 or above on a 4.0 scale, or its equivalent, in the courses required for high school graduation, specified in s. 1003.43(1), F.S., during his or her junior year.

The content and the format of the academic performance contract are determined by the school district and the appropriate governing association. The student must maintain satisfactory conduct, and if a student is convicted or is found to have committed a felony or delinquent act, which would have been a felony if committed by an adult, regardless of whether adjudication is withheld, the student's participation in interscholastic extracurricular activities is contingent upon School Board policy.

Any student who is exempt from attending a full school day based on rules adopted by the District School Board for double sessions or programs, experimental schools, or schools operating under

emergency conditions, must maintain a 2.0 GPA, or its equivalent, on a 4.0 scale and pass each class.

A home education student is eligible to participate in interscholastic extracurricular activities at the public school that he or she would be assigned to attend based on a district's attendance area policies or may develop an agreement to participate at a private school provided the following conditions are met:

The student must meet the requirements of the home education program per s. 1002.41, F.S.

During the period of participation, the home education student must demonstrate educational progress in all subjects taken in the home education program by a method of evaluation agreed upon by the parent and the school principal, which may include:

- Review of the student's work by a certified teacher chosen by the parent.
- Grades earned through correspondence.
- Grades earned in courses taken at a community college, university, or trade school.
- Standardized test scores above the 35th percentile, or any other method in s. 1002.41, F.S.

The student must meet the same residency requirements as other students in the school at which he or she participates.

The student must meet the same standards of acceptance, behavior, and performance as required of other students in extracurricular activities.

The student must register with the school his or her intent to participate in interscholastic extracurricular activities as a representative of the school before the beginning date of the season for which the activity in which he or she wishes to participate. A home education student must be able to participate in curricular activities if that is a requirement for an extracurricular activity.

A student who transfers from a home education program to a public school before or during the first grading period of the school year is academically eligible to participate in interscholastic extracurricular activities during the first grading period provided the student has a successful evaluation from the previous year.

Any public school or nonpublic school student who has been unable to maintain academic eligibility for participation in interscholastic extracurricular activities is ineligible to participate as a home education student until the student has successfully completed one grading period in home education, fulfilling the requirements for interscholastic extracurricular eligibility, s. 1006.15(3)(a)2, F.S., to become eligible to participate as a home education student.

Every Student Succeeds Act (ESSA)

The Every Student Succeeds Act (ESSA) was signed into law on December 10, 2015, amending the Elementary and Secondary Education Act of 1965. ESSA increases state authority on standards, assessments and interventions, and adds specific restrictions to the United States Secretary of Education involvement in state decisions. Florida has a federally approved ESSA plan and will be designating schools as receiving targeted support and intervention,

comprehensive support and intervention or no interventions needed based on specified sub-group assessment data. For more information on ESSA, please visit <http://www.fldoe/academics/essa.shtml>

Dual Enrollment Programs- s. 1007.271, F.S.

Dual enrollment provides an opportunity for secondary students in a Florida public or private school or home education program to enroll in postsecondary course(s) creditable toward high school completion and an Associate or Baccalaureate degree. A student who is enrolled in postsecondary course(s) not creditable toward a high school diploma is not classified as a dual enrollment student. Eligible students may enroll in dual enrollment courses conducted during school hours, after school hours and during the summer term(s). However, if the student is projected to graduate from high school before the scheduled completion date of a postsecondary course, the student may not enroll for the course through dual enrollment. The student may apply to the postsecondary institution and pay the required registration, tuition, fees and cost for instructional materials if the student meets the admission requirements of the postsecondary institution.

Any student enrolled as a dual enrollment student is exempt from the payment of registration, tuition, laboratory fees and instructional material costs. Vocational and/or college preparatory courses, physical education courses and other forms of pre-collegiate instruction are ineligible for the dual enrollment program.

Students in the Martin County School District must register and complete all components of the registration process by the published deadline dates or they may forfeit their eligibility for that term. Registration deadline dates for the 2019-2020 school year are as follows:

Fall: August 8, 2019
Spring: December 12, 2019
Summer A: April 24, 2020
Summer B: May 29, 2020

Please refer to the Dual Enrollment Articulation Agreement between the MCSD and IRSC for all information regarding dual enrollment.

Collegiate High School Dual Enrollment- s. 1007.273, F.S.

Collegiate high school is an option for high school juniors and seniors to earn CAPE industry certification while simultaneously completing 30 credit hours of dual enrollment.

Elementary Student Performance Standards

This document contains the Martin County School Board implementation plan establishing student progression guidelines in math, reading, writing, science, and social studies proficiency for grades K-5.

Comprehensive Program For Student Progression

The Martin County School District incorporates the strands, performance standards and benchmarks of the Florida Department of Education Sunshine State Standards (SSS), Next Generation Sunshine State Standards (NGSSS), and Florida Standards (FS) in the curriculum. s.1003.41, F.S. and Rule 6A-1.09401, F.A.C.

These benchmarks delineate the academic achievement for which the State will hold schools accountable. District-adopted and/or district-developed instructional materials are tools provided for elementary school students to meet the benchmarks.

The Florida Standards are a collection of concepts that students are expected to know, understand and put into practice as they progress through school. State standards for Language Arts, Mathematics, Science, Social Studies, the Arts, Health and Physical Education, and Foreign Languages were developed in consultation with teachers, administrators and parents. The standards serve as a guide to inform teachers and parents what students are expected to know and must be able to do.

Reading Assessments K-3- s. 1002.20, F.S.

Each elementary school shall regularly assess the reading ability of each K-3 student to determine mastery of the standards. The assessment calendar will be approved by the School Board annually.

Standards and Acceleration

The Martin County School District provides unique learning opportunities for students on various levels of learning:

All students will receive a world-class, rigorous curriculum that meets the requirements of the Next Generation Sunshine State Standards or Florida Standards.

1. Students who are on grade level will receive the highest possible level of instruction to meet proficiency and beyond.
2. Students performing below grade level will receive an intensive instructional curriculum that remediates skills/benchmarks not yet mastered by utilizing: additional instructional time, additional resource personnel, tutorial programs, and other remediation options. Students will be offered the highest possible level of instruction to meet proficiency and beyond. Remediation options vary from school to school.

3. Students performing above grade level will receive a differentiated curriculum that may include enrichment of skills/standards or acceleration of curriculum for students who show mastery. Students will be offered the highest possible level of instruction to meet proficiency and beyond. Accelerated and enrichment options vary from school to school and may include:
 - a. Providing the student with an in-depth exploration of one or more of the standards;
 - b. Offering a gifted program for eligible students;
 - c. Placing the student in the next grade for one or more subjects.

Statewide Assessment Program

The Florida Standards Assessment (FSA) measures a student's content knowledge and skills in reading, writing, and mathematics. The content knowledge and skills assessed by the FSA must be aligned to the core curricular content established in the Florida Standards. Comprehensive state assessments of reading and mathematics shall be administered annually in grades 3 through 5. Science assessments shall be administered in grade 5.

Assessment for English Language Learners is completed annually using the Assessing Comprehension and Communication in English State-to-State (ACCESS) for English Language Learners in the areas of listening, speaking, reading and writing as per Rule 6A-1.09432, F.A.C., Assessment of Limited English Proficient Students.

Elementary Report Cards- s. 1003.33, F.S.

Report cards must clearly depict and grade:

- a. The student's academic performance in each class or course, in which grades 1 through 12 must be based upon examinations as well as written papers, class participation, and other academic performance criteria, and must include the student's performance or non performance at his or her grade level.
- b. The student's conduct and behavior
- c. The student's attendance, including absence and tardiness.

A student's final report card for a school year shall contain a statement indicating end of the year status regarding performance or non performance at grade level, acceptable or unacceptable behavior and attendance, and promotion or non promotion.

Parents of students in grade three who have not met the requirements for promotion and are awaiting ELA FSA scores to meet grade three promotion requirements will be notified. Notification will include the requirement to earn a passing ELA FSA score or a good cause exemption as well as an expected date of the arrival of test results. No grade placement decision will be made until ELA FSA scores are received.

In Martin County, progress reports are provided quarterly and a final report card is issued at the end of the year in accordance with the Martin County Public School Calendar, which is distributed to schools and community prior to the start of the school year and posted on the district website. Parents will receive notification of a student's eligibility for progression in the 2nd, 3rd, and 4th quarters. Report cards for ELL students reflect that grades are based on modifications to the

instruction to meet the student's level of English proficiency while addressing the standards for their grade level. (Rules 6A-6.0900 F.A.C.)

Guidelines – Grades K-5

District elementary schools offer a comprehensive program with instruction in English and language arts (ELA), writing, mathematics, social studies, science, computer literacy, health and physical education, music, character education, and art. Reading, language arts, writing and mathematics are considered essential skills and are emphasized. Students in elementary school may attain progressively higher levels of skill in the use of digital tools and applications. Each elementary school is required to provide 150 minutes of physical education each week for students in K-5 grades and an additional 20 minutes of daily unstructured recess. Schools designated as School of Excellence per Florida Statute 1003.631 are provided flexibility to include exemption from any provision of law or rule that expressly requires a minimum period of daily or weekly instruction in reading.

Student progression from one grade to another is based on proficiency in English Language Arts, mathematics, science, and social studies standards. Promotion will be considered for students who have met the following criteria detailed in the standards for each grade level per Table 3:

Table 3
K to 5 Promotion Requirements

Criteria/Grade	K	1	2	3	4	5
Successfully demonstrate sensory motor skills	X					
Successfully demonstrate mastery of ELA standards for the applicable grade level	X	X	X	X	X	X
Successfully demonstrate mastery of Mathematics standards for the applicable grade level	X	X	X	X	X	X
Successfully demonstrate mastery of Science standards for the applicable grade level	X	X	X	X	X	X
Demonstrate mastery of Social Studies (unless in a remedial program)					X	X
Earn a passing score on Florida State Assessments				X ¹	X	X

¹If the student's reading deficiency is not remediated by the end of grade 3, as demonstrated by scoring a proficiency score on the ELA Florida Standards Assessment; then the student must be retained. Students transferring into the district should be assessed immediately for reading proficiency to determine if remediation is appropriate. If a student transfers after the administration of the FSA in grade 3, it is up to the district to assess the student's reading proficiency at the end of the year to determine if the student needs to repeat the third grade.

Reading Deficiency and Elimination of Social Promotion- s. 1008.25 (5) F.S.

(5)(a) Any student in kindergarten through grade 3 who exhibits a substantial deficiency in reading based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments; or teacher observations must be provided intensive, explicit, systematic, and multisensory reading interventions immediately following the identification of the reading deficiency. A school may not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial reading deficiency and initiate intensive reading interventions. The student's reading proficiency must be monitored and the intensive interventions must continue until the student demonstrates grade level proficiency in a manner determined by the district, which may include achieving a Level 3 on the statewide, standardized English Language Arts assessment. The State Board of Education shall identify by rule guidelines for determining whether a student in kindergarten through grade 3 has a substantial deficiency in reading.

(b) To be promoted to grade 4, a student must score a Level 2 or higher on the statewide, standardized English Language Arts assessment required under s. 1008.22 for grade 3. If a student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring Level 2 or higher on the statewide, standardized assessment required under s. 1008.22 for grade 3, the student must be retained.

(c) The parent of any student who exhibits a substantial deficiency in reading, as described in paragraph (a), must be notified in writing of the following:

1. That his or her child has been identified as having a substantial deficiency in reading, including a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in reading.

2. A description of the current services that are provided to the child.

3. A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.

4. That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.

5. Strategies, including multisensory strategies, through a read-at-home plan the parent can use in helping his or her child succeed in reading.

6. That the statewide, standardized English Language Arts assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion.

7. The district's specific criteria and policies for a portfolio as provided in subparagraph (6)(b)4. and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. A parent of a student in grade 3 who is identified anytime during the year as being at risk of retention may request that the school immediately begin collecting evidence for a portfolio.

8. The district's specific criteria and policies for midyear promotion. Midyear promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.

(6) **ELIMINATION OF SOCIAL PROMOTION.—**

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

- (b) The district school board may only exempt students from mandatory retention, as provided

in paragraph (5)(b), for good cause. A student who is promoted to grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention that include specialized diagnostic information and specific reading strategies to meet the needs of each student so promoted. The school district shall assist schools and teachers with the implementation of explicit, systematic, and multisensory reading instruction and intervention strategies for students promoted with a good cause exemption which research has shown to be successful in improving reading among students who have reading difficulties. Good cause exemptions are limited to the following:

1. Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Languages program based on the initial date of entry into a school in the United States.

2. Students with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of s. 1008.212.

3. Students who demonstrate an acceptable level of performance on an alternative standardized reading or English Language Arts assessment approved by the State Board of Education.

4. A student who demonstrates through a student portfolio that he or she is performing at least at Level 2 on the statewide, standardized English Language Arts assessment.

5. Students with disabilities who take the statewide, standardized English Language Arts assessment and who have an individual education plan or a Section 504 plan that reflects that the student has received intensive instruction in reading or English Language Arts for more than 2 years but still demonstrates a deficiency and was previously retained in kindergarten, grade 1, grade 2, or grade 3.

6. Students who have received intensive reading intervention for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. A student may not be retained more than once in grade 3.

(c) Requests for good cause exemptions for students from the mandatory retention requirement as described in subparagraphs (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 progress monitoring plan, individual educational plan, if applicable, report card, or student portfolio.

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

Parents of third grade students enrolled in the MCSD receive a letter at the beginning of the year, outlining third grade promotion criteria. Promotion decisions regarding third grade students are made only after ELA FSA scores are received.

Successful progression for retained third grade students- 1008.25 (7) F.S.

(a) Students retained under paragraph (5)(b) must be provided intensive interventions in reading to ameliorate the student's specific reading deficiency and prepare the student for promotion to the next grade. These interventions must include:

1. Evidence-based, explicit, systematic, and multisensory reading instruction in phonemic

awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district.

2. Participation in the school district's summer reading camp, which must incorporate the instructional and intervention strategies under subparagraph 1.

3. A minimum of 90 minutes of daily, uninterrupted reading instruction incorporating the instructional and intervention strategies under subparagraph 1. This instruction may include:

- a. Integration of content-rich texts in science and social studies within the 90-minute block.
- b. Small group instruction.
- c. Reduced teacher-student ratios.
- d. More frequent progress monitoring.
- e. Tutoring or mentoring.
- f. Transition classes containing 3rd and 4th grade students.
- g. Extended school day, week, or year.

(b) Each school district shall:

1. Provide written notification to the parent of a student who is retained under paragraph (5)(b) that his or her child has not met the proficiency level required for promotion and the reasons the child is not eligible for a good cause exemption as provided in paragraph (6)(b). The notification must comply with paragraph (5)(c) and must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency.

2. Implement a policy for the midyear promotion of a student retained under paragraph (5)(b) who can demonstrate that he or she is a successful and independent reader and performing at or above grade level in reading or, upon implementation of English Language Arts assessments, performing at or above grade level in English Language Arts. Tools that school districts may use in reevaluating a student retained may include subsequent assessments, alternative assessments, and portfolio reviews, in accordance with rules of the State Board of Education. Students promoted during the school year after November 1 must demonstrate proficiency levels in reading equivalent to the level necessary for the beginning of grade 4. The rules adopted by the State Board of Education must include standards that provide a reasonable expectation that the student's progress is sufficient to master appropriate grade 4 level reading skills.

3. Provide students who are retained under paragraph (5)(b), including students participating in the school district's summer reading camp under subparagraph (a)2., with a highly effective teacher as determined by the teacher's performance evaluation under s. 1012.34, and, beginning July 1, 2020, the teacher must also be certified or endorsed in reading.

4. Establish at each school, when applicable, an intensive reading acceleration course for any student retained in grade 3 who was previously retained in kindergarten, grade 1, or grade 2. The intensive reading acceleration course must provide the following:

- a. Uninterrupted reading instruction for the majority of student contact time each day and opportunities to master the grade 4 Next Generation Sunshine State Standards in other core subject areas through content-rich texts.
- b. Small group instruction.
- c. Reduced teacher-student ratios.
- d. The use of explicit, systematic, and multisensory reading interventions, including intensive language, phonics, and vocabulary instruction, and use of a speech-language therapist if necessary, that have proven results in accelerating student reading achievement within the same school year.
- e. A read-at-home plan.

Rule 6A-1.094221(1)(a), F.A.C., authorizes the use of the following nationally norm-referenced

tests in the determination of a good cause exemption for promotion to fourth grade : Stanford Achievement Test, Tenth Edition (SAT 10) . The rule also provides that a district may request to use a different standardized reading assessment following the procedures outlined in the Technical Assistance Paper SBE 6A-1.094221, F.A.C.: Alternative Standardized Reading Assessment and Use of Student Portfolio for Good Cause Promotion.

Additional standardized alternative assessments have been approved by the Florida Department of Education; therefore, could be used by the district:

- Iowa Test of Basic Skills (ITBS) Complete Battery, Forms A and C, Level 9, Reading Comprehension
- ITBS Core Battery Form A or C, Level 9, Reading Comprehension
- TerraNova, Third Edition (Complete Battery, Level 13, Reading)
- i-Ready Scale Score

To be accepted as meeting the portfolio option for demonstrating mastery of the required reading skills, the student portfolio contents must:

- a. Be selected by the student's teacher;
- b. Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
- c. Include evidence that the benchmarks assessed by the grade 3 reading FSA have been met. This includes multiple-choice items and passages that are approximately 60 percent literary text and 40 percent information text and that are between 100 and 700 words with an average of 500 words.
- d. Be an organized collection of evidence of the student's mastery of the Language Arts Florida Standards that are assessed by the grade 3 reading FSA. For each benchmark, there must be at least three examples of mastery as demonstrated by a grade of 70% or above.
- e. Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

Third Grade Good Cause Exemption Documentation

Requests for good cause exemptions for students from the mandatory retention requirement must include the following:

- a. Documentation submitted from the student's teacher to the principal that indicates that the promotion of the student is appropriate and is based on the student's academic record. Documentation shall only consist of the existing PMP; IEP, if applicable; report card; or student portfolio.
- b. Discussion between the teacher and the school principal to review the recommendation and make the determination if the student should be promoted or retained. If the school principal determines that the student should be promoted, the principal must submit the recommendation in writing to the district school superintendent. The district school superintendent shall accept or reject the school principal's recommendation in writing.
- c. The classroom teacher must provide the principal with documentation that the student should be promoted based on one of the good cause exemption criteria listed above. This documentation should consist only of the existing IEP, 504 Accommodation Plan and/or PMP, the report card, or the student portfolio. Documentation for exemptions shall be

consistent with s.1008.25 (6)(c), F.S.

- d. Be signed by the teacher and the principal as an accurate assessment of the required reading skills.
- e. To promote a student during-the-school-year using a locally selected standardized assessment there must be evidence that the student scored at or above grade level.

English language instruction for limited English proficient students- s. 1003.56 F. S.

Students whose English language proficiency in the listening, speaking, reading and writing skill areas is limited will be identified as English Language Learners (ELLs), assessed and placed as provided in Rule 6A-6.0902, F.A.C. All ELLs must be given equal access to the general curriculum. The general education standards and benchmarks should be the basis of their curriculum in addition to the domains of language acquisition. ELL students are placed in courses based on need and eligibility, regardless of their English language proficiency. The individual student's ELL plan documents the instructional strategies required based on data, to ensure the student an equal opportunity to access and master the general education curriculum. The instruction shall be designed to develop the student's mastery of the four language skills, including listening, speaking, reading, and writing, as rapidly as possible. In addition, instruction in basic subject areas must be understandable to the ELL student given his or her level of English Language proficiency and equal and comparable in amount, scope, sequence and quality to that provided to English proficient student.

MCSD teachers must provide evidence of the use of differentiated instruction based on the student's English language proficiency level. These strategies of differentiation for ELLs shall be documented in lesson plans.

MCSD students who are NES (Non-English Speaking) or LES (Limited English Speaking) are required to use the computer assisted *Language Acquisition Program* daily. This program will be used to progress monitor students throughout the year, allowing for instructional strategies that fit the current student needs.

Middle School Student Progression Plan

Course Placement

Requests for advanced courses will be contingent upon school staff data review. This data will include, but is not limited to, teacher recommendations, assessment results, and the final grade in previous comparative course.

Guidelines for Grades 6 to 8

1. Middle School Promotion Requirements s. 1003.4156, F.S.

Promotion from a school composed of middle grades 6, 7, and 8 requires that the student must successfully complete academic courses as follows:

- a. Three (3) middle school or higher courses in English Language Arts (ELA), emphasizing literature, composition, and complex text.
- b. Three (3) middle school or higher courses in mathematics. Each middle school must offer at least one high school-level mathematics course for which students may earn high school credit.
 - i. To earn high school credit for Algebra 1, a middle school student must pass the course and take and earn a passing score on the Algebra 1 EOC Assessment. The results of the EOC constitute 30% of the student's final course grade. If the middle school student does not pass the EOC in middle school, the student will have opportunities in high school to retake the EOC to meet high school graduation requirements. All students must pass the Algebra 1 EOC or receive a concordant score on an approved assessment to graduate from high school. Students who take the Algebra 1 EOC are not required to take the corresponding grade-level mathematics FSA.
 - ii. To earn high school credit for Geometry, a middle school student must pass the course and take the Geometry EOC Assessment. The results of the EOC constitute 30% of the student's final course grade. Students must pass the course but are not required to pass the EOC to earn high school credit. Students who take Geometry are not required to take the corresponding grade-level mathematics FSA.
- c. Three (3) middle school or higher courses in science. To earn high school credit for Biology 1, a middle school student must take the Biology 1 EOC Assessment. The results of the EOC constitute 30% of the student's final course grade. Students must pass the course but are not required to pass the EOC to earn high school credit. Students who take Biology are not required to take the corresponding grade-level statewide science test.
- d. Three (3) middle school or higher courses in social studies, one semester of which must include the study of State, Federal and Civics education.
 - i. Students must complete a one-semester civics education course in accordance with s. 1008.22(3)(c), F.S. that includes the roles and responsibilities of federal, state, and local governments; the structures and functions of the legislative, executive, and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States.
 - ii. To earn middle school credit for Civics, a middle school student must take the Civics

- EOC Assessment and pass the course. The results of the EOC constitute 30% of the student's final course grade. Students must pass the course but are not required to pass the EOC to earn middle school credit.
- iii. A middle grades student who transfers into the state's public school system from out of country, out of state, a private school, or a home education program after the beginning of the second term of grade 8 is not required to meet the civics education requirement for promotion from the middle grades if the student's transcript documents passage of three courses in social studies or two year-long courses in social studies that includes coverage of civics education.
 - e. The equivalent of one class period per day of physical education for one semester of each year is required for students enrolled in grades 6 through 8, unless otherwise exempted through the waiver process.
 - f. For a student to be promoted to high school from a school that includes middle grades 6, 7, and 8, the student must complete, among other requirements, one course in career and education planning. The course includes research-based assessments to assist students in determining educational and career options and goals. In addition, the course must result in a completed personalized academic and career plan for the student that may be revised as the student progresses through middle school and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report. The required personalized academic and career plan must inform students of high school graduation requirements, including a detailed explanation of the requirements for earning a high school diploma; the requirements for each scholarship in the Florida Bright Futures Scholarship Program; state university and Florida College System admission requirements' available opportunities to earn college credit in high school including AP courses, IB and AICE; dual enrollment, including career dual enrollment; and career education courses, including career-themed courses, pre-apprenticeship and apprenticeship program, and course sequences that lead to industry certification.

Students completing grade 8 will be promoted to grade 9 following successful completion of the above requirements. A student will be retained in grade 8 if the student has not completed the above requirements.

Promotion to Grade 7 and/or Grade 8

1. If a student fails one core course, the student must be promoted. The student must pass the failed course in a recovery program during the summer or the next school year.
2. If a student fails two core courses, the student may be promoted. The student must pass the failed courses in a recovery program during the summer or during the following school year.
3. If a student fails three core courses, the student will be retained at the same grade level or will be promoted and provided a feasible plan for the student to recover the failed courses in a recovery program during the summer and during the following school year.
4. If a student fails more than three core courses, the student will be retained. A retained student

should not repeat a course he/she has already passed. The student may enroll in the next sequential course.

5. Promotion in extraordinary circumstances: The Superintendent, upon recommendation by the principal, may promote a student based upon an extraordinary circumstance which impacted the student's performance. The student is still required to recover failed courses.

Students who complete one of the required courses with a passing grade have met the successful completion requirements. In addition, the following options may be used as alternate documentation of successful completion of required courses:

- Student has completed the course through a virtual school program or comparable computer based program.
- Mastery of course standards is documented through a student portfolio.
- Student has scored an acceptable level on subject related FSA.
- Student has completed the course through a summer or tutorial program.
- Student is a transfer student demonstrating mastery as outlined in Rule 6A-1.09942, F.A.C. State Uniform Transfer of Students in Middle Grades.
- Student has documented mastery of course requirements by receiving a passing grade on a final exam, semester exams, or an end-of-course exit exam.
- With prior approval of the school principal, mastery of course standards is substantiated by written documentation from a Florida certified teacher (certified in the applicable subject area).

If a middle grades student scores Level 1 or Level 2 on statewide, standardized ELA FSA assessment, the student may enroll in and complete a remedial course or a content area course in which remediation strategies are incorporated into course content delivery. The school shall provide guidance on appropriate strategies for diagnosing and meeting the varying instructional needs of students performing below grade level. Schools continue to make decisions that are in the best interest of each student with regard to course enrollment and instructional support.

1008.25(6)(a), F.S. prohibits the assignment of a student to a grade level based solely on age or other factors that constitute social promotion or administrative placement at the next grade level without regard for mastery of the Florida Standards.

MCSD Grade 6-8 Grading Template

- Test and Major Assessments - 50%
- Quizzes and Other Assessments - 30%
- Daily Activities - 20%
- Grades are entered into the gradebook as a percentage out of 100%.

Common Quarterly Assessments (CQAs)

The Martin County School District shall provide Common Quarterly Assessments and/or Progress

Monitoring Assessments to students as a checkpoint to monitor student's mastery of course content. For information on the scheduling of these assessments please consult the State Uniform Assessment Calendar.

Cape Digital Tools Certificates

Middle school students have the opportunity to earn digital tool certificates. Such digital skills include, but are not limited to word processing, spreadsheets, and digital arts taught through courses available at the middle schools.

State Uniform Transfer of Students in the Middle Grades- Rule 6A-1.09941, F.A.C.

The purpose of this rule is to establish uniform procedures relating to the acceptance of transfer work and courses for students entering Florida's public schools composed of middle grades 6, 7, and 8 from out of state or out of country.

(1) The procedures related to the acceptance of transfer work and courses for students in grades 6,7 and 8 from out of state or out of country shall be as follows:

- (a) Grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, successful completion of courses shall be validated through performance during the first grading period as outlined in subsection (2) of this rule.
- (b) Validation of courses shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should be passing each required course at the end of the first grading period. Students who do not meet this requirement shall have courses validated using the Alternative Validation Procedure, as outlined in subsection (3) of this rule.
- (c) Alternate Validation Procedure: If validation based on performance as described above is not satisfactory, then any one of the following alternatives identified in the district student progression plan shall be used for validation purposes as determined by the teacher, principal, and parent:
 - (i) Portfolio evaluation by the superintendent or designee,
 - (ii) Demonstrated performance in courses taken at other public or private accredited schools,
 - (iii) Demonstrated proficiencies on nationally normed standardized subject area assessments,
 - (iv) Demonstrated proficiencies on a statewide, standardized assessment, or
 - (v) Written review of the criteria utilized for a given subject provided by the former school

In the case of high school course credits (such as Algebra I) that are earned in middle school and transferred into an AdvancED /SACS CASI accredited high school for high school credit, such credits must be from a recognized accredited middle school or must be validated by the receiving AdvancED/ SACS CASI high school.

Students must be provided at least ninety (90) days from the date of transfer to prepare for

assessments outlined in paragraphs (3)(c) and (d) of this rule if required. (Specific Authority 1003.4156(3), 1003.25(3), F.S. Law Implemented 1003.25 (3) F.S. History-New 10-20-08).

A school may accept credits or grade placement from non-accredited school when validated by one or more of the following procedures referenced in sub paragraph c above.

High School Student Progression Plan

High School (grades 9 – 12) Definition of Credit and Transfer of Credit Guidelines

For the purposes of requirements for high school graduation, one full credit represents a minimum of 135 hours of instruction in a designated course of study which contains board approved student performance standards. One full credit means a minimum of 120 hours of bona fide instruction in a designated course of study that contains student performance standards for purposes of meeting

high school graduation requirements in a district school that has been authorized to implement block scheduling by the District School Board.

Districts may offer courses of more than 135 hours for credit. School districts may determine the hours of attendance by students to receive a credit or half credit.

A student may be awarded credit for less than 135 hours of instruction if he or she has demonstrated mastery of the course requirements and Florida Standards as provided by the school District's Student Progression Plan. This clarification includes awarding credit for courses taken via alternate methods (e.g. online, credit recovery).

The State Board of Education shall determine the number of postsecondary credit hours and/or earned through dual enrollment that satisfy the requirements of the district's inter-institutional articulation agreement according to s. 1003.235, F.S., and that equals one full credit of the equivalent high school course identified in s. 1007.271(6), F.S.

The hourly requirements for one-half credit are one half of the requirements specified in (1)(a). of s. 1003.436(1)(2), F.S.

The school district maintains a one-half credit earned system that includes courses provided on a full-year basis. One-half credit shall be awarded if the student successfully completes either the first or the second half of a full year course but fails to successfully complete the other half of the course. This does not include courses with EOCs that require passing the exam to earn credit. Refer to pages 52 to 56 to determine those courses with EOCs that must be passed to earn credit. In order to earn course credit toward graduation, a student must demonstrate mastery of the Board-adopted student performance standards as outlined in s. 1003.436 (2), F.S.

Intensive Reading Option

Each year a student scores Level 1 or Level 2 on the statewide grade 9 or grade 10 Florida Standards Assessment for ELA, the student may be enrolled in an intensive remedial course the following year or be placed in a content area course that includes remediation of skills not acquired by the student. *Schools continue to make decisions that are in the best interest of each student with regard to course enrollment and instructional support.*

Intensive Math Option

Each year a student scores Level 1 or Level 2 on the statewide Mathematics FSA, the student may receive remediation the following year. These courses may be taught through applied, integrated, or combined courses and are subject to approval by the Department of Education for inclusion in the Course Code Directory.

State Uniform Transfer of High School Credits- Rule 6A-1.09941, F.A.C.

The purpose of this rule is to establish uniform procedures relating to the acceptance of transfer work and credit for students entering Florida's public schools.

(1) The procedures relating to the acceptance of transfer work and courses for students in middle grades 6, 7, and 8 from out of state or out of country shall be as follows:

(a) Grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, successful completion of courses shall be validated through performance during the first grading period as outlined in paragraph (1)(b) of this rule.

(b) Validation of courses shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should be passing each required course at the end of the first grading period. Students who do not meet this requirement shall have courses validated using the Alternative Validation Procedure, as outlined in paragraph (1)(c) of this rule.

(c) Alternative Validation Procedure. If validation based on performance as described above is not satisfactory, then any one of the following alternatives identified in the district student progression plan shall be used for validation purposes as determined by the teacher, principal and parent:

- (i) Portfolio evaluation by the superintendent or designee,
- (ii) Demonstrated performance in courses taken at other public or private accredited schools,
- (iii) Demonstrated proficiencies on nationally normed standardized subject area assessments,
- (iv) Demonstrated proficiencies on a statewide, standardized assessment, or
- (v) Written review of the criteria utilized for a given subject provided by the former school.

(2) The procedures relating to the acceptance of transfer work and credits for students in high school from out of state or out of country shall be as follows:

(a) Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period as outlined in paragraph (2)(b) of this rule. Assessment requirements for transfer students under section 1003.4282, F.S., must be satisfied.

(b) Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outlined in paragraph (2)(c) of this rule.

(c) Alternative Validation Procedure. If validation based on performance as described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal and parent:

1. Portfolio evaluation by the superintendent or designee,
2. Written recommendation by a Florida certified teacher selected by the parent and approved by the principal,
3. Satisfactory performance in courses taken through dual enrollment or at other public or private accredited schools,
4. Satisfactory performance on nationally normed standardized subject area assessments,
5. Satisfactory performance on a statewide, standardized assessment, or
6. Written review of the criteria utilized for a given subject provided by the former school.

Students must be provided at least ninety (90) days from the date of transfer to prepare for assessments outlined in subparagraphs (1)(c)3., and 4. and (2)(c)4. and 5. of this rule if required.

Additional transfer of credit information

- If a transfer student's transcript shows an Algebra 1 credit (requiring a passing state assessment), then the student must pass the assessment, unless the student earned a comparative score on an approved comparative assessment determined from the Florida Department of Education or passed an out-of-state Algebra assessment. If a student transfers into a Florida high school from out of country, out of state, a private school, or a home school, and that student's transcript shows credit received in Algebra 1, or an equivalent course, the student must take the Algebra 1 EOC at least one time.
- If a transfer student's transcript shows a final course grade and course credit in Geometry, Biology I, or United States History, the transferring course final grade and credit shall be honored without the student taking the requisite statewide, standardized EOC assessment and without the assessment results constituting 30 percent of the student's final course grade.
- The Advanced Placement designation will only be provided if the student has taken the relevant Advanced Placement examination and had earned a score of 3 or higher on that exam.
- In order to receive a diploma from the district, a Home Education student transferring into Martin County Public Schools must be full-time enrolled during their last academic year prior to graduation and must earn a minimum of seven credits during their Martin County District high school enrollment. These seven credits must include one credit for ELA, one credit for math, and one credit for science.
- Students with credit awarded for Home Education programs shall be eligible to be ranked in their graduating class only if they have been enrolled in a specific Martin County high school for a minimum of one year earning seven credits. No ranking in the Top 10 of a graduating class shall be permitted for a transferring Home Education student with less than a minimum of two years (14 credits) earned in a Martin County high school.

- Credits will be accepted from a virtual instruction program.

Responsibilities Related to Foreign Transcript Review and Credit Alignment

School Site - Each school site must follow the process for enrolling ELLs, which includes the home language survey, a records review process, and multiple indicators for identification, that must include initial placement assessment (IPT) to determine appropriate placement. Therefore, a school site must follow the process on academic records review which may include credit transfers, credit equivalency, translations, appropriate grade placement and program service identification.

High School Guidance Counselors - High School Guidance Counselors are responsible for evaluating foreign transcripts and using the International Curriculum Frameworks with the current course requirements to determine credit reciprocity.

Credit Requirements

The requirements of the Board shall not be retroactive for a transfer student provided the student has met all requirements of the district or state from which he/she is transferring.

Students who enter a Florida public school in the eleventh or twelfth grade from out of state or from a foreign country shall not be required to spend additional time in a Florida public school in order to meet the high school requirements if the student has met all requirements of the school district, state, or country from which he or she is transferring. Such students who are not proficient in English may 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 GPA and pass the grade 10 Florida Assessment for ELA, required in s. 1008.22(3), F.S., or an alternate assessment as described in s. 1008.22(10), F.S.

Students may transfer credit for classes that met two or three times a week in compliance with the time requirements as determined by the principal of the school.

Students may transfer any graduation requirement and elective requirement from one Martin County high school to the other. The requirements shall be the same at all high schools but the elective program may differ according to the school site.

In-county or out-of-county students must attend the same Martin County high school for the last two semesters or eight credits to be placed in class rank. A transfer student has the option to be unranked without prejudice at the written request of the parent if his/her transfer grades are numerical. Transfer students not meeting the requirements for ranking may be given an approximate rank.

In awarding credit for high school graduation, each school district shall maintain a one-half credit earned system which shall include courses provided on a full-year basis. A student enrolled in a full-year course shall receive one-half credit if the student successfully completes either the first half or the second half of a full-year course. This excludes courses with an End of Course (EOC)

exam that require passing the exam to earn credit. Additional requirements such as class attendance, homework, participation, and other indicators of performance, shall be successfully completed by the student.

Each course offered for credit in grades 9-12 must be in the Course Code Directory and have a State-Adopted Curriculum Framework (course descriptors). Additionally, student performance standards which relate directly to the intended outcomes specified in the curriculum frameworks (course descriptions) must be adopted by the Board. Any credit awarded must be based upon mastery of the performance standards in accordance with the district grading system, per Table 4.

Grading

MCSD Grade 9-12 Grading Template

- Tests and Major Assessments - 50%
- Quizzes and Other Assessments - 30%
- Daily Activities - 20%
- Grades are entered into the gradebook as a percentage out of 100%.

Common Quarterly Assessments (CQAs)

The Martin County School District shall provide Common Quarterly Assessments and/or Progress Monitoring Assessments to students as a checkpoint to monitor student's mastery of course content. For information on the scheduling of these assessments please consult the State Uniform Assessment Calendar.

Semester Assessments

Per s. 1008.22, F.S., Student Assessment Program for Public Schools, a course that administers a statewide EOC assessment may not administer an additional final exam. The EOC will be used as the final cumulative exam for the course and will count as 30% of the grade. Secondary courses that currently administer an EOC are Civics, Algebra I, Geometry, Biology, and United States History. In an attempt to limit student testing, the Martin County School District has expanded the statewide EOC definition to include courses that administer the FSA, AP and IB exams; no cumulative final exam will be administered in these courses.

Assessments (e.g. project, traditional test)--in these courses as well as all other high school courses--may assess the last units of instruction to assess mastery of standards taught after the EOC, FSA, AP or IB exam.

Table 4
District Grading System

A	B	C	D	F	I	N	P
90 - 100	80 - 89	70 - 79	60 - 69	0 - 59	0	0	0

Any addition to the performance standards of a course must be approved by the Chief Academic Officer.

Grade Forgiveness- s. 1003.4282 (5), F.S.

Forgiveness policies for required courses shall be limited to replacing a grade of “D” or “F” or the equivalent of a grade of “D” or “F” with a grade of “C” or higher, or the equivalent of a grade of “C” or higher, earned subsequently in the same or comparable course.

Forgiveness policies for elective courses shall be limited to replacing a grade of “D” or “F” or the equivalent of a grade of “D” or “F” with a grade of “C” or higher, or the equivalent of a grade of “C” or higher, earned subsequently in another course.

The only exception to these forgiveness policies shall be made for a student in the middle grades who takes any high school course for high school credit and earns a grade of “C”, “D”, or “F” or the equivalent of a grade of “C”, “D”, or “F”. In such case, the district forgiveness policy must allow the replacement of the grade with a grade of “C” or higher, or the equivalent of a grade of “C” or higher, earned subsequently in the same or comparable course.

In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student’s grade point average. Any course grade not replaced according to a District School Board forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation.

Martin County high schools shall make an effort to schedule sections of 1.0 credit courses that are spiral in structure for the second semester based upon student need and availability of certified personnel.

Grade Averaging- s. 1003.436 (2), F.S.

In awarding credit for high school graduation, each district school board shall maintain a one-half credit earned system that shall include courses provided on a full-year basis. A student enrolled in a full-year course shall receive one-half credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would not result in a passing grade. A student enrolled in a full-year course shall receive a full credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would result in a passing grade, provided that such additional requirements specified in district school board policies, such as class attendance, homework, participation, and other indicators of performance, shall be successfully completed by the student.

In the MCSD, grades are averaged using the traditional four point scale: A= 4, B=3, C=2, D=1, F=0 and transcripts reflect the passing grade and full credit.

High School Courses Taken in High School

In accordance with Florida Statute § 1003.4282(5), the following section addresses when courses can be forgiven: Students may repeat a course taken in Grades 9-12 for forgiveness if a grade of “F” or “D” (“D” on a space-available basis) is earned in a course.

1. A course may be forgiven only if a student receives a grade of “C” or higher on a subsequent attempt. However, a subsequent transfer grade of “P” (passing) may be used to forgive a “D” or “F” earned previously in the same course. Grade forgiveness cannot be done for a “T” earned through the Credit Acceleration Program (CAP).
2. A required course may be forgiven by the same or a comparable course taken subsequently. A regular level course may be used to forgive the same course at the honors, AP/IB/AICE, or dual enrollment level, earning regular level weight. A lower level of the same course is considered comparable because the benchmarks and/or course objectives are similar.
3. A required course may be forgiven by a Dual Enrollment course of the same subject area and topic. This is considered a comparable course, with the Dual Enrollment weight.
4. A non-specific course requirement may be forgiven by another course within the same subject area. For example, Physics may be forgiven by Ecology.
6. An elective course may be forgiven by another course taken subsequently. Any course that is not being used to fulfill a subject area requirement is considered an elective for forgiveness purposes. When using a different course to forgive an elective, that course does not have to be taken during the same semester. Examples: A second semester “F” in World Languages may be forgiven by a subsequent first semester “C” in Art. An “F” in Law Studies (semester long course) taken first semester may be forgiven by a “C” in Weight Training (semester long course) taken second semester. An “F” second semester in Intensive Reading (a yearlong course) may be forgiven by a “C” in Law Studies (a semester course) taken either semester.
7. Students earning a grade of “D” on the repeat effort earn credit for that course; however, the initial failing grade is not forgiven. Students may again choose to repeat the same course, and upon earning a grade of “C” or higher, all earlier grades will be forgiven.
8. In all cases of grade forgiveness, only the new grade of “C” or higher, shall be used in the calculation of the student's grade point average. Any course grade not replaced, according to a district school board forgiveness policy, shall be included in the calculation of the cumulative Grade Point Average (GPA) required for graduation.
9. In all cases where courses are forgiven under the provisions above, the initial “F” or “D” grade(s) will remain as part of the academic history.

Students should be advised that many universities calculate GPAs based on all courses attempted. Seniors behind cohort or in need of grade forgiveness may take Grade Forgiveness Courses through Edgenuity. These seniors can take courses for original credit. Grade Forgiveness courses should not be used for acceleration. If the student's final average, with the EOC Assessment as 30 percent, results in a course grade of "D" or "F", the options for the student include one of the following: taking a credit recovery version of the course (CR) or retaking the course through a virtual program. If taking a credit recovery version of the course or retaking the entire course through a virtual program, results in a final course average of "C" or above, then this grade will replace the "D" or "F". If it does not result in a "C" or above, then the original course average stands and is not replaced. Only one credit is allowed per course, so only one grade per course should be included as part of the student's GPA. Any course not replaced according to a district school board forgiveness policy shall be included in the calculation of the cumulative GPA required for graduation." [Florida State Statute § 1003.4282(6)]

MCSD Grade Placement Requirements

Grade placement will correspond with the student's number of years in high school until the end of their fourth year. This will be known as Cohort-Based Grade Placement whereby the student begins high school as a freshmen, the second year of high school attendance will carry the designation of sophomore, the third year of high school attendance will carry the designation of junior and the fourth year of high school will carry the designation of senior. A student opting to earn an 18 credit ACCEL diploma will be promoted to 12th grade in the beginning of the semester they intend to graduate.

MCSD Graduation Requirements

Graduation is the completion of all the requirements to receive a high school diploma. The graduation state law mandates achievement of a cumulative unweighted grade point average of 2.0 for required graduation courses. To assist students in meeting this requirement, specific programs have been implemented. These include, but are not limited to: forgiveness policies, special counseling, volunteer counseling, volunteer and/or credit recovery, peer tutoring, adult education programs, school-sponsored assistance programs, study hall classes, Dropout Prevention programs and skill classes. Identification of students in need of such assistance is the primary responsibility of the school's guidance department. Additionally the school's guidance department has the responsibility for identifying students in grades 9-12 who will not obtain the un-weighted 2.0 GPA.

Each high school shall identify those students at each grade level in grades 9 through 12 who have attained a cumulative unweighted grade point average at or below 2.5. In such cases, appropriate educational assessment will be offered to these students.

MCSD Class Ranking

The purposes of class rank are:

1. To provide colleges and universities the requested rank in class information.
2. To provide scholarship committees the requested rank in class information.

3. To determine which students will be recognized as Summa Cum Laude – top 1%; Magna Cum Laude – next 2%; Cum Laude – next 2%.

Class rank is computed via a weighted quality point system. The points are generated based upon both the grade earned and the instructional level difficulty of each completed course as indicated below. Class rank is determined by computing the weighted grade point average of all high school credit classes taken by a student (Table 5).

Table 5
Class Rank Computation

Grade					
Instructional Level	A	B	C	D	F
Basic	4.0	3.0	2.0	1.0	0.0
General	5.0	4.0	3.0	2.0	0.0
Honors	6.0	5.0	4.0	3.0	0.0
Advanced Placement/ International Baccalaureate/AICE/Dual Enrollment	7.0	6.0	5.0	4.0	0.0

Honors Weight

Honors/Advanced courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project.

Therefore, high schools have the option to enroll students in on-level core academic courses, *without* designating the course Honors at the beginning of the school year. Students enrolled in the class shall have the option to complete assignments that afford the students the opportunity to earn Honors credit upon successfully mastering the content. If a high school elects this option then the teacher shall inform parents and students of the options via the course syllabus.

“Honors” weighted quality points are given in the areas of English language arts, mathematics, science and social studies and apply to courses in which the word “Honors”, or “Pre-IB” appears in the title. Foreign languages at years III and above receive “Honors” weight as do Biology II, Chemistry II, Pre-Calculus and Calculus. Additionally, Career and Technical Education (CTE) courses classified as a Level 3 receive Honors weight.

1. Instructional level difficulty is determined via utilization of the Course Code Directory and Instructional Personnel Assignments publication adopted by the State Board of Education
2. “Basic” weighted quality points are given only in the areas of language arts, mathematics,

science and social studies and apply to courses in which the word “Fundamentals,” “Skills,” “Explorations,” or “Introduction” is included in the course title. Certain Exceptional Student Education courses may receive “Basic” weight.

3. “Advanced Placement” weighted quality points are given for College Entrance Examination Board (CEEB) designated Advanced Placement (AP) courses and for International Baccalaureate (IB) designated courses, Cambridge (AICE), and dual enrollment courses. If the AP, IB, or AICE exam is not taken then the course carries a weight of “Honors.” Any upper division college course which has a college prerequisite of an AP course (or what that college/university in their published information indicates is the AP-equivalent courses at that college) shall be given AP weighting.
4. Dual enrollment courses may only be taken once at school district expense. If a student retakes a dual enrollment course, the student will be responsible for tuition, fees and instructional materials including digital materials.
5. If a student withdraws from a dual enrollment class after the school district’s permissible drop/add window with a W, the student’s transcript will reflect a W for the appropriate high school course.
6. If a student does not successfully complete a DE course (due to withdrawal or failure), the student will forfeit his/her eligibility for dual enrollment until s/he repeats the course successfully at his/her own expense. The student will be responsible for tuition, fees and instructional materials including digital materials.
7. All courses not identified items 1 to 5 are given “General” weight.
8. All grades of “P” (pass) will not be used in the calculation of class rank.

The final class rank will be computed at the conclusion of the second semester of the senior year. Additionally, an aggregate list of rank in class, percentiles, or grade point averages shall not be disseminated by any high school.

School guidance departments should endeavor to make students aware of the changing nature of college admission requirements pertaining to weighted status. The status should be reviewed as needed. The student should be apprised that grade point average weights are assigned on an individual basis by each university.

Graduation dates shall be adopted by the School Board and included in the school calendar. Consideration must be given to graduation related expenses so that parents and students are not unduly burdened financially.

Diplomas

School districts must notify students and their parents in writing as to the standard diploma graduation requirements. The letter must include:

- Standard diploma requirements
- Available designations
- State scholarship programs and postsecondary admissions eligibility requirements

Credits may be earned through successful completion of courses approved by the Department of Education as specified in the course code directory and listed in the Martin County School District

Progression Pathways which are posted on the district website and available in all secondary guidance offices.

Table 6 identifies the types of diplomas and their respective requirements, and Table 7 identifies the EOCs associated with student cohorts.

Performance-Based Exit Option Model and State of Florida High School Performance-Based Diploma- Rule 6A-6.0212, F.A.C.

The Performance-Based Exit Option Model is not to be a preferred or accelerated means of completing high school. Thus, this model is not a vehicle for the early exit of students and may only be exercised for students who are off track to graduate with their cohort due to being overage for grade, behind in credits or having a low Grade Point Average (GPA). Students participating in the Performance-Based Exit Option Model may not graduate prior to their cohort. Participation in this model is voluntary and requires parental notification and consent. Entry and exit policies must conform to state compulsory attendance requirements, as well as district daily attendance policies.

The district shall identify a Performance-Based Exit Option Model administrator who will be responsible for verifying that candidates are authorized to apply for this diploma type.

1. Participants must be at least 16 years of age
2. Enrolled at (1) of the (3) schools that are approved for this diploma (Spectrum, Stuart Community High School, Willoughby Learning Center)
3. Meet the testing criteria (pass the ELA FSA, Algebra I EOC/FSA and all 4 sections of the GED test)
4. Be enrolled in the GED program and attending 20 hours per week at Stuart Community High School
5. Have all necessary approvals and meet the State of Florida's criteria to take the GED test and apply for the Performance Based Exit Option
6. Will graduate from Stuart Community High School, if testing is not completed by April 1 of the graduating year. If testing is completed by April 1 of the graduation year, then the candidate may graduate with their last school of enrollment in Martin County.

Florida Seal of Biliteracy Program- s. 1003.432, F.S.

Students meeting at least **one** of the requirements specified below shall be awarded either the Silver or Gold Florida Seal of Biliteracy. The seal shall be affixed to the student's standard high school diploma.

1. The student shall be awarded based upon coursework:
 - a. Silver. Has earned four (4) foreign language course credits in the same foreign language—other than English—with a cumulative 3.0 GPA or higher on a 4.0 scale.
 - b. Gold. Has earned four (4) foreign language course credits in the same foreign language—other than English—with a cumulative 3.0 GPA or higher on a 4.0 scale *and* Level 4 or higher on the Grade 10 English Language Arts (ELA) Florida Standards Assessment (FSA).

2. The student shall be awarded based upon earning a minimum score or performance level on one of the following examinations (Rule 6A-1.09951).
 - a. ACTFL (Chinese and Spanish): Intermediate Mid (Silver) or Advanced Low (Gold)
 - b. AICE (Chinese and Spanish): A,B,C,D,E (Silver) or A,B,C,D (Gold)
 - c. AP Language (Chinese, Latin and Spanish) exam: 3 (Silver) or 4 (Gold)
 - d. ASLPI: 3 (Silver) or 4 (Gold)
 - e. CLEP Level 1 for Spanish: 50-62 (Silver) or 63 (Gold)
 - f. IB Language (Spanish) exam: 4 (Silver) or 5 (Gold)
 - g. SAT subject (Chinese, Latin and Spanish) test: 600 (Silver) or 700 (Gold)
 - h. SLPI-ASL: Intermediate Plus (Silver) or Advanced Plus (Gold)
 - i. Examination scores received directly from the testing entity—rather than a parent, guardian, or student—shall be relied upon to determine whether the examination score or performance level for the seal has been met. Once the scores have been verified, then a high school student who did not enroll in--or complete, foreign language courses--shall be awarded four (4) foreign language high school course credits, upon attaining at least the minimum score or performance level set above for the Silver Seal of Biliteracy.
3. The student shall be awarded based upon successfully developing a District-specified portfolio. (Although developing a portfolio is an option to earn the Florida Seal of Biliteracy, Florida statute does not allow course credit to be awarded.)

Career and Technical Education Graduation pathway Option- s. 1003.4282 F.S.

A student is eligible to complete an alternative pathway to earning a standard high school diploma through the Career and Technical Education (CTE) pathway option. Receipt of a standard high school diploma awarded through the CTE pathway option requires the student's successful completion of at least 18 credits. A student completing the CTE pathway option must earn at least a cumulative grade point average (GPA) of 2.0 on a 4.0 scale.

1. In order for a student to satisfy the requirements of the CTE pathway option, he or she must meet the GPA requirement and:
 - a. Meet the requirements for ELA, math, science, and social studies;
 - b. Complete two credits in career and technical education. The courses must result in a program completion and an industry certification; and
 - c. Complete two credits in work-based learning programs. A student may substitute up to two credits of electives, including one-half credit in financial literacy, for work-based learning program courses to fulfill this requirement.

Table 6
Types of Diplomas²

Diploma	Requirements
Standard	<ul style="list-style-type: none"> • 24 credits³ • State Student Performance Standards • Attainment of State determined score on Florida State Assessments • Cumulative Grade Point Average (GPA) 2.0
Standard with Merit designation	<ul style="list-style-type: none"> • Same as Standard³ • One or more Industry Certifications on the State Funding List
Standard with Scholar designation	<ul style="list-style-type: none"> • Same as Standard • One credit in Algebra 2 • One credit in statistics or equally rigorous course (9th grade in 2014-15) • One credit in Chemistry or Physics • One credit in a course equally rigorous to Chemistry or Physics • Two credits in the same World Language³ • One credit in AP, AICE, IB, or dual enrollment (any subject area)– • Pass Biology 1 EOC • Pass the U.S. History EOC
International Baccalaureate (see Page 71 for additional information)	<ul style="list-style-type: none"> • English - 4 credits • Science - 4 credits • Mathematics – 4 credits • Social Studies – 4 credits • World Language³ – 2 credits • Electives – 8 credits
<u>AP Capstone Diploma</u>	<ul style="list-style-type: none"> • Earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP exams of a student's choosing
<u>AICE Cambridge Diploma</u>	<ul style="list-style-type: none"> • Total of 7 credits required in each of the three groups <ul style="list-style-type: none"> ○ Group 1: Mathematics and Sciences ○ Group 2 : Language ○ Group 3: Arts and Humanities ○ Group 4: Interdisciplinary subjects (optional) <ul style="list-style-type: none"> ■ General Paper ■ Thinking Skills • Cambridge International AS Level-one credit • Cambridge International A Level-two credits • Global Perspectives and Research-one credit • Pass 7 exams
ACCEL (See Page 77 for additional information)	<ul style="list-style-type: none"> • Same as Standard except 18 credits³ (although the student may earn more) • One PE is not required • Three electives, not eight • Cumulative GPA of 2.0 on a 4.0 scale
Certificate of Completion	<ul style="list-style-type: none"> • Students meet all the requirements of a Standard diploma • Fails to pass the grade 10 ELA FSA and/or earn a cumulative GPA of 2.0 • Note: Student may elect to remain in high school at an alternative site as a full or part time student for up to one additional year to receive remedial instruction
Career and Technical Education Graduation pathway Option	<ul style="list-style-type: none"> • 18 credits • Cumulative grade point average (GPA) of 2.0 on a 4.0 scale. • Meet the requirements for ELA, math, science, and social studies; • Complete two credits in career and technical education. The courses must result in a program completion and an industry

	<ul style="list-style-type: none"> certification; and Complete two credits in work-based learning programs.
Performance-Based Diploma	<ul style="list-style-type: none"> Participants must be at least 16 years of age Enrolled at (1) of the (4) schools that are approved for this diploma (Spectrum, Stuart Community High School, Martin Girls Academy, Willoughby Learning Center) Meet the testing criteria (pass the RLA FSA, Algebra I EOC/FSA and all 4 sections of the GED test) Be enrolled in the GED program and attending 20 hours per week at Stuart Community High School
Graduate Equivalency Diploma (GED)	<ul style="list-style-type: none"> Must pass all parts of the High School Equivalency Exam approved by the Department of Education

²See Exceptional Student Education (ESE) section for ESE diplomas

³A student who has earned four world language credits in the same world language may be eligible for the Florida Seal of Biliteracy. Review “Florida Seal of Biliteracy Program” section for eligibility requirements.

Career and Professional Education (CAPE) Academies

The Career and Professional Education (CAPE) Act provides a rigorous and relevant career themed track for students interested in pursuing post-secondary coursework or careers in select fields. CAPE Academies also provide students an opportunity to earn industry certifications in these fields that allows them to be immediate candidates for employment. CAPE Academies are research-based programs that integrate an academic curriculum with industry-specific standards and coursework aligned directly to the workforce needs. The Martin County School District offers a variety of CAPE Academies at each of the three traditional high schools. Students must receive a standard high school diploma and highest available industry certification offered for that field to complete a CAPE Academy program according to s. 1003.491, s 1003.492, and s. 1003.493 F.S.

Industry Certifications

Students enrolled in a CAPE Academy or “career-themed course” which includes an industry specific curriculum aligned to the workforce will have an opportunity to earn an industry certification. Students will complete an industry certification assessment issued by an independent entity for the specific area of interest that evaluates their knowledge and skills. The industry certification is a credential that is nationally recognized and applicable to a chosen occupation. There is no cost to the student to participate in the certification exam. A student who earns an industry certification **for which there is a statewide college credit articulation agreement** approved by the State Board of Education may substitute the certification for one mathematics credit. Substitution may occur for up to two mathematics credits, except for Algebra I and Geometry. A student who earns an industry certification for which there is a statewide college-credit articulation agreement approved by the State Board of Education may substitute the certification for up to one science credit, except for Biology I.

Table 7
Standard Diploma Requirements – EOC Assessments

Algebra 1 EOC Assessment	Geometry EOC Assessment	US History EOC Assessment	Biology I Assessment
Course required and results are 30% of the final course grade	Course required and results are 30% of the final course grade	Course required and results are 30% of the final course grade	Course required and results are 30% of course grade

Graduation Requirements for Students entering Grade 9 in 2014-15 and forward

Students Entering Grade Nine in the 2014-2015 School Year and Forward Academic Advisement Flyer—What Students and Parents Need to Know

What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit option
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 English Language Arts or a concordant score
- Algebra I end-of-course (EOC); the results constitute 30 percent of the final course grade* or a comparative score.

Refer to [Graduation Requirements for Florida's Statewide Assessments](#) for concordant and comparative scores.

Students must participate in the EOC assessments; the results constitute 30 percent of the final course grade*. These assessments are in the following subjects:

- Biology I
- U.S. History
- Geometry

*Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC.

What is the credit acceleration program (CAP)?

This program allows a student to earn high school credit if the student passes an Advanced Placement (AP) examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course. The courses include the following subjects:

- Biology I
- U.S. History
- Geometry
- Algebra I

What are the graduation requirements for students with disabilities?

Two options are available only to students with disabilities. Both require the 24 credits listed in the table, and both allow students to substitute a career and technical education (CTE) course with related content for one credit in ELA IV, mathematics, science and social studies (excluding Algebra I, Geometry, Biology I and U.S. History).

- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least 0.5 credit via paid employment.

What are the 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, AP, AICE, IB and dual enrollment courses may satisfy this requirement.
4 Credits Mathematics
<ul style="list-style-type: none"> ▪ One of which must be Algebra I 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 I and Geometry).
3 Credits Science
<ul style="list-style-type: none"> ▪ One of which must be Biology I, two of which must be equally rigorous science courses. ▪ Two of the three required credits must have a laboratory component. ▪ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I). ▪ An identified rigorous computer science course with a related industry certification substitutes for up to one science credit (except for Biology I).
3 Credits Social Studies
<ul style="list-style-type: none"> ▪ 1 credit in World History ▪ 1 credit in U.S. History ▪ 0.5 credit in U.S. Government ▪ 0.5 credit in Economics with Financial Literacy
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts [†]
1 Credit Physical Education [†]
<ul style="list-style-type: none"> ▪ To include the integration of health
[†] Special note: Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory .
8 Elective Credits
1 Online Course Within the 24 Credits
<ul style="list-style-type: none"> ▪ Students must meet the state assessment requirements (see left column). ▪ Students must earn a 2.0 grade point average on a 4.0 scale.

What are the requirements for standard diploma designations?

Diploma Designations
<p>Scholar Diploma Designation</p> <p>In addition to meeting the 24-credit standard high school diploma requirements, a student must meet the following requirements:</p> <ul style="list-style-type: none"> ▪ Earn 1 credit in Algebra II; ▪ Pass the Geometry EOC; ▪ Earn 1 credit in statistics or an equally rigorous mathematics course; ▪ Pass the Biology I EOC; ▪ Earn 1 credit in chemistry or physics; ▪ Earn 1 credit in a course equally rigorous to chemistry or physics; ▪ Pass the U.S. History EOC; ▪ Earn 2 credits in the same world language; and ▪ Earn at least 1 credit in AP, IB, AICE or a dual enrollment course. <p>A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student</p> <ul style="list-style-type: none"> ▪ Takes the respective AP, IB or AICE assessment; and ▪ Earns the minimum score to earn college credit. <p>Merit Diploma Designation</p> <ul style="list-style-type: none"> ▪ Meet the standard high school diploma requirements ▪ Attain one or more industry certifications from the list established (per section 1003.492, Florida Statutes [F.S.]).

Can a student who selects the 24-credit program graduate early?

Yes, a student who completes all of the 24-credit program requirements for a standard diploma may graduate in fewer than eight semesters.

What is the distinction between the 18-credit ACCEL option and the 24-credit 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 (per s. 1003.4282(3)(a)-(e), F.S.).

Where is information on Bright Futures Scholarships located?

The Florida Bright Futures Scholarship Program rewards students for their academic achievements during high school by providing funding to attend a postsecondary institution in Florida. For more information, visit [Florida Bright Futures Scholarship Program](#).

What are the public postsecondary options?

State University System (SUS)
<p>Admission into Florida's public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements (credit earned by industry certification does not count for SUS admission):</p> <ul style="list-style-type: none"> ▪ High school graduation with a standard diploma ▪ Admission test scores ▪ 16 Credits of approved college preparatory academic courses <ul style="list-style-type: none"> ○ 4 English (3 with substantial writing) ○ 4 Mathematics (Algebra I level and above) ○ 3 Natural Science (2 with substantial lab) ○ 3 Social Science ○ 2 World Language (sequential, in the same language) ▪ 2 Approved electives <p>State University System of Florida</p>
The Florida College System
<p>The 28-member Florida College System offers career-related certificates and Associate in Science degrees that prepare students to go directly into the workforce, as well as Associate of Arts degrees that prepare students to transfer to a bachelor's degree program. Many also offer baccalaureate degrees in high-demand fields. The Florida College System has an open-door policy enabling students who have earned a standard high school diploma, high school equivalency diploma or have demonstrated success in postsecondary coursework to be admitted to an associate degree program.</p> <p>Division of Florida Colleges</p>
Career and Technical Centers
<p>Florida also offers students 48 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.</p> <p>Secondary Career and Technical Education Directors</p>

Where is information on financial aid located?

The Florida Department of Education Office of Student Financial Assistance administers a variety of postsecondary educational state-funded grants and scholarships. To learn more, visit [Office of Student Financial Assistance](#).

Revised July 2017

Explanations of Required Classes for Credit

1. Biology 1 or a series of courses equivalent to Biology 1 as approved by Department of Education.
2. Chemistry or Physics or a series of courses equivalent to Chemistry or Physics as approved by the Department of Education.
3. An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology 1).
4. Industry certifications that lead to college credit may be substituted for up to two mathematics credits (except for Algebra 1 and Geometry).
5. Successfully earning an Industry Certification on the Gold Standard Industry Certification Articulation Agreements list while enrolled in a Career and Technical Education (CTE) academy is eligible to earn Statewide articulated credit. In Martin County, these are the certifications that are offered:
 - Autodesk (AutoCAD, Revit Architecture, and Inventor)
 - Adobe Dreamweaver, Flash
 - ASE Auto Maintenance and Light Repair (G1)
 - Microsoft Office Specialist
 - ProStart Certificate of Achievement
 - ServSafe Food Protection Manager
 - National ProStart Certificate of Achievement to Culinary Management
 - Certified Horticulture Professional
 - Certified Veterinary Assistant (CVA)
6. Students who are program concentrators (three or more courses in a single CTE program) may earn articulated college credit through the local university and college.
7. Schools are to inform parents of the potential educational Return on Investment (ROI) of students earning industry certifications.
8. Requirements for students entering grade 9 in 2014-2015 and later:
 - a. One-credit in performing or fine arts, speech and debate, or a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination. Eligible practical arts courses shall be identified through the Course Code Directory.
 - b. One-credit in physical education to include integration of health. Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one-credit requirement in physical education. A District School Board may not require that the one credit in physical education be taken during the 9th grade year. Completion of one semester with a grade of "C" or better in a marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a dance class shall satisfy one-half credit in physical education or one-half credit in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an Individual Education Plan (IEP) or 504 plan. Completion of two years in a Reserve Officer Training Corps (ROTC) class, a significant component of which is drills, shall satisfy the one-credit requirement in physical education and the one-credit requirement in performing arts. This credit may not be used to satisfy the HOPE requirement or the requirement for adaptive physical education under an IEP or 504 plan.
 - c. Eight credits in electives.

9. Online Course Requirement - At least one course within the 24 credits required must be completed through online learning. A student that earns a nationally recognized industry certification in information technology that is identified on the CAPE Industry Certification Funding List and offered by the Martin County School District pursuant to s. 1008.44, F.S. or passing the information technology certification examination without enrolling in or completing the corresponding course or courses, as applicable fulfills this requirement. An online course taken during grades 6 through 8 also fulfills this requirement. This requirement shall be met through an online course offered by a virtual instruction program an online course offered by the high school, or an online dual enrollment course offered pursuant to a district inter-institutional articulation agreement pursuant to s. 1007.235, F.S. A student who is enrolled in a full-time or part time virtual instruction program under s. 1002.45, F.S. meets the requirement. An online driver education course also satisfies this requirement.
10. The online course requirement does not apply to a student who has an IEP that indicates it would not be appropriate or an out-of-state student transfer student, enrolled in a public school, who has one year or less remaining. Additionally, the school district may not require a student to take the online course outside the school day or in addition to a student's courses for a given semester.
11. The 24 credits required for a standard high school diploma may be earned through equivalent, applied, integrated, or career education courses, including work-related internships approved by the State Board of Education and identified in the course code directory under s. 1003.4282, F.S.
12. High School Course Substitution Credit – A student who earns an industry certification for which there is a statewide college-credit articulation agreement approved by the State Board of Education
 - a. May substitute the certification for one mathematics credit. Substitution may occur for up to two mathematics credits, except for Algebra I and Geometry.
 - b. May substitute the certification for up to one science credit, except for Biology I.
 - c. one qualifying industry certification attainment equates to one substitution credit. A student would need to earn three distinct industry certifications to earn the maximum of three substitution credits (two in mathematics and one in science).1003.4282(3)(b)(c), F.S.
13. Adult Credit: Any appropriately coded course in English, Math, Science, World History, Economics, American Government, American History, Performing Fine Arts, Life Management, Physical Education and any elective area approved by the principal and the Director of Secondary, Adult, and Community Programs.
14. Alternative Programs to Earn Credit: The following alternatives are available to govern the grade placement and graduation of students from high school. These alternatives set the number of credits for grade placement and create the possible avenues of earning credit from a Martin County high school. These programs shall be explained in detail in each high school student/parent handbook.
 - Early admission
 - Community college on-site program
 - Dropout Prevention Programs
 - Homebound Program
 - Adult Education
 - G.E.D

- Part-time enrollment
- Dual enrollment – courses available for dual enrollment shall be all courses included in the FLDOE dual enrollment course-high school subject area equivalency list excluding:
 - Physical education courses
 - Courses categorized as college preparatory
 - Private music lessons
 - Correspondence courses from institutions that are accredited by the Southern Association of Colleges and Schools or other regional accrediting associations
 - Credit by examination (available at post-secondary institutions)
 - Virtual Schools
 - Credits and grades earned from unaccredited schools shall be accepted at face value if submitted on an official transcript

Notes:

1. Required instruction as defined in Florida Statutes will be included in the above.
2. No student shall be granted credit toward high school graduation for enrollment in the following courses or programs:
 - a. More than a total of nine elective credits in remedial and compensatory program.
 - b. More than one-half credit in Exploratory Vocational Courses.
 - c. Any Level I course unless the student's assessment indicates that a more rigorous course of study would be inappropriate, in which 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 of the student, or the student if the student is 18 years of age or older.
3. The principal/designee may approve an adjustment to course placement.

Requirements for International Baccalaureate Diploma

The International Baccalaureate diploma curriculum may be substituted to meet state graduation requirements. The International Baccalaureate Program shall be the curriculum in which eligible secondary students are enrolled in a program of studies offered through the International Baccalaureate Program administered by the International Baccalaureate Office. The State Board of Education and the Board of Governors shall specify in the statewide articulation agreement required by s. 1007.23(1), F.S. the cutoff scores and International Baccalaureate Examinations which will be used to grant postsecondary credit at community colleges and universities.

Any changes to the articulation agreement which have the effect of raising the required cutoff score or of changing the International Baccalaureate Examinations which will be used to grant postsecondary credit, shall only apply to students taking International Baccalaureate Examinations after such changes are adopted by the State Board of Education and the Board of Governors. Students shall be awarded a maximum of 30 semester credit hours pursuant to this subsection. The specific course for which a student may receive such credit shall be specified in the statewide articulation agreement required by s.1007.23(1), F.S.

Students enrolled pursuant to this subsection shall be exempt from the payment of any fees for administration of the examinations regardless of whether or not the student achieves a passing

score on the examination. Students must complete all IB components that make them eligible for the diploma, including: complete courses that make them eligible for the IB Diploma (six testing courses with one from each of Groups 1-5); sit for all components of the six exams; complete and document CAS activities to meet all Learning Outcomes to satisfy CAS requirement for the IB Diploma; complete and submit for grading the Extended Essay; and complete and submit for grading all internal assessment components of testing courses.

- English - 4 credits
- Science - 4 credits
- Mathematics – 4 credits
- Social Studies – 4 credits
- Foreign Language – 2 credits
- Electives – 8 credits

Requirements for the Advanced Placement Capstone Diploma

In addition to required coursework for a standard diploma, students who earn a passing scores of 3 or higher in AP Seminar and AP Research and take an additional four AP Course and pass the exams with a 3 or higher will be eligible to receive an AP Capstone Diploma. This diploma signifies outstanding academic achievement and attainment of college-level academic and research skills. Students who earn scores of 3 or higher in both AP Seminar and AP Research but not on four additional AP exams may receive the AP Seminar and Research Certificate.

Requirements for the Cambridge/American International Certificate of Education (AICE) Diploma

To achieve the Cambridge AICE Diploma, students must achieve a minimum of seven credits (including Cambridge International AS Level Global Perspectives and Research) from subject groups 1, 2, and 3 (and optionally Group 4) to be awarded the Diploma. Students must achieve at least one credit from each of Groups 1, 2, and 3. The remaining credits can come from any of the groups. A Cambridge International AS Level is awarded one credit, and a Cambridge A Level is awarded two credits. Students who pass the Cambridge International A Level in Global Perspectives and Research meet the compulsory requirement of the core group and also have one credit which may then be included in Group 4 to contribute to the overall requirement of seven credits. Students counting Cambridge International A Level Global Perspectives and Research towards their Diploma may also use one outcome either from General Paper (At AS Level only) or Thinking Skills (at AS or A Level). In this case, the use of the Cambridge International A Level Thinking Skills in addition to the Cambridge International A Level Global Perspectives and Research is allowed, even though this will exceed the two credit limit for Group 4. This is only allowed where this combination gives a student their best overall outcome.

Requirements for the GED/Adult Education Diplomas

General Education Developmental Diploma (GED) Standard Diplomas, and Certificates of Completion are available to students in Adult Education Programs.

Accelerated Graduation

Early Admission/Advanced Study Programs

Eligible students may be excused from attendance for all or part of their remaining high school program and may be graduated in less than three years in grades 10-12. Approved programs must meet the following conditions:

1. Board approval.
2. Acceptance of the student by a post-secondary institution authorized by Florida Law or accredited by AdvancED.

When these conditions have been met, students may be awarded a standard diploma with their regular class or at a time convenient to the principal, provided that: (1) students have completed two college semesters or equivalent with normal class load and maintained at least a C average or equivalent, or the student has earned sufficient college credits to fulfill district graduation requirements; (2) students' high school record contains adequate notations covering the work accomplished while in college.

Early Graduation

If a student has met all of the graduation requirements as prescribed by the State of Florida and the Martin County School Board and wishes to graduate before the end of the academic year the following are required:

1. Notification in writing of the student's intent to graduate early.
2. Approval of the principal.

Per F.S.1003.4281, a student who graduates early may continue to participate in school activities and social events and attend and participate in graduation events with the student's cohort, as if the student were still enrolled in high school. A student who graduates early will be included in class ranking, honors, and award determinations for the student's cohort. A student who graduates early must comply with district school board rules and policies including access to the school facilities and grounds during normal operating hours.

A student will be allowed to participate in the regular graduation ceremony at the end of the school year at his/her own discretion. If the student chooses to participate in the regular graduation ceremonies, he/she must attend all required practices and meet all other requirements as if he/she was still in attendance at the high school.

Commencement Exercises- MCSD

Commencement exercises will include only those students who have successfully completed requirements for a standard high school diploma, Early Admission to College Program, an ACCEL diploma, or a certificate of completion for graduation as certified by the high school principal. No student who has completed the requirements for graduation shall be denied a diploma as a

disciplinary measure. A student may be denied participation in the ceremony of graduation when personal conduct so warrants.

Specific Requirements for Secondary Students in Addition to Requirements of District Administrative Guidelines Regarding Program or Attendance

Maximum Age:

1. Students who have reached their twentieth birthday on or before August 31 shall be considered ineligible for attendance in the regular high school, and shall be referred to adult high school. Any full-time special education student may be exempt from this policy. They are to be regulated by the existing state statute.
2. Provision shall be made for considering extenuating circumstances. A committee composed of the executive director of instructional services, principal, guidance counselor and two teachers shall evaluate the evidence relating to the extenuating circumstances and determine if special consideration is warranted.
3. The superintendent is authorized to make an exception on the basis of a recommendation by the committee that an exception would be in the best interest of the student and school.

Extracurricular Scholastic Requirements – Current School Year

To be eligible to participate in interscholastic extracurricular student activities, a student entering grade 9 thereafter must maintain a cumulative unweighted grade point average of 2.0 or above on a 4.0 scale after one year of academic progress. Students in grades 9 and 10 may participate without having a cumulative 2.0 grade point average, if they agree to an Academic Performance Contract as prescribed by State Statute. Middle school students must be regularly promoted in order to be eligible and meet the 2.0 grade point average as noted below for extracurricular participation.

Additionally, a student must maintain satisfactory conduct and, if a student is convicted of, or is found to have committed, a felony or a delinquent act which would have been a felony if committed by any adult, regardless of whether adjudication is withheld, the student's participation in interscholastic extracurricular activities may be denied by the principal.

Extracurricular Grade Point Average Requirement

In order to participate in any extracurricular activity, middle school students must maintain a minimum unweighted grade point average of 2.0 for the semester immediately preceding participation.

Florida's Bright Futures Scholarship Program and Florida Gold Seal Programs

The Bright Futures Scholarship Program is the umbrella program for three state-funded scholarships: the Florida Academic Scholars, the Florida Medallion Scholars, and the Florida

Gold Seal Vocational Scholars Awards. These awards are based on academic achievement and community service earned in grades 9-12. Students should see their counselors or visit the Bright Futures website. Students completing the three-year graduation options are eligible for a Bright Futures Scholarship if they meet all the requirements.

<http://www.floridastudentfinancialaid.org/SSFAD/home/uamain.htm>.

Community Service Guidelines

The student must identify a social or civic issue or a professional area that interests him or her, develop a plan for his or her personal involvement in addressing the issue or learning about the area, and, through papers or other presentations, evaluate and reflect upon his or her experience.

Community service that will meet the Florida Bright Futures Award criteria is referred to as identifying a social or civic issue or a professional area in the community and developing a plan for the student's personal involvement in addressing the issue or learning about the area of interest. Examples of appropriate community service work include, but are not limited to, business/government internships and activity on behalf of a nonprofit community service organization or candidate for public office. Protests, work that earns pay or reward, work for family members, court-ordered community service would not be acceptable examples of community service.

- Florida Academic Scholars- 100 hours of community service
- Florida Medallion Scholars- 75 hours of community service
- Florida Gold Seal Vocational- 30 hours of community service

Articulated Acceleration Mechanisms- s. 1007.27, F.S.

Articulated acceleration shall be available and will serve to shorten the time necessary for a student to complete the requirements associated with a high school diploma and a postsecondary degree, broaden the scope of curricular options available to students, or increase the depth of study available for a particular subject. This shall include, but not be limited to, dual enrollment, early admission, Advanced Placement (AP), Advanced International Certificate of Education Programs (AICE), credit by examination, and the International Baccalaureate (IB) Program. Credit earned through the virtual instruction programs shall provide additional opportunities for early graduation and acceleration as outlined in s. 1003.4281, F.S. and s. 1003.429, F.S. Additionally, each school district must offer rigorous industry certifications that are articulated to college credit.

Home education students may participate in 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.

Early admission shall be in the form of dual enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis in courses that are creditable toward the high school diploma and the associate or baccalaureate degree. Students enrolled are exempt from the payment of registration, matriculation, and lab fees. Students retaking courses must do so at their own expense.

AP is the enrollment of an eligible secondary student in a course offered by the Advanced Placement Program administered by the College Board. Postsecondary credit for an AP course shall be awarded to students who score a minimum of 3 on a 5-point scale on the corresponding AP exam. Students shall be exempt from the payment of any fees for administration of the examination regardless of whether or not the student achieves a passing score on the examination.

Credit by examination is the program through which postsecondary credit is earned based on the receipt of a specified minimum score on nationally standardized general or subject area examinations without completing the course. The State Board of Education states minimum scores required for an award of credit in the statewide articulation agreement.

IB Program is the curriculum whereby students are enrolled in a program of studies offered through the IB Program administered by the IB Office. The State Board of Education has established rules that specify the cutoff scores and IB Examination that will be used to grant postsecondary credit at community colleges and universities. Students shall be awarded a maximum of 30 semester credit hours. Students shall be exempt from payment of any fees for administration of the examinations regardless of whether or not the student achieves a passing score on the examination.

The Advanced International Certificate of Education Program and the International General Certificate of Secondary Education (pre-AICE) Program shall be the curricula in which eligible secondary students are enrolled in programs of study offered through the Advanced International Certificate of Education Program or the International General Certificate of Secondary Education (pre-AICE) Program administered by the University of Cambridge Local Examinations Syndicate.

The State Board of Education and the Board of Governors shall specify in the statewide articulation agreement required by s. 1007.23(1) the cutoff scores and Advanced International Certificate of Education examinations which will be used to grant postsecondary credit at Florida College System institutions and universities. Any changes to the cutoff scores, which changes have the effect of raising the required cutoff score or of changing the Advanced International Certification of Education examinations which will be used to grant postsecondary credit, shall apply to students taking Advanced International Certificate of Education examinations after such changes are adopted by the State Board of Education and the Board of Governors. Students shall be awarded a maximum of 30 semester credit hours pursuant to this subsection. The specific course for which a student may receive such credit shall be determined by the Florida College System institution or university that accepts the student for admission. Students enrolled in either program of study pursuant to this subsection shall be exempt from the payment of any fees for administration of the examinations regardless of whether the student achieves a passing score on the examination.

Acceleration Courses- s. 1003.4295, F.S.

Each high school shall advise each student and parent of programs through which a high school student can earn college credit, Advanced Placement (AP), International Baccalaureate (IB), dual enrollment courses, Advanced International Certificate of Education (AICE), early admission courses, career academy courses, and courses that lead to national industry certification, as well as the availability of course offerings through virtual instruction.

Each high school shall offer an IB Program, AICE Program, or a combination of at least four courses in dual enrollment or AP, including one course in each English, mathematics, science, and social studies. To meet this requirement, school districts may provide courses through virtual instruction, if the virtual course significantly integrates postsecondary level content for which a student may earn college credit, as determined by Department of Education, and for which a standardized EOC assessment, as approved by Department of Education, is administered.

Credit Acceleration Program (CAP) purpose is to allow a secondary student 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, 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.

ACCEL Opportunities for Advanced Students- s. 1002.3105, F.S.

(1) ACCEL OPTIONS.—

(a) Academically Challenging Curriculum to Enhance Learning (ACCEL) options are educational options that provide academically challenging curriculum or accelerated instruction to eligible public school students in kindergarten through grade 12.

(b) At a minimum, each school must offer the following ACCEL options: whole-grade and midyear promotion; subject-matter acceleration; virtual instruction in higher grade level subjects; and the Credit Acceleration Program under s. 1003.4295. Additional ACCEL options may include, but are not limited to, enriched science, technology, engineering, and mathematics coursework; enrichment programs; flexible grouping; advanced academic courses; combined classes; self-paced instruction; rigorous industry certifications that are articulated to college credit and approved pursuant to ss. 1003.492 and 1008.44; work-related internships or apprenticeships; curriculum compacting; advanced-content instruction; and telescoping curriculum.

(2) ELIGIBILITY AND PROCEDURAL REQUIREMENTS.—

(a) *Principal determined eligibility requirements.*—

1. Each principal must establish student eligibility requirements for virtual instruction in higher grade level subjects. Each principal must also establish student eligibility requirements for whole-grade promotion, midyear promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal's school.

2. If a school offers enriched STEM coursework, enrichment programs, flexible grouping, advanced academic courses, combined classes, self-paced instruction, curriculum compacting, advanced-content instruction, telescoping curriculum, or an alternative ACCEL option established by the principal, the principal must establish student eligibility requirements.

(b) *School district determined eligibility and procedural requirements.*—A school district must establish student eligibility requirements and procedural requirements for any whole-grade promotion, midyear promotion, or subject-matter acceleration that would result in a student attending a different school. Student eligibility requirements and procedural requirements established by the school district must be included in the school district's comprehensive student progression plan under s. 1008.25.

(3) STUDENT ELIGIBILITY CONSIDERATIONS.—When establishing student eligibility requirements, principals and school districts must consider, at a minimum:

(a) The student's performance on a locally determined assessment, a statewide assessment, or a statewide, standardized assessment administered pursuant to s. 1008.22.

(b) The student's grade point average.

(c) The student's attendance and conduct record.

(d) Recommendations from one or more of the student's teachers in core-curricula courses as defined in s. 1003.01(14)(a)-(e).

(e) A recommendation from a certified school counselor if one is assigned to the school in which the student is enrolled.

(4) ACCEL REQUIREMENTS.—

(a) Each principal must inform parents and students of the ACCEL options available at the school and the student eligibility requirements for the ACCEL options established pursuant to paragraph (2)(a).

(b)1. Each principal must establish a process by which a parent may request student participation in whole-grade promotion, midyear promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal's school; virtual instruction in higher grade level subjects; or an alternative ACCEL option established by the principal. If the parent selects one of these ACCEL options and the student meets the eligibility requirements established by the principal pursuant to paragraph (2)(a), the student must be provided the opportunity to participate in the ACCEL option.

2. Each school district must establish a process by which a parent may request student

participation in whole-grade promotion, midyear promotion, or subject-matter acceleration that would result in a student attending a different school. If the parent selects one of these ACCEL options and the student meets the eligibility and procedural requirements set forth in the district's comprehensive student progression plan, as required under paragraph (2)(b), the student must be provided the opportunity to participate in the ACCEL option.

(c) If a student participates in an ACCEL option pursuant to the parental request under subparagraph (b)1., a performance contract must be executed by the student, the parent, and the principal. At a minimum, the performance contract must require compliance with:

1. Minimum student attendance requirements.
2. Minimum student conduct requirements.
3. ACCEL option requirements established by the principal, which may include participation in extracurricular activities, educational outings, field trips, interscholastic competitions, and other activities related to the ACCEL option selected.

(d) If a principal initiates a student's participation in an ACCEL option, the student's parent must be notified. A performance contract, pursuant to paragraph (c), is not required when a principal initiates participation but may be used at the discretion of the principal.

(5) AWARD OF A STANDARD HIGH SCHOOL DIPLOMA.—A student who meets the applicable grade 9 cohort graduation requirements of s. 1003.4282(3)(a)-(e) or s. 1003.4282(9)(a)1.-5., (b)1.-5., (c)1.-5., or (d)1.-5., earns three credits in electives, and earns a cumulative grade point average (GPA) of 2.0 on a 4.0 scale shall be awarded a standard high school diploma in a form prescribed by the State Board of Education.

Credit Acceleration Program (CAP)- s. 1003.4295 F.S.

The Credit Acceleration Program (CAP) is created for the purpose of allowing a student to earn high school credit in courses required for high school graduation through passage of an end-of-course assessment administered under s. 1008.22, F.S., an Advanced Placement Examination, or a College Level Examination Program (CLEP). Notwithstanding s. 1003.436, F. S., 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 passing score on the corresponding end-of-course assessment, Advanced Placement Examination, or CLEP. The school district shall permit a public school or home education student who is not enrolled in the course, or who has not completed the course, to take the assessment or examination during the regular administration of the assessment or examination.

All students may participate in CAP during the regular administration of the statewide, End of Course (EOC) assessment in Algebra 1, Geometry, Biology 1, and US History. Students who are not enrolled in courses with EOC assessments may take the EOC assessment.

Multi-tiered System of Supports (MTSS)

MTSS is the practice of providing high quality instruction and interventions matched to student need. The MTSS problem solving process will be applied to decisions in general, remedial and exceptional student education to create a well-integrated system of instruction and intervention guided by student outcome data. By implementing a comprehensive MTSS process, the district

will ensure that all students are provided appropriate interventions in the general education environment prior to determining that the student has a disability.

A comprehensive MTSS process includes the following essential components:

1. High quality instruction;
2. Interventions matched to student needs;
3. Learning rate and level of performance measured over time;
4. Multiple tiers of evidence-based instruction service delivery;
5. Problem-solving method designed to inform the development of interventions;
6. An integrated data collection/assessment system to inform decisions at each tier of service delivery.

Virtual Instruction Program

Virtual instruction is defined as instruction provided in an online interactive learning environment. Students residing within Martin County have two opportunities for participating in virtual instruction programs. Students enrolled in the Martin County School District are subject to district policies relating to student progression. While the district may not artificially limit a student's enrollment in virtual instruction program courses if the student would be academically eligible to enroll in the same courses in a brick-and-mortar setting within the district, a district still has authority and responsibility to provide academic guidance to their students. This includes limiting enrollment in courses for which the student is not academically qualified, in the same manner it would limit a student from enrolling in brick-and-mortar courses for which the student was not academically qualified.

F.S.1003.428 requires at least one course required for high school graduation to be completed through online learning. This requirement does not apply to a student who has an individual educational plan under s. 1003.57, F.S. which indicates that an online course would be inappropriate or a student in a Florida high school and has less than 1 academic year remaining in high school. Additionally, an online course taken during grades 6 through 8 fulfills this requirement.

This requirement shall be met through an online course offered by a virtual instruction program, an online course offered by the high school, or an online dual enrollment course offered pursuant to a district inter institutional articulation agreement pursuant to s. 1007.235, F.S. A student who is enrolled in a full-time or part-time virtual instruction program under s. 1002.45, F.S. meets this requirement.

Public school students receiving full-time instruction in kindergarten through grade 12 by a virtual instruction program must take all statewide assessments required pursuant to s. 1008.22, F.S.

Public school students receiving part-time instruction by a virtual instruction program in courses requiring statewide end-of-course assessments must take all statewide end-of-course assessments required pursuant to s. 1008.22(3)(c) 2, F.S.

All statewide assessments must be taken within the school district in which the student resides.

Per s. 1002.37, F.S. virtual instruction programs may provide part-time and full-time virtual instruction for students in kindergarten through grade 12. In order to be eligible for part-time instruction, students must meet at least one of the eligibility criteria in s. 1002.455, F.S. The District School Board shall provide students with access to enroll in courses available through virtual instruction programs and award credit for successful completion of such courses.

a. Part-time courses:

- i. Kindergarten through grade 5 students taking part-time courses from a virtual instruction program may not enroll in the same course concurrently.
- ii. Students enrolled in district middle schools and high schools may choose to enroll in courses available through a virtual instruction program and will receive credit for successful completion of such courses. Access shall be available to students during or after the normal school day and through summer school enrollment. However, a student may not enroll in the same course concurrently at two different public schools, such as their district school and a virtual instruction program. Extracurricular Activities

A student of a full-time virtual instruction program may participate in any interscholastic extracurricular activity at the public school to which the student would be assigned according to the District School Board attendance area policies. The student must also meet the same standards of acceptance based on academic and behavior performance as required by other students in the school district. Students intending to participate must register his or her intent to participate in interscholastic extracurricular activities with the school before the beginning date of the season for the activity in which he or she wishes to participate. s. 1006.15, F.S.

Mosaic Digital Academy

The Martin County School District, in partnership with St. Lucie County School District, has created a full-time K-12 regional digital school called Mosaic Digital Academy. Martin County students enrolling in this option will become St. Lucie County School students. These students will take all state assessments at their home schools. They will be eligible to participate in extracurricular activities at their home school as defined per s. 1006.15, F.S.

- a. To be eligible to enroll in Mosaic Digital Academy, students must reside within the district and meet at least one of the following criteria in s. 1002.45, F.S.:
The student has spent the prior school year in attendance at a public school in this state and was enrolled and reported by a public school district for funding during the preceding October and February for purposes of the FEFP surveys.
- b. The student is a dependent child of a member of the United States Armed Forces who was transferred within the last 12 months to this state from another state or from a foreign country pursuant to the parent's permanent change of station orders.
- c. The student was enrolled during the prior school year in a school district virtual instruction program under s. 1002.45, F.S. K-8 virtual school program under s 1002.415, F.S., or a full-time virtual instruction under s. 1002.37(8)(a), F.S.
- d. The student has a sibling who is currently enrolled in a virtual instruction program and the sibling was enrolled in that program at the end of the prior school year; or

- e. The student is eligible to enter kindergarten or first grade.
- f. The student is eligible to enter grades 2 through 5 and is enrolled full-time in a school district virtual instruction program, virtual charter school, or a virtual instruction program.

Educational Alternatives/Alternative Schools

In accordance with Florida Statutes §§ 1003.51, 1003.52, 1003.53, 1003.54, and State Board of Education Rules 6A-6.052 through 6A-6.0529213 , the MCSD provides special assistance and programs to those students identified as at-risk of dropping out of middle and high school. The academic program for a Dropout Prevention (DOP)/ Educational Alternatives (EA)/Department of Juvenile Justice (DJJ)/Youth Services student may differ from traditional education programs and schools in scheduling, administrative structure, philosophy, curriculum and/or setting. Various programs and support activities are available in EA/DJJ/Youth Services schools throughout the MCSD.

In order to meet the needs, interests, and talents of eligible students, the programs employ alternative teaching methodologies, curricula, learning activities, or diagnostic and assessment procedures. All students who exhibit the characteristics of potential dropouts are eligible for these programs. Students, who are over age for their grade placement, have failing grades, low achievement test scores, high absenteeism, or demonstrate other at-risk factors, may be considered eligible.

Students identified as English Language Learners (ELLs) and/or eligible for Exceptional Student Education (ESE) services, who meet the eligibility criteria for Educational Alternatives/Dropout Prevention, may be considered for placement.

A high school student identified as at-risk may be eligible for accelerated credit opportunities if the student is enrolled in an:

1. Educational Alternatives (Dropout Prevention) Performance-Based (Competency-Based) Program that allows for shortened instructional time and awards credits for the mastery of 70 percent of the course performance standards; or
2. Approved Educational Alternatives (Dropout Prevention) course modification program designed for time variation (shortened or lengthened time for in-class instruction), alternative methods of assessments of student performance, or integration of course performance standards into interdisciplinary units of study.

When courses are modified to incorporate a range of performance standards, students may be awarded credits for mastery of performance standards.

Teacher observation, classroom assignments, examinations, and alternative assessment methods are considered appropriate for assessing student mastery of the course performance standards for both middle and high school students

Smart Horizons Career Online High School

Smart Horizons Career online high school (SHCOHS) provides a parallel path for students struggling to earn the graduation requirements. SHCOHS is a “back up plan” to ensure students earn a standard high school diploma. As a registered student of SHCOHS, he/she earns credit toward high school graduation while earning career certification in one of the following career paths:

- *child care
- *homeland security
- *certified protection officer
- *general career preparation
- *commercial driving
- *retail customer service
- *food and hospitality
- *office management

SHCOHS offers a competency based online instructional curriculum. The principal will determine if a student is eligible to enroll in SHCOHS.

Acceleration Academies

Acceleration Academies is an innovative education partner helping young adults overcome real-life challenges to earn their district-issued high school diploma. This option provides an alternative for students who have dropped out of high school. Acceleration Academies partners with the Martin County School District to provide engaging courses, technologically advanced educational tools, and personalized curriculum. Young adults who have not earned a high school diploma can contact Acceleration Academies or a high school guidance counselor for enrollment information.

Charter School

A student attending a charter school may participate in any interscholastic extracurricular activity at the public school to which the student would be assigned only if there is a district or interdistrict controlled open-enrollment provision.

Exceptional Student Education (ESE) Progression Plan

General Information- MCSD

Grade placement - Progression/promotion decisions:

The primary responsibility of the Individual Educational Plan (IEP) team is to determine each student's level of performance and ability to function academically, socially, and emotionally. School personnel should use all resources to achieve parental understanding and support regarding a student's grade placement. However, the final decision must not violate the promotion requirements outlined in Florida Statutes or the School Board of Martin County Bylaws & Policies.

Students with Disabilities working on Florida Standards/Next Generation Sunshine State Standards (FS/NGSSS) are expected to meet the same promotion requirements as their non-disabled peers at the appropriate grade levels. Reference the appropriate grade level section indicated below:

- a. Grades K-5. Refer to the Elementary Student Progression Plan section
- b. Grades 6-8. Refer to the Middle School Student Progression Plan section
- c. Grades 9-12. Refer to the Senior High Student Progression Plan section

In addition to district-based criteria, an ESE student's progression may include the following: progress toward meeting IEP goals and objectives, daily performance, previous performance, progress reports, student's work habits, progress on state assessments, mental and physical health, chronological age in relation to peer group, retention history, student's sense of responsibility, maturity and other evidence available to the IEP team indicating the student would be successful at the next grade level.

Students working on the Florida Standards/Next Generation Sunshine State Standards Access Points and participating in the Florida Standards Alternate Assessment:

In grades 3-11, all students must participate in either the Florida Standards Assessment (FSA) and End of Course (EOC) assessments, or the Florida Standards Alternate Assessment (FSAA) and FSAA EOCs. Based upon state statute and documented on the IEP prior to testing, IEP teams determine on which standards students with disabilities will receive instruction and how they will participate in the statewide assessment system.

Students with disabilities receiving instruction on a modified curriculum, as determined by the IEP team, must master/make progress toward the appropriate FS/NGSSS Access Points. The Access Points are alternate achievement standards built to target the salient content of the Florida Standards. They are designed to provide a fully-aligned system of content, instruction and assessment while providing students with significant cognitive disabilities access to the general education curriculum.

The FSAA provides students with significant cognitive disabilities an opportunity to participate in the state's accountability system, including those for whom participation in the general statewide assessment is not appropriate, even with appropriate accommodations. The FSAA is fully aligned

to the access points and allows students to participate via one of two methods: FSAA Performance Task or FSAA Datafolio. Written parent consent must be provided and addressed annually or at any IEP meeting where access points curriculum and administration of the Florida Standards Alternate Assessment are being proposed.

Report Cards

For elementary grade students who are receiving instruction on the Florida Standards Access Points curriculum, progress reporting based on Florida Standards Access Points will be provided.

Graduation from High School as related to a Free and Appropriate Public Education (FAPE)

The regulations (34 CFR 300.121) specify that all children with disabilities aged three through 21, including children with disabilities who have been suspended or expelled from school are entitled to a free appropriate public education (FAPE) with certain exceptions.

The exceptions are specified in 34 CFR 300.122. As stated in these regulations, districts must provide FAPE to all students who have not reached age 22 and who have not earned a standard high school diploma. If a student graduates with a certificate of completion, a special certificate of completion, or a GED, and has not reached age 22, the district must make FAPE available to that student at the student's option, until that student turns 22 or until he or she earns a standard diploma whichever comes first.

Graduation Requirements

Standard Diploma High School Graduation Options

Reference: Florida Standard Diploma High School Graduation Options for Students with Disabilities Entering 9th Grade in 2014-15 and After

*In addition to the standard diploma options available for all students listed in High School Student Progression Plan, Rule 6A-1.09963, Florida Administrative Code (F.A.C.), *High School Graduation Requirements for Students with Disabilities*, outlines two additional options that students with disabilities may complete within the 24-credit program. These include:

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

Reference: Standard Diploma Requirements for Students with Disabilities Participating in the Florida Standards Alternate Assessment and Access Courses

Reference: Sample Course of Study for Standard Diploma via Access Courses.

Individual student need and IEP goals should drive course selection for students with disabilities. Additionally, students are encouraged to enroll in vocational courses satisfying the IDEA requirement for the transition of students from school to post-school activities. See Transition Planning.

Deferment of Standard High School Diploma

Section 1003.4282, Florida Statutes, (F.S) allows a student to defer the receipt of a standard high school diploma if they have an IEP that prescribes special education, transition planning, transition services, or related services through age 21 and are enrolled in an accelerated college credit instruction, industry certification courses that lead to college credit, a collegiate high school program, courses necessary to satisfy the Scholar designation requirements, or a structured work-study, internship, or pre-apprenticeship program. The decision to accept or defer the standard high school diploma must be made by May 15 of the school year in which the student is expected to meet all requirements for a standard high school diploma.

Waiver of FSA/FSAA English Language Arts Graduation Requirement for Students with Disabilities

State law provides for a waiver of statewide, standardized assessment graduation requirements for students with disabilities whose abilities cannot be accurately measured by the assessments, taking into consideration allowable accommodations, for the purpose of receiving a course grade and a standard high school diploma.

To be considered for a waiver from the FSA/FSAA graduation requirement, the student must:

1. Be identified as having a disability as defined in s. 1007.02(2), F.S.;
2. Have an Individual Educational Plan (IEP);
3. Have demonstrated, as determined by the IEP Team, achievement of the course standards/access points (as applicable).
4. Have taken the grade 10 FSA/FSAA English Language Arts assessment with appropriate, allowable accommodations at least once.

The completed Statewide, Standardized Results Waiver For Students With Disabilities form must be signed by the school principal or curriculum assistant principal and sent to the ESE district office according to s.1003.428(8)(b)1,a-b,2, F.S. and s.1003.43(11)(b)(1-2), F.S.

Waiver of FSA/FSAA End of Course Assessment Results for Students with Disabilities

Senate Bill 4 amended s. 1003.428(8)(b)2, F.S., and it states the following:

“A student with a disability, as defined in s. 1007.02(2), F.S. for whom the IEP committee determines that an end-of-course assessment cannot accurately measure the student’s abilities, taking into consideration all allowable accommodations, shall have the end-of-course assessment results waived for the purpose of determining the student’s course grade and credit as required in paragraph (4) (a).”

As defined in s. 1007.02(2), F.S., students with disabilities include students with:

1. Intellectual Disability (InD)
2. Deaf/Hard of Hearing (D/HH)
3. Language Impairment (SI or LI)
4. Visually Impaired (VI)
5. Emotional/Behavioral Disability (EBD)
6. Orthopedic or Other Health Impairment (OHI)
7. Autism Spectrum Disorder (ASD)
8. Traumatic Brain Injury (TBI)
9. Specific Learning Disability (SLD)

To be considered for an EOC assessment waiver, the student must meet all of the following criteria:

1. Be identified as a student with a disability, as defined in s. 1007.02(2), F.S.
2. Have an active individual educational plan
3. Have taken the EOC assessment with appropriate allowable accommodations at least once
4. Have demonstrated, as determined by the IEP team, achievement of the course standards/access points (as applicable).

IEP teams must make a determination that the EOC assessment cannot accurately measure the student’s abilities, taking into consideration all allowable accommodations. IEP teams are encouraged to maintain documentation regarding the team’s analysis of the student’s course performance data used to make the decision to grant or deny an EOC assessment waiver.

IEP teams may meet at any time after the student has taken the assessment at least once and it has been determined that the student has failed to earn a passing score on an EOC assessment. The statute is silent on the topic of requiring students to take an EOC assessment more than one time.

Students who are eligible for exceptional student education (ESE) services solely on the basis of criteria found in Rule 6A–6.03020, F.A.C., Specially Designed Instruction for Students Who Are Homebound or Hospitalized, do not meet the definition of a student with a disability found in s. 1007.02, F.S.

IEP Teams, which must include the parent, may consider exemptions for statewide standardized assessments under the regulatory requirements for Extraordinary Exceptions or Medical Complexity per s.1008.212, F.S.

Special Certificate of Completion

A Special Certificate of Completion will be awarded to students who have been properly classified

as deaf or hard-of-hearing, specific learning disabled, orthopedically impaired, other health impaired, traumatic brain injured, language impaired, emotional/behavioral disabled, dual-sensory impaired, intellectually disabled or autism spectrum disorder and who have completed the 24-Credit Option or 18-Credit Option but failed to earn passing scores on the state approved graduation test or earn a concordant and/or comparative score and/or to achieve a cumulative grade point average of 2.0 on a 4.0 scale.

Students with disabilities who are eligible to receive a Special Certificate of Completion may choose to remain enrolled and continue to receive exceptional student education (ESE) services in pursuit of a standard diploma until the end of the semester in which the student turns 22 years of age.

Transition Planning

Specific requirements for transition planning are intended to make sure the IEP process prepares students with disabilities to achieve their postsecondary education and career goals. IEP teams must carefully consider the high school diploma when they determine what services are needed to assist the student in reaching postsecondary education and career goals.

The requirements for transition planning for students with disabilities vary based upon the student's age, but, by age 16 will include:

- Student involvement to ensure the student's strengths, preferences, and interests were taken into account.
- A statement of intent to receive a standard high school diploma and scholar or merit designation as determined by the parent, if appropriate.
- The preparation needed to graduate with a standard high school diploma, including any Career and Professional Education digital tool certificates and/or industry certifications that the student seeks to attain.
- A statement of the outcomes and additional benefits expected by the parent and the IEP team at the time of the student's graduation.
- Appropriate measurable postsecondary education, employment and career, and independent living (if appropriate) goals based on age-appropriate transition assessments.
- A statement of transition services, including course of study that the student needs to meet postsecondary goals.
- Consideration of the student's need for instruction or the provision of information in the area of self-determination and self-advocacy.

Course Modification for Exceptional Students

Course modifications/accommodations authorized for use with exceptional education students include:

1. For all students with disabilities the educational environment will be accommodated/modified as stated in the student's IEP, to accommodate the student's disability.
2. For students participating in the Florida Standards Access Point curriculum, the

coursework requirements may be modified through the use of the Next Generation Sunshine State Standards/Florida Standards Access Points or as stated in the student's IEP.

3. State and district-wide test procedures and other evaluation procedures may be modified as specified in Rule 6A-1.0943, F.A.C., to accommodate the student's disability. Accommodations for assessment shall be consistent with the accommodations utilized in the classroom setting. Accommodations may not be utilized for the assessment setting when it is inconsistent with classroom implementation.

Extended School Year Services

Extended School Year (ESY) means specially designed instruction and related services that are provided to a student with a disability beyond the normal school year of the district, in accordance with the student's IEP, at no cost to the parent.

The school district ensures that ESY services are available as necessary to provide a free appropriate public education (FAPE). ESY services will not be limited to particular categories of disability, type, amount or duration of those services. The decision to recommend ESY must be based on data and made on an individual basis through the IEP process. ESY services will be available to students with disabilities whose IEP specifies the need for "extended school year" services. Physical/Occupational Therapy, Speech/Language Therapy, Hearing Services, Vision Services, and Hospitalized/Homebound Services will be available to eligible students with disabilities based on data and as documented on the IEP. The Office of Exceptional Student Education (ESE) department will coordinate provision of these services.

**Florida Standard Diploma High School Graduation Options
for Students with Disabilities Entering 9th Grade in 2014-15 and Forward**

24 credit standard diploma option available to all students, including students with disabilities.	24 credit standard diploma option with academic and employment requirements, available only to students with disabilities.	24 credit standard diploma option available only to students with significant cognitive disabilities, who take access courses and the alternate assessment.
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 	<ul style="list-style-type: none"> • Must earn credits for all of the courses listed in the first column • May substitute a CTE course with content related to English for English IV 	<ul style="list-style-type: none"> • Must earn credits for all of the courses listed in the first column • May substitute access courses for general education courses • May substitute a CTE course with content related to English for English IV
4 Credits Mathematics		
<ul style="list-style-type: none"> • One of which must be Algebra I 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 I and Geometry) 	<ul style="list-style-type: none"> • Must earn credits for all of the courses listed in the first column • May substitute a CTE course with content related to mathematics for one mathematics credit (except for Algebra I and Geometry) 	<ul style="list-style-type: none"> • Must earn credits for all of the courses listed in the first column • May substitute access courses for general education courses • May substitute a CTE course with content related to math for one math credit (except for Algebra I and Geometry)
3 Credits Science		
<ul style="list-style-type: none"> • One of which must be Biology I, two of which must be equally rigorous science courses. • Two of the three required credits must have a laboratory component. • An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I) • An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I) 	<ul style="list-style-type: none"> • Must earn credits for all of the courses listed in the first column • May substitute a CTE course with content related to science for one science credit (except for Biology I) 	<ul style="list-style-type: none"> • Must earn credits for all of the courses listed in the first column • May substitute access courses for general education courses • May substitute a CTE course with content related to science for one science credit (except for Biology I)
3 Credits Social Studies		
<ul style="list-style-type: none"> • 1 credit in World History • 1 credit in U.S. History • .5 credit in U.S. Government • .5 credit in Economics 	<ul style="list-style-type: none"> • Must earn credits for all of the courses listed in the first column • May substitute a CTE course with content related to social studies for one social studies course (except for U.S. History) 	<ul style="list-style-type: none"> • Must earn credits for all of the courses listed in the first column • May substitute access courses for general education courses • May substitute a CTE course with content related to social studies for one social studies course (except for U.S. History)
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts**		
8 Elective Credits		
	<ul style="list-style-type: none"> • Must include .5 credit in an employment based course • May include ESE courses 	<ul style="list-style-type: none"> • May include employment based course/s
1 Credit Physical Education to include the integration of health		
1 Online Course Online course may be waived by IEP team		
Students must earn a 2.0 grade point average on a 4.0 scale and pass statewide assessments unless a waiver of assessment results is granted by the IEP team.		
*Parental consent required for participation in Access Courses		
**Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory at http://www.fldoe.org/articulation/CCD/default.asp		

**Standard Diploma Requirements for Students with Disabilities Participating in the
Florida Standards Alternate Assessment and Access Courses**

4 Credits English Language Arts
1 credit each: Access English 1, Access English 2, Access English 3, Access English 4 May substitute Access English 4 with one eligible CTE course with content related to English
4 Credits Mathematics
1 credit Access Algebra 1A (Req.) 1 credit Access Algebra 1B* ((Req.) or *Access Algebra 1 1 credit Access Geometry* 1 additional credit: Access Liberal Arts Math or one eligible CTE course substitution with content related to math
3 Credits Science
1 credit Access Biology* 2 additional credits from the following: Access Chemistry, Access Earth/Space Science, Access Integrated Science 1 or one eligible CTE course substitution with content related to science
3 Credits Social Studies
1 credit Access United States History* 1 credit Access World History .5 credit Access United States Government .5 credit Access Economics or one eligible CTE course substitution with content related to social studies
1 Credit Performing Arts or Practical Arts
1 Credit Physical Education To include the integration of health
1 credit in Access HOPE 9-12
8 Elective Credits
1 Online Course May be waived by the IEP team
*denotes course and EOC required for graduation; may not be substituted Eligible course substitutions are specified in the Florida Course Code Directory at http://www.fldoe.org/academics/career-adult-edu/career-tech-edu Students must earn a 2.0 grade point average on a 4.0 Scale Students must earn a 3 or higher on the Florida Standards Alternate Assessment unless waiver of assessment results is granted by the IEP team

Sample Course of Study for Standard Diploma via Access Courses

9 th grade	10 th grade	11 th grade	12 th grade
Access English 1 7910120	Access English 2 7910125	Access English 3 7910130	Access English 4 7910135
Access Algebra 1A 7912080	Access Algebra 1B 7912090	Access Geometry 7912065	Access Liberal Arts Math 7912070
Access Integrated Science 7920025	Access Biology 7920015	Access Physical Science 7920022	Access Earth/Space Sci. 7920020
Access HOPE 7915015	Access World History 7921027	Access U.S. History 7921025	Access U.S. Gov. (.5) 7921015 Access Econ. w/Fin. Lit. (.5) 7921022

Transcript must include:

Fine/Performing or Practical Arts course 1 credit

May choose from:

General Education fine arts course(s)

Access Visual and Performing Arts 7967010

Access Drawing 1 7967015

Access 2-D Studio Art 1 7967025

Access Theater 1 7967020

Online Course 1 credit (unless waived by IEP Team)

Electives 8 total credits

May choose from:

General Education elective(s)

Transition Planning 7960010

Self-Determination 7963140

Unique Skills 9-12 7963130

Unique Skills: Indep. Functioning 9-12 7963160

Unique Skills: Social & Emotional 9-12 7963070

Unique Skills: Communication 9-12 7963150

Social Personal Skills 7963070

Technology Education 7980190

Career Preparation 7980110

Career Experiences 7980120

Driver Education for Special Learners 7919010

*Special Skills Courses also available specific to needs of students with VI, DHH, OI

Recommended FAPE Schedule may also include:

(18-22 year-old students who have met standard diploma requirements)

Access Health and Safety 7920050

Preparation for Adult Living 7963010

Career Experiences 7980120

Career Placement 7980130

Supported Competitive Employment 7980150

CTE Access Course Substitutions

Eligible CTE courses may be substituted for Access Eng. 4, one math (not Access Alg. or Access Geom.), one science (not Access Biology), and one social studies (not Access US History)

CTE Substitution for Access English 4 7910998

CTE Substitution for Access Mathematics 7912998

CTE Substitution for Access Science 7920998

CTE Substitution for Access Social Studies 7921998