



Hillsborough County
PUBLIC SCHOOLS

STUDENT PROGRESSION PLAN

2016 – 2017

Board Approved December 6, 2016

HILLSBOROUGH COUNTY PUBLIC SCHOOLS

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1.0	K-12 General Statements
1.0.1	<p>Student Progression K-Adult Each district School Board is required by state law to establish a comprehensive program for student progression which is based on an evaluation of each student's performance including how well the student masters the performance standards approved by the state board.</p> <p>Each district's program for student progression is based on local goals and objectives, which are compatible with the state's plan for education. Pertinent factors considered by the teacher before recommending that a student progresses from one grade to another are prescribed by the district School Board in its rules. (Florida Statutes 1008.25)</p> <p>All procedures listed in this Student Progression Plan are subject to change because of Hillsborough County School Board or school administrative action. Students will be notified when such changes occur. Some individual school policies may vary according to the site's School Improvement Plan approved by the Hillsborough County School Board.</p>
1.0.2	<p>Preface The vision of the Hillsborough County Public Schools is Preparing Students for Life.</p> <p>The mission of the Hillsborough County Public Schools is to provide an education and the supports which enable each student to excel as a successful and responsible citizen.</p> <p>District and state regulations place the responsibility for decisions regarding student placement including promotion, retention, and special placement primarily with the principal and the School Placement Committee. The Student Progression Plan establishes procedures to achieve parent or guardian understanding, cooperation, and acceptance of the student's placement.</p> <p>This plan and the procedures for its implementation reflect clearly that promotion in the Hillsborough County Public Schools is based on student achievement.</p>
1.0.3	<p>Requirements for Instruction Hillsborough County Public Schools defines, a full-time student day (identified in Florida Statute 1011.61(1)(a)1), as not less than 300 average minutes per day over a 180 day period for a student in or at the grade level of 4 through 12, or not less than 240 average minutes per day over a 180 day period for a student in or at the grade level of kindergarten through grade 3 or in an authorized prekindergarten exceptional program.</p>
1.0.4	<p>Standards Instruction which complies with the State Board of Education adopted Student Performance Standards, known as the Next Generation Sunshine State Standards and the Florida Standards, is offered in each school. (F.S.1003.42)</p>
1.0.5	<p>Florida Career and Professional Education Act Instruction in career awareness is offered in Grades K-Adult.</p>
1.0.6	<p>Participation Provisions are made for all students to participate fully in classroom instruction and extracurricular activities. No student will be denied participation because of age, sex, race, handicap, religion, national origin, or for any other reason not related to his or her individual capabilities. (F.S.1000.05)</p>
1.0.7	<p>Health Education Instruction in comprehensive health education and substance abuse prevention is offered in Grades K-Adult. (F.S.1003.46 - Florida Comprehensive Health Education and Substance Abuse Prevention Act)</p>
1.0.8	<p>Acceleration When exceptional abilities and skills are demonstrated, the student may be considered for accelerated grade placement. The student must also demonstrate physical, social, and emotional maturity.</p>
1.0.9	<p>Classroom Transfers A parent may request a classroom transfer. The school will notify the parent of the approval or denial within two weeks of the request.</p>
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1.1	Assessments
1.1.1	Assessments Each public school student must participate in the required statewide assessment tests unless exempt by statute. (F.S.1008.22)
1.1.2	Progress Monitoring Any student who does not meet minimum state expectations on state assessments must be progress monitored until the expectations are met as documented by retaking the state assessment test or graduating from high school.
1.2	Students Needing Remediation or Who Have Been Retained
1.2.1	Assessment and Support <ol style="list-style-type: none"> (1) Each student must participate in the statewide, standardized assessment program required by statute. Each student who does not achieve a Level 3 or above on the statewide, standardized English Language Arts (ELA) assessment and/or mathematics assessment, must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance. (2) A student who is not meeting the school district or state requirements for satisfactory performance in ELA and/or mathematics must be covered by one of the following plans: <ol style="list-style-type: none"> (a) A federally required student plan such as an Individual Education Plan (b) A school-wide system of progress monitoring for all students (c) An individualized progress monitoring plan (3) All appropriate support and services delineated in the Hillsborough County Public School's current K-12 Comprehensive Reading Plan. (4) Level 1 and 2 students are highly recommended to attend remedial programs held before or after regular school hours or during the summer. <p>Students who score below Level 3 in ELA and/or mathematics must be provided with additional diagnostic assessments to determine the specific academic need as it relates to the standards. Additionally, the strategies for appropriate intervention and instruction must be determined as part of the progress monitoring plan.</p>
1.2.2	Remediation All schools will offer extended learning opportunities. Student eligibility is determined by district criteria, availability of resources, and the most current state statutes regarding student progression. The allocation of remedial and supplemental instruction resources for students occurs in the following priority: <ol style="list-style-type: none"> (1) Students who are deficient in ELA by the end of Grade 3 (2) Students who fail to meet performance levels required for promotion consistent with the district's plan for student progression
1.2.3	Retention A student who is retained must be provided with instructional experiences different from those in the previous year's program. A student who has been retained two or more years must be provided with a change in the educational delivery system.
1.2.4	Requirements for Annual Report to Parents The School Board annually reports in writing to the parent or guardian of each student the progress of the student towards achieving state and district expectations for proficiency in reading, writing, science, and mathematics including the student's results on each statewide assessment test. (F.S.1008.25(8)(a)) Annually the School Board publishes to parents and students the Hillsborough County Public Schools promotion policy, and graduation requirements. Annually the School Board provides the State Board of Education a copy of the district's Student Progression Plan (F.S.1008.25(8)(b)).
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Annually the School Board reports the following information on the prior school year in writing to the State Board of Education.

- (1) The provisions of the law relating to public school student progression.
- (2) School Board policies and procedures on student retention and promotion.
- (3) By the number and percentage of all students in Grades 3-10 performing at Levels 1 and 2 on the English Language Arts (ELA) portion of the Florida Standards Assessment (FSA).
- (4) By grade the number and percentage of all students in Grades 3-10.
- (5) Information on the total number of Level 1 Grade 3 students who were promoted for good cause by each category of good cause.

1.3

Special Placement

1.3.1

Eligibility and Placement

The principal and staff of each school determine promotion and retention of a student unless it conflicts with the Student Progression Plan. When exceptions to established policy become necessary, the following procedures are used:

- (1) Placement from one grade to another is determined by the recommendation of the School Placement Committee unless the recommended placement involves another school.
- (2) Recommendations by the School Placement Committee that involve another school are discussed at an articulation meeting between personnel of the sending and the receiving schools. Articulation meetings are held to communicate the need for special placement.
- (3) When the parent or guardian of a retained student disagrees with the School Placement Committee, the school must contact the Instructional Leadership Director to discuss the case and request a district-level Special Placement referral form to initiate the process for a district level special placement hearing.
- (4) A district-level Special Placement case review is held with the district-level Special Placement Committee including the administrator(s) from the affected school(s) and the student's parent or guardian.
- (5) The district-level Special Placement Committee makes recommendations to the Instructional Leadership Director and the Chief Academic Officer. The Chief Academic Officer makes the final approval or disapproval. Student placement may not occur prior to approval from the CAO. The final approval or disapproval is conveyed to the parent or guardian and school(s) by the appropriate level Instructional Leadership Director.
- (6) Accelerated placement (double promotion) is referred to the district-level Special Placement Committee. (See Section 2.5.4)
- (7) Students participating in Exceptional Student Education or ESOL programs are individually assessed at the school to determine placement and progression. All decisions for cases involving Exceptional Student Education are the responsibility of the School Placement Committee with input from the student's Individual Educational Plan (IEP) team. All decisions for English Language Learners (ELL) are the responsibility of the ELL Committee and the School Placement Committee.

1.3.2

Special Placement Criteria

In all cases, a decision concerning special placement is based upon the following minimum criteria:

- (1) Achievement level and ability level to reach the age appropriate standards
- (2) Aptitude and mental age
- (3) Maturity – physical, social, and emotional
- (4) Attendance
- (5) Number of retentions
- (6) Extenuating circumstances
- (7) Compliance with the most current state statutes regarding student progression

Efforts to determine a student's grade level include the use of school records and conferences with the student, parent, guardian, or other adults responsible for the welfare of the student and must be in compliance with state legislation regarding elimination of social promotion. (F.S.1008.25(6))

1.3.3	<p>Preadmission and Admission</p> <p>Prior to the student's appearance at the new placement location, the following steps are implemented:</p> <ol style="list-style-type: none"> (1) Notification - The district-level Special Placement committee sends written notification to the sending school, the receiving school (or agency), and the parent or guardian. (2) Enrollment/Scheduling - The receiving school enrolls and schedules the student in the most appropriate placement. The sending school makes appropriate entries on the student record to reflect the movement between schools (special-placed students are coded as "administratively placed" in the grade promotion status of the student database).
1.3.4	<p>Schedule</p> <p>The district-level Special Placement Committee meets as needed during the summer months prior to the beginning of the following school year. The appropriate Instructional Leadership Director will review cases involving extenuating circumstances.</p>
1.3.5	<p>Placement Within A School</p> <p>When grade level placement of a student involves movement within a school center, the processing of that movement is the responsibility of the School Placement Committee. The committee includes the principal and/or assistant principal, guidance counselors, and teachers involved with the student. Responsibilities of the committee include the following:</p> <ol style="list-style-type: none"> (1) Receiving the In-School Referral Form (2) Developing an appropriate schedule for the student (3) Implementing the schedule (4) Following up on each student placed (5) Keeping records which describe procedures and services utilized (6) Communicating all changes concerning the student to those who have a need to know, i.e., parents, data processing personnel, agencies which may be working with the student, etc.) (7) Maintaining compliance with the most current state statutes regarding student progression <p>At the discretion of the school, an in-school staffing may involve resource teachers and consultants who serve that school.</p>
1.3.6	<p>Referral Forms</p> <p>The In-School Referral Form shall contain, but not be limited to the following:</p> <ol style="list-style-type: none"> (1) Identification section (2) Reason for referral (3) Steps taken to date (4) List of additional corrective suggestions (5) Date of parent or guardian conference (6) Signature of individual initiating the referral <p>School personnel initiating this form submit it to the chairperson of the School Placement Committee.</p>
1.3.7	<p>School To School Placement By the Area Arbitration Panel</p> <p>When grade level placement of a student involves movement from one school to another school, the processing of that movement begins with the sending school's School Placement Committee, followed by an articulation meeting between both schools. When no agreement is reached between the sending and receiving schools, the sending school must notify the Area Superintendent prior to the meeting dates for the Area Arbitration Panel. The Area Arbitration Panel reviews unresolved principal-to-principal, school to school cases.</p>
1.3.8	<p>Involvement</p> <p>The sending school and the receiving school are invited to send a representative to the Area Articulation Panel for discussion and participation in planning. This hearing is for school personnel only.</p>
1.3.9	<p>Time of Movement</p> <p>The placement of students between schools is done prior to the beginning of the school year except in extenuating circumstances.</p>

1.3.10	<p>Preadmission and Admission</p> <p>(1) Notification After the Area Articulation Panel’s recommendation has been signed by the Area Superintendent, written notification is sent to the parent or guardian.</p> <p>(2) Enrollment/Scheduling The student is enrolled and scheduled for the most appropriate placement. Specially placed students should be coded as “administratively placed” in the grade promotion status of the student database. High school students that are administratively promoted from middle school will be deemed ineligible to participate in high school athletics their first semester.</p>
1.3.11	<p>Out-of-School Youth</p> <p>In as much as state legislation mandates student services for youth up to the age of nineteen, the district-level Special Placement Committee accepts and acts on referrals from, or on behalf of, out-of-school youth who are under nineteen years of age.</p>
2.0	<p>Elementary Procedure Statements (K-5)</p>
2.1	<p>Kindergarten Initial Placement</p>
2.1.1	<p>Enrollment</p> <p>Prior to placement in kindergarten, a child is required to be five years of age on or before September 1 of the school year (F.S.1003.21), and his/her parent or guardian must provide evidence of all of the following:</p> <p>(1) Current residence (2) Immunizations (3) Date of birth (4) Medical examination completed within the twelve months prior to enrollment</p>
2.1.2	<p>ELL Placement</p> <p>For placement of English Language Learners, refer to 5.0.1.</p>
2.1.3	<p>Home Education or Private School Placement</p> <p>For placement of students who transfer from home education or private schools, refer to 2.4.</p>
2.1.4	<p>Out-of-State Transfer into Kindergarten</p> <p>If a kindergarten student transfers from an out-of-state school (public or nonpublic) but does not meet age requirements for admission to Florida public schools, his/her parent or guardian must provide evidence of all of the following:</p> <p>(1) Compliance with the age requirements for admission to public schools within the state from which the student is transferring (2) Academic credit that is acceptable under the School Board rules (3) Official documentation of the legal residency of the child’s parent or guardian in the state where the child was previously enrolled in school (4) Official school records which show attendance of a minimum of four weeks along with academic information, and grade placement in a kindergarten program (5) Current residence (6) Immunizations (7) Date of birth (8) Medical examination completed within the twelve months prior to enrollment</p>
2.1.5	<p>School Readiness Screening</p> <p>Upon the student’s entry into kindergarten, he/she is administered the school readiness uniform screening implemented by the Department of Education.</p>
2.2	<p>First Grade Initial Placement</p>
2.2.1	<p>First Grade Enrollment</p> <p>Prior to placement in first grade, a student is required to be six years of age on or before September 1 of the school year, and his/her parent or guardian must provide evidence of <u>one of the following</u>:</p> <p>(1) Satisfactory completion of kindergarten requirements in a Florida public school</p>

	<ul style="list-style-type: none"> (2) Satisfactory completion of kindergarten requirements in a Florida nonpublic school as documented by a report card, transcript, or letter from the principal or director of the school (3) Satisfactory completion of kindergarten in an out-of-state school, public or nonpublic as documented by a report card, transcript, or letter from the principal or director of the school. (F.S.1003.21)
2.2.2	<p>ELL Placement For placement of English Language Learners, refer to 5.0.1.</p>
2.2.3	<p>Home Education or Private School Placement For placement of students who transfer from home education or private schools, refer to 2.4.</p>
2.2.4	<p>Out-of-State Transfer into First Grade If a first grade student transfers from an out-of-state school (public or nonpublic) but does not meet age requirements for admission to Florida public schools, his/her parent or guardian must provide evidence of all of the following:</p> <ul style="list-style-type: none"> (1) Compliance with the age requirements for admission to public schools within the state from which the student is transferring (2) Academic credit that is acceptable under the School Board rules (3) Official documentation of the legal residency of the child's parent or guardian in the state where the child was previously enrolled in school (4) Official school records which show attendance, academic information, and grade placement (5) Current residence (6) Immunizations (7) Date of birth (8) Medical examination completed within the twelve months prior to enrollment
2.3	<p>Second – Fifth Grade Initial Placement</p>
2.3.1	<p>Out-of-State Transfer into Grades 2-5 If a Grade 2-5 student transfers from an out-of-state school, public or nonpublic, but does not meet age requirements for admission to Florida public schools, his/her parent or guardian must provide evidence of all of the following:</p> <ul style="list-style-type: none"> (1) Compliance with the age requirements for admission to public schools within the state from which the student is transferring (2) Academic credit that is acceptable under the School Board rules (3) Official documentation of the legal residency of the child's parent or guardian of the state where the child was previously enrolled in school (4) Official school records which show attendance, academic information, and grade placement (5) Current residence (6) Immunizations (7) Date of birth (8) Medical examination completed within the twelve months prior to enrollment
2.3.2	<p>English Language Learners For placement of limited English proficient students, refer to 5.0.1.</p>
2.4	<p>Home Education/Private School - Initial Placement</p>
2.4.1	<p>Home Education/Private School Enrollment Students seeking initial placement in kindergarten through Grade 5 from a home education program or private school are screened by the local school to determine the most appropriate grade-level placement. Criteria to be considered may include the student's age and maturity, standardized achievement test results, state assessments, progress as it relates to district benchmarks and graduation standards, previous record in public and private schools, and evidence from the student's portfolio of work and achievement while in home education. In no instance shall the placement be automatic based solely on the recommendation of the private school or home educator. The placement decision is subject to review and revision after school personnel have had the opportunity to observe the student's work. (F.S.1006.07)</p> <ul style="list-style-type: none"> (1) A four to six week screening period is allowed from the time of enrollment in order to obtain the necessary data for the most appropriate placement. Attention is paid to the following: the student's
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	<p>health and physical development, emotional behaviors, social interactions, independent performance, communication competence, cognitive development, previous learning records, family data, and family preference.</p> <p>(2) Until screening is completed, children who are five or six years old are temporarily placed according to the legal requirements outlined in F.S.1003.21</p> <p>(a) Kindergarten - five years of age on or before September 1 of the school year</p> <p>(b) First grade - satisfactory completion of a kindergarten program and six years of age on or before September 1 of the school year</p> <p>(3) Prior to placement, the student's parent or guardian must provide evidence of the following:</p> <p>(a) Current residence</p> <p>(b) Immunization</p> <p>(c) Date of birth</p> <p>(d) Medical examination completed within the twelve months prior to enrollment</p>
2.4.2	<p>Part-Time Enrollment of Home Education Students</p> <p>Home education students registered with the district may enroll on a part-time basis at their local school site or approved choice school based on class size availability.</p> <p>Grade level placement of the part-time student is determined by the parent or guardian. Should the student wish to enroll full time at the school, grade level placement is determined by school personnel.</p>
2.5	Elementary and Acceleration Promotion
2.5.1	<p>Promotion</p> <p>Promotion in Kindergarten and Grades, 1, 2, 4, and 5 is based upon satisfactory student performance in reading, writing, science, and mathematics and other requirements as set forth in the Hillsborough County Public Schools revised graduation standards as approved by the School Board. Exceptions may be made using the School Placement Committee procedures. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. The student and his/her parent or guardian are informed of academic progress via the elementary Grade K-5 Report Card.</p>
2.5.2	<p>ELL Promotion</p> <p>For promotion of English Language Learners, refer to 5.0.3.</p>
2.5.3	<p>Acceleration Promotion</p> <p>Accelerated promotion (double promotion or skipping a grade level) may be recommended by the School Placement Committee when data indicate all of the following:</p> <p>(1) Student's performance is above grade level performance in reading, writing, science, and mathematics</p> <p>(2) Student's performance is two or more years above average achievement</p> <p>(3) Student's standardized test scores indicate achievement and academic aptitude two or more years above grade level</p> <p>(4) Samples of student's daily work are consistently above average in reading, writing, science, and mathematics</p> <p>(5) Written reports from special services personnel support a decision for accelerated promotion</p> <p>(6) Student's social, emotional, and physical development support accelerated promotion</p> <p>(7) Comments and recommendations of teachers support accelerated promotion</p> <p>(8) Kindergarten students who do not meet the legal requirements for entering first grade must meet the requirements for accelerated promotion to be considered for entrance into first grade.</p>
2.5.4	<p>Promotion Conference</p> <p>The principal or designee will hold a conference with the student's parent or guardian when accelerated promotion is recommended.</p> <p>Accelerated placement (double promotion) is reviewed by the district-level Special Placement Committee when acceleration is recommended by the school's placement committee. (F.S.1008.25)</p>
2.5.5	<p>Midyear Promotion</p> <p>Midyear promotion may occur at any time during the year of retention once the student has demonstrated ability to read at grade level.</p>
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2.5.6	<p>Course of Study The course of study for elementary level students may be modified to provide accelerated promotion opportunities for eligible students (F.S.1002.3105)</p>
2.6	<p>Elementary ACCEL Option</p>
2.6.1	<p>Acceleration Acceleration may include subject area acceleration or whole grade level acceleration. An accelerated curriculum may be provided to those students who have demonstrated a need beyond the general curriculum. For whole grade level acceleration, the principal will review the following documentation before any accelerated placement is considered: student performance on locally determined assessments in every core subject, statewide assessment, and norm-referenced assessment, attendance and conduct record, recommendations from one or more of student's teachers in core-curricula, recommendation from a guidance counselor if assigned to the school to address social/emotional needs. For the majority of students, in-class differentiation provides the learning opportunities needed for advanced students to be challenged.</p> <p>Timeline for Single Subject Acceleration: Beginning of School Year: Written requests for single subject acceleration consideration must be registered within the first fifteen days of the academic year if the request for acceleration is for that school year. Decisions for single subject acceleration made at the beginning of the school year are made prior to the start of the second semester.</p> <p>End of School Year: Written requests for single subject acceleration consideration must be registered by the final day of the school year if the request for acceleration is for the next school year. Decisions for single subject acceleration made at the end of a school year are made prior to the start of the next academic year.</p> <p>Timeline for Mid-Year and Whole Year Promotion: Midyear Promotion: Written requests for mid-year promotion consideration must be registered by the end of the first nine weeks. Decisions for mid-year promotion are made prior to the start of the second semester.</p> <p>Whole Year Promotion: Written requests for whole year promotion consideration must be registered by the last day of the current school year. Decisions of whole year promotion are made prior to the start of the next academic year.</p>
2.6.2	<p>Acceleration Options (Whole Grade, Midyear, Subject-Matter and Virtual Instruction) (1) Whole Grade and Midyear Promotion</p> <ul style="list-style-type: none"> (a) Each school principal will convene the school level special placement committee to review requests for whole grade and midyear promotion. The team will include the principal, guidance counselor, gifted teacher, psychologist, student's current teacher, a teacher from the receiving grade level and the parent. (b) A teacher, administrator, or parent may request that a student be considered for whole grade or midyear promotion by submitting a letter in writing to the school principal. (c) A conference will be held with the parent and school level special placement committee to review the whole grade or midyear request for promotion. An evaluation process will be discussed and consent for evaluation using norm-referenced tests will be initiated. (d) Following the collection of all required data by the principal or principal designee, the school level special placement committee will meet to review the data and determine student eligibility for whole grade or midyear promotion. (e) Student eligibility for whole grade or midyear promotion shall be based on obtaining a passing screening score of combined points on district selected assessments. (f) A performance contract including progress monitoring will be established and signed by the parent and student, if the student is eligible.
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- (g) If the school level special placement committee determines that whole grade or midyear promotion is not appropriate for the student, the team may consider subject-matter acceleration as an option.
- (h) For planning purposes, students who qualify for a whole grade or midyear promotion shall remain in their current grade level until the end of that semester.
- (i) If a parent disagrees with the recommendation of the school level special placement committee he/she has the right to seek an appeal through the district level special placement committee.

(2) Single Subject Acceleration – ACCEL

- (a) A parent or principal may initiate the request for single subject acceleration.
- (b) A parent initiating the request for single subject acceleration must make a written request to the school principal according to the designated timeline for single subject acceleration.
- (c) Each school principal will convene the school level special placement committee to review requests. The committee will include the principal, assistant principal, guidance counselor, psychologist, student’s current teacher(s), and parent.
- (d) A conference will be held with the parent and school level special placement committee to review the single subject request. Utilizing previous and current data the request may be terminated or an evaluation process will be discussed and consent for educational screening using norm-referenced tests will be initiated. Teacher ratings on behavioral characteristics will also be collected.
- (e) Student eligibility for single subject acceleration shall be based on obtaining a passing screening score of combined points on district selected assessments and appropriate learning behavior ratings. The principal will convene a meeting of the special placement committee with the parent to share the results of the assessments and discuss a plan for the student.
- (f) A performance contract including progress monitoring will be established and signed by the parent and student, if the student is eligible.
- (g) Virtual instruction in higher grade level subjects is an option for students requesting single subject acceleration in core content subjects. Enrollment in the virtual acceleration option will result in the student being withdrawn from the elementary subject area course in their current Hillsborough County School and then enrolled in Hillsborough Virtual School or Florida Virtual School. The virtual option will require Instructional Leadership Director and principal’s approval.
- (h) If a parent disagrees with the recommendation of the school level special placement committee he/she has the right to seek an appeal through the district level special placement committee.

2.7 Retention

2.7.1 Retention Grades K, 1, 2, 4 & 5
Retention in Kindergarten and Grades 1, 2, 4, and 5 is based on less than satisfactory student performance in reading, writing, science, and/or mathematics and/or on failure to meet other requirements as set forth in the Hillsborough County Public Schools revised graduation standards as approved by the School Board or as required by the state of Florida. The placement decision is made at the end of the school year.

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

2.7.3 Grade 3 Procedures
Every student retained in Grade 3 must have all of the following:
 (1) A review of the previous year’s progress monitoring
 (2) Continuation of progress monitoring during the current school year
 (3) A student portfolio (the Grade 3 student portfolio created the previous year may be continued)
 (4) All appropriate support and services delineated in the Hillsborough County Public School’s current K-12 Comprehensive Reading Plan.

2.7.4 Grade 3 Retention Exemptions
Exemptions from mandatory retention in Grade 3 must be in compliance with the most current state statutes regarding student progression. Exceptions shall be limited to the following:

- (1) English Language Learners who have had less than two years of instruction in the English for Speakers of Other Languages (ESOL) program.
- (2) Students with disabilities who have an IEP that indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule.
- (3) Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education.
- (4) Students with disabilities who participate in the statewide standardized reading assessment and who have an individual education plan or a Section 504 plan that reflects that the student has received the intensive remediation in reading for more than two years but still demonstrates a deficiency in reading and who was previously retained in kindergarten, grade 1, grade 2 or grade 3. (F.S.1008.25(6)(b)(7).
- (5) Students who have received intensive remediation in reading for two or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2 or grade 3 for a total of two years.
- (6) Students who demonstrate through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the content standards in reading equal to at least a Level 2 performance on the statewide standardized reading assessment.
- (7) Students who have received intensive reading intervention for two or more years, but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2 or grade 3 for a total of two years. A student may not be retained more than once in grade 3. (F.S.1008.25(6)(b)(6).

Documentation is submitted from the student's teacher to the school principal to indicate that promotion of the student is appropriate and is based upon the student's academic record. Such documentation consists only of the existing Individual Educational Plan, if applicable, report card, or student portfolio. The school principal reviews and discusses such recommendation with the teacher and makes 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 makes such a recommendation in writing to the district school superintendent. The district school superintendent accepts or rejects the principal's recommendation in writing. All exemptions from mandatory retentions must be in compliance with the most current state statutes regarding student progression.

Grade 3 mid-year promotion of any retained third grader may occur when the student can demonstrate that he or she is a successful and independent reader and is performing at or above level in reading and language arts through district portfolio review. (F.S.1008.22(5)(6))

2.7.5	<p>Reading Remediation Based upon the Hillsborough County Public Schools graduation standards and benchmarks, any student determined deficient in reading must be given intensive reading instruction immediately after identification. If the documented deficiency is not remediated, the student may be retained. The student's reading proficiency must be reassessed by district-approved assessments or through teacher observation at the beginning of the grade following the intensive reading instruction. The student will continue to be provided intensive reading instruction until the reading deficiency is remedied.</p>
2.7.6	<p>Notification Parent notification is documented when a student is being remediated and is being considered for retention. (F.S.1001.43)</p>
2.7.7	<p>Resources School personnel use available resources to achieve parent understanding and cooperation regarding a student's remediation, progress monitoring plan, and retention.</p>
2.7.8	<p>ELL Retention For retention of English Language Learners, refer to 5.0.4.</p>
2.7.9	<p>ESE Retention For retention of Exceptional Education Students, refer to 7.1.8, 7.1.9 and 7.2.5.</p>

2.8	Extended Learning and/or Extended School Year Programs
2.8.1	Extended Learning Programs The process for identifying students eligible to attend the Extended Learning and/or Extended Year Program is based on available funding and district priorities and is in compliance with the most current state statutes regarding student progression.
2.9	Reporting Student Progress
2.9.1	Report Card The elementary Kindergarten-Grade 5 report card is distributed each reporting period on the district-approved date unless an alternate date has been approved via the School Improvement Plan process. <ul style="list-style-type: none"> • The student's academic progress and instructional level are specified in reading, written communication, and mathematics. • The student's academic progress is specified in science, social studies, art, music, and physical education. • The student's days present, absent, and tardy are noted. • Expected behaviors are indicated if improvement is needed. • The grade level placement for the next school year is completed on the final report.
2.9.2	Academic Progress The following academic progress codes are used on the elementary Kindergarten-Grade 5 Report Card to report academic progress: <p>(1) Kindergarten – Grade 2</p> <ul style="list-style-type: none"> E = Excellent Demonstrates a clear understanding of concepts, ideas, objectives, or behaviors S = Satisfactory Is in the process of understanding concepts, ideas, objectives, or behaviors N = Needs Improvement/More Time Needs additional time or more background experiences before an understanding of concepts, ideas, objectives, or behaviors can be attained U = Unsatisfactory Has not demonstrated an understanding of concepts, ideas, objectives, or behaviors <p>(2) Grades 3-5</p> <ul style="list-style-type: none"> A = Excellent Demonstrates consistent application of concepts, ideas, objectives, or behaviors B = Good Demonstrates a clear understanding of concepts, ideas, objectives, or behaviors C = Satisfactory Is in the process of understanding concepts, ideas, objectives, or behaviors N = Needs Improvement Needs additional time or more background experiences before an understanding of concepts, ideas, objectives, or behaviors can be attained U = Unsatisfactory Has not yet demonstrated an understanding of concepts, ideas, objectives, or behaviors <p>(3) When used as part of an assessment plan, traditional tests may lend themselves to a percentage grading scale. When appropriate teachers in Grades K-5 use the same grading scale identified for Grades 9-12. The following state grading scale is used in Hillsborough County:</p> <ul style="list-style-type: none"> A = 90 -- 100 B = 80 -- 89 C = 70 -- 79 D = 60 -- 69 F = 0 -- 59 <p>Scores generated from tests and data from other forms of assessment, including rubrics and portfolios, should be combined to evaluate student progress.</p>
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2.10	Grades K-5 Physical Education
2.10.1	<p>Physical Education</p> <p>The Elementary School Physical Education curriculum consists of physical activities of at least a moderate intensity level and for duration sufficient to provide a significant health benefit to students. The curriculum meets or exceeds the National Standards for Physical Education as defined by the National Association of Sport and Physical Education (NASPE) and Next Generation Sunshine State Standards for Grades PreK – 5 Physical Education and Health Education. Certified physical education teachers, the classroom teacher or principal's designee jointly plan and execute 150 minutes of physical education each week for students in kindergarten through Grade 5 so that on any day during which physical education instruction is conducted there are at least 30 consecutive minutes per day. Students enrolled in such instruction shall be reported through the periodic student membership surveys, and records.</p> <p>The following documents provide the structure to determine student assessment and a plan for continuous evaluation that meets the needs of the students and criteria set forth by the district.</p> <ul style="list-style-type: none"> • District grade level specific written content assessments. • Teacher developed formative skill, fitness and content assessments. • Elementary Physical Education Assessment Guidelines for Grades 1-5. <p>Elementary School Physical Education Criteria for Academic Progress document.</p>
2.10.2	<p>Physical Education Handbook</p> <p>The Elementary Physical Education Curriculum handbook is the school district's guide for Grades K-5 physical education. The curriculum meets or exceeds the National Standards for Physical Education as defined by the National Association of Sport and Physical Education (NASPE) and the state's Next Generation Sunshine State Standards for Health and Physical Education in Grades PreK-2 and in Grades 3-5.</p> <p>Certified full time and itinerate physical education instructors jointly plan and execute the program for implementing the district's curriculum. In implementing the district's curriculum, they do the following:</p> <ul style="list-style-type: none"> • Provide instruction for Grades 1-5 • Follow appropriate practices for elementary physical education as defined by NASPE • Serve as consultants to Grades PreK-5 classroom teachers • Implement a plan for continuous evaluation that meets the needs of the students and criteria set forth by the district <p>The following documents provide the structure to determine student's assessment: (For the district's elementary school grading scale, refer to 2.8.2.)</p> <ul style="list-style-type: none"> • Elementary Physical Education Developmental Assessment Tool for students in Grades 2 and 5 • The FITNESSGRAM physical fitness assessment tool for students in Grades 2 and 5 • Teacher Observation • Rubrics • Elementary Physical Education Assessment Guidelines for Grades K-2 • Elementary Physical Education Assessment Guidelines for Grades 3-5 • Elementary Physical Education Developmental Worksheet. Form SB 14700 must be sent home with the report card when coding of "N" or "U" is recorded. <p>When a student is medically excused (physician's note) from physical education during an assessment period to the extent that the physical education specialist cannot determine the appropriate grade, an assessment code of ME (Medically Excused) is recorded as a progress grade.</p> <p>Grades 1-5 physical education classes meet with a certified physical education instructor during two regularly scheduled 30-minute classes per week and engage in an additional 90 minutes of structured physical activity as defined in each site's School Improvement Plan. Students in Grades K-5 engage in 150 minutes per week of moderate to vigorous physical activity.</p>
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3.0	Middle School Procedure Statements (6-8)
3.1	Course of Study
3.1.1	<p>Courses of Study by Grade Level</p> <p>Sixth Grade</p> <ul style="list-style-type: none"> • Language Arts • Mathematics • Science • Social Studies • Reading • Physical Education • Career Research and Decision Making & Elective (Semester Courses) <p>Seventh and Eighth Grade</p> <ul style="list-style-type: none"> • Language Arts • Mathematics • Science • Social Studies • Physical Education • Electives (2)
3.1.2	<p>Intensive Courses</p> <p>Intensive level courses may be scheduled in place of elective(s) and/or physical education.</p>
3.1.3	<p>Non-traditional Course of Study</p> <p>The course of study for middle school students may be modified to provide appropriate academic intervention for over-age students previously retained in Grades K-8. This option includes the opportunity to earn high school credit prior to ninth grade placement.</p> <p>The course of study for middle level students may be modified to provide accelerated promotion opportunities for eligible students. (F.S.1002.3105)</p>
3.1.4	<p>Retained Students</p> <p>Middle school students who are retained must receive remediation or be enrolled in an intensive program that is different from the previous year's program. (F.S.1008.25)</p>
3.1.5	<p>Full-time Enrollment</p> <p>A full-time middle school student is one who is enrolled in seven courses; the instructional options include traditional courses and virtual courses via Hillsborough Virtual School or Florida Virtual School.</p>
3.2	Course Grades
3.2.1	<p>Grading Scale</p> <p>The following state grading scale is used in Hillsborough County Middle Schools.</p> <p>A = 90 - 100 - Outstanding (4 quality points) B = 80 - 89 - Above Average (3 quality points) C = 70 - 79 - Average (2 quality points) D = 60 - 69 - Lowest acceptable progress (1 quality point) F = 0 - 59 - Failure (0 quality point) I = No Grade Incomplete</p>
3.2.2	<p>Course Grade Criteria</p> <p>(1) All identified middle school courses require a district semester exam or state end of course (EOC) exam. Weighting of semester exams is specific to the course and ranges from 15% to 30%.</p>
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	<p>(2) EOC exams are state mandated for students enrolled in Civics, Algebra 1, Algebra I Honors, Geometry Honors and Biology. In accordance with the state statute, the EOC exam grade equals 30% of the semester grade.</p> <p>(3) To pass a middle school semester course, the weighted average of the two nine-week grades and the district scaled semester exam must be greater than or equal to a 0.5 on a four point scale and at least one of the nine-week grades must be a D or higher.</p> <p>(4) Letter grades for the nine-week grades and the exam grade are assigned quality points and then weighted.</p> <p>(5) The nine weeks grades and semester exam grades appear separately on the Progress Report (Report Card).</p>
3.2.3	<p>Middle School Students Enrolled in High School Credit Courses</p> <p>(1) Grades earned for high school credit courses are included on the high school transcript and the high school grade point average (GPA).</p> <p>(2) Students may increase their high school cumulative weighted district GPA through honors level coursework. A bonus .04 will be added to the student's cumulative weighted district GPA for each half credit completed in an honors course.</p> <p>(3) The grade enhancement policy allows a student who earned a C average in a high school credit course taken in middle school the opportunity to retake the course for grade enhancement.</p> <p>(4) Advanced Placement (AP) and Dual Enrollment courses are only available for credit when students are in the 9th grade or higher, in accordance with the Hillsborough County Pupil Progression Plan. This policy applies to traditional and virtual courses (see the high school Dual Enrollment section).</p> <p>(5) For high school procedures, refer to section 4.0.</p>
3.3	Promotion and Grade Level Placement
3.3.1	<p>Student Placement</p> <p>Placement that facilitates optimum learning for each student is determined by established principles of growth and development by the academic and career interests of the student and by acquisition of subject area skills and competencies. Promotion and/or retention is determined on the date that final grades are submitted by teachers at the end of the regular academic year. (F.S.1008.25)</p>
3.3.2	<p>Sixth and Seventh Grade Promotion</p> <p>To be promoted to the next grade, sixth and seventh grade students must pass language arts, mathematics, science and social studies.</p>
3.3.3	<p>Eighth Grade Promotion</p> <p>To be promoted to ninth grade, eighth grade students must meet the following requirements:</p> <p>(1) Successfully complete three middle school or higher level courses in language arts, mathematics, science, and social studies;</p> <p>(2) Successfully complete a civics education course; and</p> <p>(3) Complete the career and planning curriculum component and a personalized academic and career plan.</p>
3.3.4	<p>Algebra 1 and Algebra 1 Honors End of Course (EOC) Exams</p> <p>Passing the Algebra 1 state End of Course (EOC) exam meets the promotion requirement for the corresponding subject area course.</p>
3.3.5	<p>Special Placement Procedures</p> <p>If a student does not meet promotion requirements, exceptions may be considered per special placement procedures. (See section 1.3.)</p>
3.3.6	<p>English Language Learners</p> <p>For placement of an English Language Learner, refer to section 5.0.1.</p>
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3.3.7	<p>Exceptional Student Education A student with a disability, as defined in F.S.1007.02(2), for whom the Individual Education Plan team determines that an EOC assessment cannot accurately measure the student’s abilities and taking into consideration all allowable accommodations, shall have the EOC assessment results waived for purposes of determining the student’s course grade and completing the requirements for middle grades promotion.</p>
3.4	<p>Home Education Students / Private School Students</p>
3.4.1	<p>Home Education Students Students seeking initial placement in grades 6-8 from a home education program or private school are screened by the local school to determine the most appropriate grade-level placement. Criteria to be considered may include the student’s age and maturity, standardized achievement test results, state assessments, progress as it relates to district benchmarks and graduation standards, previous record in public and private schools, and evidence from the student’s portfolio of work and achievement while in home education. In no instance shall the placement be automatic, based solely on the recommendation of the private school or home educator. The placement decision is subject to review and revision after school personnel have had the opportunity to observe the student’s work. (F.S.1002.41)</p> <p>Prior to placement, the parent or guardian must provide evidence of all of the following:</p> <ol style="list-style-type: none"> (1) Current residence (2) Immunizations (3) Date of birth (4) Medical examination completed within the 12 months prior to enrollment.
3.4.2	<p>Part-Time Enrollment of Home Education Students Home education students whose programs are registered with the district may enroll part time at the assigned or approved choice middle school based on class size availability. Home education students may take additional courses through Florida/Hillsborough Virtual school.</p> <p>Grade-level placement of a part time student is determined by the parent or guardian. Should the student enroll full time at the school, grade-level placement is determined by school personnel.</p>
3.5	<p>Physical Education, Grades 6-8</p>
3.5.1	<p>Physical Education The Middle School Physical Education curriculum consists of physical activities of at least a moderate intensity level and for duration sufficient to provide a significant health benefit to students. The curriculum meets or exceeds the National Standards for Physical Education as defined by the National Association of Sport and Physical Education (NASPE) and the state’s Next Generation Sunshine State Standards for Grades 6-8 Physical Education and Health Education. All physical education programs and curricula must be reviewed and taught by a certified physical education teacher or other certified instructional personnel as designated by the school principal and Supervisor for K-12 Physical Education.</p> <p>The equivalent of one class period per day of physical education for one semester of each year is required for students enrolled in grade 6 through 8. The school district shall notify the student’s parent of the options available before scheduling the student to participate in physical education. The requirement may be waived for a student who meets one of the following criteria.</p> <ol style="list-style-type: none"> (1) The student is enrolled or required to enroll in a remedial course (2) 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. <p>Students who waive the physical education requirement will be enrolled in an alternate elective class based on seat availability or may elect to take a virtual course via Hillsborough Virtual School or Florida Virtual School.</p>
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4.0	Senior High Procedure (9-12)
4.1	Credit as it Relates to Attendance, Enrollment and Promotion
4.1.1	<p>Definition of Credit</p> <ol style="list-style-type: none"> (1) One-half credit is defined as a minimum of 67.5 traditional hours or 60 block hours of instruction. Exceptions occur in block-scheduled schools and International Baccalaureate courses where numbers of periods and instructional minutes affect the number of credits awarded. (2) Students may be awarded semester credit for fewer than 67.5 traditional hours or 60 block hours if they have demonstrated mastery of the course requirements and the Florida Standards and/or Next Generation Sunshine State Standards. Each of these exceptions requires specific approaches and could include awarding semester credits for performance-based instruction, courses taken in extended school year programs, nontraditional programs, Florida Virtual School, and Hillsborough Virtual School. (3) Students not enrolled in or who have not completed a course who take and pass a statewide standardized assessment through the Credit Acceleration Program (CAP) will earn course credit. (4) For additional information on the Interstate Compact on Educational Opportunity for Military Children, see F.S.1000.36, www. FLDOE.org
4.1.2	<p>Attendance</p> <ol style="list-style-type: none"> (1) <ol style="list-style-type: none"> (a) School attendance procedures as described in the district's attendance policy are considered a part of the Student Progression Plan. (b) Every class must meet for at least 135 hours during the school year. Any deviation from a regular bell schedule must not infringe upon the minimum required instructional time. (c) Students absent because of school business will be counted present and required to make up work missed. (2) A full-time student is defined as one who attends school each day for seven periods, however, the seven periods can be comprised of any combination of on-site, Florida/Hillsborough Virtual, and dual enrollment classes. To be considered a Hillsborough County Public high school student, he/she must maintain enrollment in at least one on-site high school course each year. Any student enrolled full time with Hillsborough Virtual School or admitted as an early admission student is also considered a Hillsborough County Public high school student. (3) Part-time enrollment is limited to students co-enrolled in hospital/homebound, home school or fifth year potential graduates or Certificate of Completion students. No other students can be enrolled part-time.
4.1.3	<p>Promotion</p> <ol style="list-style-type: none"> (1) Promotion from ninth grade to tenth grade occurs when a student has completed one full year and has earned five credits towards graduation. (2) Promotion from tenth grade to eleventh grade occurs when a student has completed two full years and has earned eleven credits towards graduation. (3) For 24 credit option students, promotion from eleventh grade to twelfth grade occurs when a student has completed three full years and has earned seventeen credits including eight required credits in English, mathematics, science, and social studies. (4) Students electing to graduate with the 24-credit program or the 18-credit ACCEL option in three years or less are promoted to Grade 12 on May 1 of their final semester if they are on track to graduate. (5) Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation.
4.1.4	<p>Adult High School Credit</p> <p>High school students may access the adult high school credit program to earn credits that are required for graduation. See section 6.2.3</p> <p>Up to two co-enrolled courses are allowed per year, as per state rule.</p>
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4.2	Course Requirements and Courses of Study
4.2.1	Notification The Hillsborough County Public Schools graduation requirements are published annually on the school district website.
4.2.2	Course Requirements Each student, including each exceptional education student, is assigned to courses appropriate to his or her developmental level.
4.2.3	Courses of Study/Graduation Plan (1) A student selects courses necessary to meet either the 18-credit ACCEL option or the 24-credit program based upon the student's academic and career plan. This plan is reviewed annually when students make course selections for the next school year. (2) If the student and parent or guardian do not select the 18-credit ACCEL option, the student is considered to have selected the 24-credit program.
4.3	Graduation Ceremony
4.3.1	Graduation Ceremony (1) To be eligible for participation in one graduation ceremony, students enrolled in the 24-credit program or the 18-credit ACCEL option must have earned all required credits before the end of the school year in which graduation is anticipated. Students will not be issued a standard diploma until all graduation requirements are met. Individual schools may have additional requirements based on their School Improvement Plan. (2) Students earning a Certificate of Completion are eligible to participate in graduation. (3) A student may participate in one graduation ceremony with his/her designated class or ninth grade cohort.
4.3.2	Performance-Based Exit Option Students successfully completing the requirements of a performance-based graduation program operated as a component of the Hillsborough County Public Schools dropout prevention program are eligible for participation in the graduation ceremony.
4.4	Grading/GPA
4.4.1	Grading The following state grading procedure is used in Hillsborough County secondary schools. A = 90 - 100 - Outstanding (4 quality points) B = 80 - 89 - Above Average (3 quality points) C = 70 - 79 - Average (2 quality points) D = 60 - 69 - Lowest acceptable progress (1 quality point) F = 0 - 59 - Failure (0 quality points) Quality points- Students must earn three quality points per semester and earn a grade on the semester exam (or scaled score equivalent). The three quality points required must be earned in some combination of at least two of the three grades awarded each semester in a traditionally scheduled school. Please Note: Some courses (CTE, Virtual, etc.) have alternative grading procedures. Please check with your specific course instructor for details.
4.4.2	Report Cards (1) Report cards are issued regularly at the end of each quarter. (2) Report cards include student academic performance and attendance in each class. Conduct and teacher comments may be included. (3) The final report card indicates end-of-year status including promotion or retention.

<p>4.4.3</p>	<p>Notification</p> <p>(1) Students who have not met state assessment requirements or whose cumulative unweighted state grade point average (GPA) is less than 2.0 may be in danger of not meeting graduation requirements. These students are identified each semester, their parent or guardian is notified, progress monitoring is established, and remedial instruction is recommended.</p> <p>(2) Students who score Level 1 or Level 2 on statewide Florida Standards Assessment for English Language Arts (FSA ELA) and/or the statewide Algebra I EOC assessment are highly recommended for remedial instruction.</p> <p>(3) Assessment and Support</p> <p>(a) Each student must participate in the statewide, standardized assessment program required by statute. Each student who does not achieve a Level 3 or above on the statewide, standardized FSA ELA and/or the Algebra I EOC assessment, must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance.</p> <p>(b) A student who is not meeting the school district or state requirements for satisfactory performance in English Language Arts and mathematics must be covered by one of the following plans:</p> <p>(1) A federally required student plan such as an individual education plan;</p> <p>(2) A school-wide system of progress monitoring for all students, except a student who scores Level 4 or above on the English Language Arts and mathematics assessments may be exempted from participation by the principal; or</p> <p>(3) An individualized progress-monitoring plan.</p>
<p>4.4.4</p>	<p>Honors Courses</p> <p>A bonus of .04 is added to the cumulative district GPA for each one-half credit of a district approved honors course passed with a grade of C or higher.</p> <p>The following criteria must be met for transfer courses to receive Hillsborough County honors points, beginning with the 15-16 ninth grade cohort:</p> <p>(1) The course must have carried an honors designation from the sending school. The transcript must be official to be eligible for consideration of honors designation.</p> <p>(2) The course must carry an honors designation in the state of Florida's course code directory or Hillsborough County's course code directory.</p> <p>Prior to 2015-16:</p> <p>(1) For students who entered ninth grade prior to the 15-16 school year, the sending school must have granted a weighted grade for the designated honors course.</p>
<p>4.4.5</p>	<p>AP/AICE/IB & Dual Enrollment Courses</p> <p>A bonus of .08 is added to the cumulative district GPA for each one half credit of Advanced Placement, AICE, Dual Enrollment or International Baccalaureate course passed with a grade of C or higher.</p> <p>The following criteria must be met for transfer courses to receive Hillsborough County honors points, beginning with the 15-16 ninth grade cohort:</p> <p>(1) The course must have carried an honors designation from the sending school. The transcript must be official to be eligible for consideration of honors designation.</p> <p>(2) The course must carry an honors designation in the state of Florida's course code directory or Hillsborough County's course code directory.</p> <p>Prior to 2015-16:</p> <p>(1) For students who entered ninth grade prior to the 15-16 school year, the sending school must have granted a weighted grade for the designated honors course.</p>
<p>4.4.6</p>	<p>Rank in Class</p> <p>Transcript procedures may vary between outside institutions. It is the student's responsibility to carefully review transcript procedures from outside institutions to ensure grades are posted to meet district deadlines for class rank.</p> <p>(1) At the end of the first semester of the senior year, the final rank in class shall be determined for each senior student. A student must be enrolled by the final day of the first semester of his/her senior year in order to be ranked.</p>

- (2) The cumulative weighted district GPA is used to determine rank in class. All high school courses attempted and enhanced, including those from Hillsborough Virtual School (HVS), Florida Virtual School (FLVS), Dual Enrollment, Adult School and high school credit classes earned prior to entering grade 9 are included in the GPA calculation.
- (3) An official "Final Grade Report" for HVS, FLVS, or transcripts from any other outside institution, must be dated, with a "completion date," no later than the date that all grades are due for HCPS teachers for the first semester, in order to be included in the cumulative weighted GPA for final class rank calculation.
- (4) It is the student's responsibility to verify the exact date grades are due and to confirm that the FLVS and HVS "completion date" meets this deadline, as dates may change due to legislation and school year calendar updates. While class rank is frozen on a designated day during quarter three, the above criteria will determine whether HVS or FLVS courses are considered in the class rank calculation. The time between grade submission and the official day class rank is determined, is provided for corrections to ensure accuracy.
- (5) Please note: Transcript and final grade report procedures may vary between outside institutions, such as FLVS, HVS, HCC, and USF. It is the student's responsibility to carefully review transcript and final grade report procedures to ensure grades are dated and posted to meet district deadlines for class rank.
- (6) Students in Magnet School Programs are ranked separately from students in the Traditional Program in the same school.
 - (a) Students enrolled in the International Baccalaureate and other Magnet Programs, who leave their program after the first semester of their sophomore year, are ranked with their prior Magnet Program.
 - (b) Students entering a Magnet Program for the first time as a junior and return to a Traditional Program prior to earning first semester credits will be ranked with the Traditional Program.
- (7) Students electing to graduate in three years or less with 24 credits, or the 18 credit ACCEL option are promoted to grade 12 in May and hand ranked. Therefore, they are not eligible for consideration as valedictorian, salutatorian, Talented 20, and Tribune Honors.

Please note: Rank in class guidelines may change due to legislation.

4.4.7

Grade Enhancement

- (1) Grade enhancement for any course is limited to enhancing a grade of D or F with a grade of C or higher earned subsequently in the same or comparable course.
- (2) Grade enhancement also applies to middle school students who earn a C or below in high school level classes.
- (3) Honors points may not be earned more than once for the same course.
- (4) The unweighted state GPA required for graduation is calculated by including all grades that the student attempted including all D's and F's, unless they were enhanced.
- (5) The cumulative weighted district GPA used to determine rank in class is not affected by the grade enhancement policy. The cumulative weighted district GPA includes all courses attempted, i.e., D's and F's are included even if they were enhanced. International Baccalaureate exemptions for grade enhancement vary.
- (6) All courses attempted will appear on a student's transcript regardless of grade enhancement.

4.4.8

Honor Graduates

- (1) The senior scholastic honor graduates to be honored at graduation will consist of the top 5% of the senior class seeking a standard diploma based on the weighted district GPA. In magnet schools that maintain separate ranks, the top 5% of the magnet class and the top 5% of the traditional class will be included. Senior honor graduates will be determined upon the completion of seven semesters for all traditional coursework.
- (2) A "Final Grade Report" for HVS, FLVS, or transcripts from any other outside institution, must be dated no later than the date that all grades are due for HCPS teachers for the third nine-weeks, for the purposes of including these courses in the student's cumulative district GPA for recognition as an honor graduate
- (3) It is the student's responsibility to verify the exact date grades are due and to confirm that the FLVS and HVS "completion date" meets this deadline, as dates may change due to legislation and school year calendar updates.

	<p>(4) The 5% of students to be honored will be increased to include all standard diploma seeking students who have accumulated at least an unrounded 4.0 grade point average (weighted district GPA).</p> <p>(5) Schools will utilize the GPA list (4.0 and above, district with honors) at the end of the third quarter for honor graduate distinction. This does not impact class rank freeze.</p> <p>(6) Students electing to graduate early are eligible to be honor graduates.</p>
4.5	Graduation Requirements
4.5.1	<p>Florida Diplomas and Certificates All courses of study and graduation requirements are consistent with the Florida Department of Education and Hillsborough County Public Schools graduation requirements. Graduation requirements may change due to legislation. See district website for specific Graduation Requirements.</p> <p>(1) Students must be enrolled as a full-time student in their final semester in order to receive a Hillsborough County Public Schools diploma. Transfer students must be enrolled within 15 days of their final semester in order to receive a Hillsborough County Public Schools diploma or certificate. An exception to this procedure may be made if a committee appointed by the principal recommends such exception.</p> <p>(2) For additional information on the Interstate Compact on Educational Opportunity for Military Children, see F.S. 1000.36, www.FLDOE.org.</p>
4.5.2	<p>Florida Standard Diploma Requirements to meet a standard diploma:</p> <p>(1) A student must achieve a minimum unweighted state GPA of 2.0. The unweighted state GPA required for graduation is calculated by including all grades earned by the student except those enhanced.</p> <p>(2) A student must earn a passing score on all statewide required assessments. (See Section 7.0 for specific information addressing Exceptional Student Education assessments).</p> <p>(3) For the 24-credit program or the 18-credit ACCEL option, the student must earn the required credits for graduation.</p>
4.5.3	<p>Performance Based Exit Option/High School Equivalency A State of Florida Performance Based Diploma may be presented to a student successfully completing a performance based graduation program operated as a component of the Hillsborough County Public Schools dropout prevention program.</p> <p>(1) Secondary students utilizing the Performance Based Exit Option must pass the High School Equivalency Exam and the state required assessments in order to be awarded a State of Florida High School Diploma. Please note: Performance Based Exit Option students may not take the High School Equivalency Exam and graduate prior to their kindergarten cohort.</p> <p>(2) The Adult Education Department offers the High School Equivalency instruction and exams to students. See section 6.1.1 for eligibility.</p>
4.5.4	<p>Certificate of Completion The awarding of a Certificate of Completion is limited to those students choosing a standard diploma with the 24 credit or the 18-credit ACCEL option but who have not met the required state assessments and/or 2.0 GPA requirement.</p> <p>Students who receive a Certificate of Completion are still eligible to pursue a standard diploma.</p>
4.5.5	<p>Diploma Eligibility for Transfer in the Senior Year Students must be enrolled within the first 15 days of the second semester of the senior year to be eligible for a diploma from any Hillsborough County Public Schools high school.</p> <p>Students who transfer from outside the district after that time are provided a transcript of work completed in the school, but no diploma is granted. This transcript is forwarded upon request to the last school attended. An exception may be made if a committee appointed by the principal so recommends.</p>
4.5.6	<p>Assessments Students must participate in statewide, standardized assessments. The use of the state assessment scores for grading purposes are determined by state and district guidelines. Students who do not pass the statewide assessments will be recommended for remedial instruction to achieve the required passing score.</p>
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	<p>Refer to chart (Appendices A) for detailed assessment information:</p> <ol style="list-style-type: none"> (1) Beginning in 2014-15 English Language Arts (ELA 9 & 10) is aligned to the Florida Standards Assessment. The FCAT 2.0 reading has been replaced beginning 2014/2015 with the FSA ELA. Retake opportunities will continue for those students needing the assessments to meet graduation requirements. (2) End of Course (EOC) Assessments and FSA EOCs are rigorous, statewide, standardized, and developed by the Florida Department of Education in a variety of content areas. The content knowledge and skills assessed by EOC assessments are aligned to the core curricular content established in the Florida standards and the Next Generation Sunshine State Standards. (3) Postsecondary Education Readiness Test (PERT) – High Schools may evaluate the college readiness of students utilizing the PERT, which can serve as an Algebra I EOC comparative score. (4) See Section 7.0 for specific information addressing Exceptional Student Education assessments.
4.5.7	<p>Diploma Designations Students who select the 24-credit program may also earn the Scholar and/or the Merit designation in addition to their standard high school diploma. See district website for specific Graduation Requirements.</p>
4.5.8	<p>Seal of Biliteracy Program The Seal of Biliteracy is the attainment of a high level of competency in listening, speaking, reading and writing in one or more world languages in addition to English, which will be noted on a high school graduate's diploma and transcript as either a Gold Seal of Biliteracy (highest level of competency) or a Silver Seal of Biliteracy (second-highest level of competency), awarded by the Commissioner of Education to high school graduates meeting the requirements.</p> <p>Requirements for earning the Seal of Biliteracy:</p> <ol style="list-style-type: none"> a) Earning four world language course credits in the same world language with a cumulative 3.0 grade point average or higher on a 4.0 scale, b) Achieving a qualifying score on a world language assessment, or c) Satisfying alternative requirements as determined by the State Board of Education.
4.6	<p>Acceleration</p>
4.6.1	<p>Acceleration Options A variety of articulated early graduation and acceleration options are available to all students (Grades 9-12) to shorten the time necessary to earn a high school diploma and a postsecondary degree. They include, but are not limited to, dual enrollment, early admission, Advanced Placement, the International Baccalaureate program, Collegiate Academy, 18 credit ACCEL option, virtual/on-line school, occupational completion points, industry certifications, work-related internships or apprenticeships and the Credit Acceleration Program (CAP).</p> <p>Home education students may participate in all of the above options except for the International Baccalaureate program.</p>
4.6.2	<p>Notifications At the beginning of each school year, parents or guardians of all high school students are notified of the opportunity of early graduation and benefits of acceleration options.</p>
4.6.3	<p>Types of Acceleration Options</p> <p>24 Credit Program</p> <ol style="list-style-type: none"> (1) Any student who has completed all requirements for graduation may be dismissed from attending school upon request to the school from the parent or guardian and student. The student receives a diploma with the next spring graduating class. The student electing to graduate early is not eligible to gain further honors, hold office, or participate as a student in school activities. The student must complete the first semester of his/her senior year to be eligible to be named valedictorian, salutatorian, or Tampa Times honors student. <p>18 Credit ACCEL Option</p> <ol style="list-style-type: none"> (2) The ACCEL 18 credit graduation option, allows a student who meets the following requirements to be awarded a standard high school diploma:
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- (a) Florida's 24 credit standard diploma graduation requirements without the required Physical Education course
- (b) 3 credits in electives
- (c) Online course is not required
- (d) A state unweighted cumulative GPA of 2.0 on a 4.0 scale.

*See district website for specific graduation requirements.

4.6.4

Early Admission to College

- (1) A student may be excused from the last two semesters of high school if he/she is accepted for full time admission by an accredited, state funded Florida public college or university. The student must meet the following requirements:
 - (a) Meet the institution's requirements for early admission.
 - (b) Demonstrate acceptable performance on the entry-level placement instrument as defined by the postsecondary institution.
 - (c) Obtain a written recommendation from the school principal or designee
 - (d) Complete all necessary admissions requirements of the postsecondary institution
- (2) A student under this program shall have the rights and privileges of the dual enrollment program if an agreement exists with that college.
- (3) A student under this program may be awarded a diploma when the student has completed two college semesters as a full time student participating in courses that are creditable toward the high school diploma and the associate (A.A., A.S., or A.A.S.) or baccalaureate degree and has earned no fewer than 12 credit hours per semester while maintaining at least a C average. The student will retain any honors earned in high school prior to his/her early admission to college.
- (4) After the conclusion of each college semester, the student is responsible for providing a college transcript detailing work completed to the high school, in order to be added to the student's transcript.
- (5) Students under this program cannot receive additional honors such as valedictorian, salutatorian, or recognition as a Tampa Times honors student.
- (6) The school district is responsible for the purchase of textbooks for early admission students for courses identified on the State Department of Education master list of approved courses. All textbooks must be returned to the school district at the conclusion of the semester.
- (7) Early admission students may not participate in high school activities, with the exception of athletics, as per FHSAA.
- (8) The steps to apply for early admission at HCC and USF are posted on the colleges' respective websites: www.hccfl.edu/dualenrollment or www.honors.usf.edu (click on prospective students)

It is the student's responsibility to submit all of the required paperwork before the deadline. Refer to the published deadline on the HCC or USF website.

4.6.5

Dual Enrollment

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

- (1) A full time student in any Hillsborough County public high school may be enrolled part time in any college or university as agreed upon in the Interinstitutional Articulation Agreement. Any exceptions must be approved by the Chief Academic Officer for Teaching and Learning.
- (2) Students must have prior approval from their school before enrolling in any off campus dual enrollment course.
- (3) A student may enroll in a college or university course and use the credits earned to meet high school graduation requirements and degree requirements as agreed upon in the Interinstitutional Articulation Agreement. Only courses identified on the State Department of Education master list of approved courses will receive dual credit.
- (4) A student may enroll in a postsecondary technical center/college and the credit earned will apply toward both a high school diploma and a postsecondary career and technical certificate.
- (5) A student must have an overall minimum GPA of 3.0 state (unweighted) and meet the required score on the SAT, ACT or CPT/PERT, as defined by the postsecondary institution to be enrolled in dual enrollment. Dual enrollment courses in the Career Technical Education program require an overall minimum GPA of 2.0 state (unweighted).

- (6) A bonus of .08 is added to the cumulative district (weighted) GPA for every one-half credit earned with a grade of C or higher.
- (7) A student who earns a grade of D or F in a dual enrollment course may not repeat that course under dual enrollment, unless they submit a petition to HCC for reinstatement and are approved. Only one course may qualify for reinstatement during high school.
- (8) Students are limited to ten credit hours for fall, ten credit hours for spring and ten credit hours for summer, not to exceed 30 credit hours per academic year. Credit hours may vary for students in the Collegiate Academy.
- (9) The school district is responsible for the purchase of textbooks for dual enrollment students for courses identified on the State Department of Education master list of approved courses. All textbooks must be returned to the school district at the conclusion of the semester.
- (10) After the conclusion of each college semester, the student is responsible for providing a college transcript detailing work completed to the high school. The high school incorporates this data into the student's permanent record.
- (11) The steps to apply for dual enrollment at HCC and USF are posted on the colleges' respective websites: www.hccfl.edu/dualenrollment or www.honors.usf.edu (click on prospective students)

Please Note: Since the Florida State College system is the primary agency for dual enrollment, only courses not offered at the student's local Community College will be approved for dual enrollment at the University of South Florida or other schools in the state college system with district approved articulation agreements.

It is the student's responsibility to submit all of the required paperwork before the deadline. Refer to the published deadline on the HCC or USF website.

4.6.6 Credit by Examination – College Level Examination Program (CLEP)
 A student may earn a high school credit through the passage of a College Level Examination Program (CLEP) test. If a student attains a passing score on the CLEP exam, the student will be awarded course credit, regardless of whether the student is enrolled or has completed the course.

4.6.7 Career and Technical Education
 Prior to graduation, each Career Preparatory and College & Career Preparatory student is counseled for career and college readiness preparation. Career and college preparation is determined by the concentration in or completion of a Career and Technical Education (CTE) program, and where applicable, earning an industry certification. Students who are classified as a "concentrator" will complete three courses in a CTE program, and students who are considered a "completer" will complete all courses in a CTE program.
 Occupational Completion Points Students completing a secondary occupational completion point are eligible to enter the postsecondary technical college at the next occupational completion point level within the corresponding program of study.

4.6.8 Advanced Placement/International Baccalaureate Procedure
 The district offers Advanced Placement/International Baccalaureate (AP/IB) courses to eligible secondary students (Grades 9-12). Postsecondary credit may be awarded by the receiving institution to students who score a minimum of three on a 5-point scale on the corresponding AP examination or a minimum of a four on a 7-point scale on the IB examination. A student may earn a high school credit through the passage of an Advanced Placement (AP) exam. If a student attains a passing score on the AP exam, the student will be awarded course credit, regardless of whether the student is enrolled or has completed the course.

4.6.9 Career and Professional Education Academies (F.S.1003.493) Procedure
 Career academies are research-based programs that integrate a rigorous academic curriculum with a Career and Technical Education Program of Study. Students completing a Career and Professional Academy will receive a standard diploma, opportunities to earn the highest available industry certification and postsecondary credit with an approved postsecondary institution through an established articulation agreement. In addition, a multitude of statewide articulation agreements are available allowing students who earn select industry certifications to simultaneously earn articulated postsecondary credits within the statewide community college and state college AS/AAS degree programs.

4.7	Acceptance of Transfer Credit
4.7.1	<p>Foreign Students Without Records</p> <p>A foreign student with no obtainable or available record of credits seeking enrollment in Hillsborough County Public Schools will be placed according to the foreign student without records age/grade placement guidelines. Any foreign student seeking enrollment should be sent immediately to the school principal or designee who will conduct an entrance interview with the student and parent or guardian to explain the high school curriculum, graduation requirements, and appropriate program planning for the student. Specific information for scheduling foreign students without records appears in the district scheduling guidelines.</p> <p>The student must earn at least 12 specified credits and meet all appropriate state testing requirements and achieve a 2.0 unweighted state GPA in order to receive a standard diploma from the public schools of Hillsborough County.</p>
4.7.2	<p>Students Transferring into the District with Records</p> <p>Any student who transfers into the district and whose credits can be verified must meet all provisions of the district's Student Progression Plan and Florida graduation requirements.</p> <ol style="list-style-type: none"> (1) A senior transfer student may graduate by meeting the total number of credits required in the district from which he/she transferred or the total number required for a Florida diploma. A senior wishing to use the options of graduating under the credits requirement of the district from which he/she transfers must complete these requirements to include earning an unweighted cumulative 2.0 state GPA and passing all required state assessments. (2) Students transferring from out-of-state or from a foreign country into the eleventh or twelfth grade shall not be required to spend additional time to meet high school course requirements; however, to receive a standard high school diploma the transfer student must earn an unweighted cumulative 2.0 state GPA and pass the required state assessments. (3) A student transferring from out-of-the country may use his/her native language for credit in English.
4.7.3	<p>Acceptance of Work Completed or Credits Earned in Other Schools Procedure</p> <p>All credits and grades awarded on an official transcript from schools that are accredited by a recognized national, regional or state accrediting agency will be accepted at face value. Students transferring midyear from schools that award annual credits will have transcripts reviewed to honor credits and grades at face value.</p> <p>Schools may accept credits and grades from non-accredited schools when official transcripts are validated by one or more of the following procedures: a review of the student's academic record, an analysis of a sending school's curriculum, a review of a portfolio of student work or through an assessment of scholastic performance.</p> <p>If a student transfers to a Florida public high school from out of the country, out of state, a private school, or a home school education program and the student's transcript shows credit in Algebra 1, the student must take and pass the statewide, standardized Algebra I EOC assessment or PERT in order to earn a Florida standard high school diploma unless the student passed a statewide Algebra I assessment given by the transferring entity or the student passed the high school mathematics assessment used by the transferring entity to meet federal requirements. Transferring students must take and pass all statewide, standardized assessments or earn a Reading concordant score on the SAT or ACT, or a PERT comparative score for the Algebra I assessment in order to earn a Florida standard high school diploma.</p> <p>Students enrolling from home education or nonaccredited programs that do not possess an official transcript and shall have credits validated through performance during the student's first grading period. A student transferring into a school shall be placed at the appropriate sequential course level and to receive credit for the previous course(s), the student should have a minimum GPA of 2.0 in the current course at the end of his/her first grading period. If the student does not meet the scholastic performance standards of a 2.0 GPA, the alternative validation procedures are utilized to validate credit. The alternative validation procedures include the following:</p> <ol style="list-style-type: none"> (1) Portfolio evaluation, (2) Written recommendation by a Florida certified teacher selected by the parent and approved by the principal, (3) Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools, (4) Demonstrated proficiencies on nationally normed standardized subject area assessments,
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	<p>(5) Demonstrated proficiencies on the FSA Reading/EOC assessments, (6) Written review of the criteria utilized for a given subject by a former school.</p> <p>The decision to accept credits is subject to review and revision after school personnel have had the opportunity to observe the student's work.</p> <p>For credits requiring validation, credit is awarded upon validation of the course and no honors points shall be granted and the grade earned is "pass." Credits and grades are placed on an official transcript at the end of the first semester of full-time enrollment.</p> <p>Students transferring from a home education program may not accrue credits in one school year, which exceed the number of credits that may be accrued through the district's Student Progression Plan. Grade placement is made according to the district senior high grade level placement matrix for Grades 9-12 based on the number of credits validated.</p> <p>Home education students with a transcript from a regionally accredited correspondence program or a regionally accredited virtual school receive credits at face value.</p> <p>For additional information on the Interstate Compact on Educational Opportunity for Military Children, see F.S.1000.36, www.FLDOE.org.</p>
4.8	Miscellaneous High School
4.8.1	<p>Part-Time Enrollment of Home Education Students Home education students whose programs are registered with the district may enroll part time at the assigned or approved choice school based on class size availability. Home education students may take additional courses through Florida/Hillsborough Virtual school.</p> <p>Grade-level placement of the part time student is determined by the parent or guardian. Part time students may not have senior privileges. Should the student wish to enroll full time at the school, grade-level placement is determined by school personnel.</p>
4.8.2	<p>Part Time Enrollment of Private School Students Students enrolled in a private school may not co-enroll in courses in Hillsborough County Public Schools or participate in extracurricular activities unless FHSAA guidelines are met. Private school students may however take courses through Hillsborough Virtual School. See FHSAA for more detailed guidelines.</p>
4.8.3	<p>Senior High Academic Summer Program An academic summer program may be offered as an opportunity to earn credit toward graduation. A student may graduate at the end of a summer session in which all graduation requirements are fulfilled.</p>
4.8.4	<p>Foreign Study in Summer Programs Provision for students to earn credit in foreign study during the summer months may be provided. However, no more than one elective credit may be earned and the school's principal and the district's Secondary Education office must approve enrollment. Requests must be submitted for approval by April 1st of the year in which the summer course is to be offered.</p>
4.8.5	<p>Health Education And Substance Abuse Instruction Procedure and Teen Dating and Abuse Prevention The Student Progression Plan specifies a minimum number of hours of instruction in health education and substance abuse prevention appropriate for each grade level 9-12 for students selecting the 24 credit24-credit option. Health education at the secondary level is governed by comprehensive and sequential objectives approved by the School Board. The objectives are outlined in the courses for Grades 9-12: Health I and Life Management Skills and Health Opportunities Through Physical Education (HOPE).</p>
4.8.6	<p>Grades 9-12 Physical Education The secondary physical education curriculum consists of physical activities of at least a moderate intensity level and for duration sufficient to provide a significant health benefit to students. The curriculum meets or exceeds the National Standards for Physical Education as defined by the National Association of Sport and</p>
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	<p>Physical Education (NASPE) and Next Generation Sunshine State Standards for Grades 9-12 Physical Education and Health Education.</p> <p>The Health Opportunities through Physical Education (HOPE) course is the district's required course for graduation. 18 credit ACCEL option students are not required to earn credit in HOPE. The HOPE course is one full credit in physical education with the integration of health education. The requirement may be waived for a student who meets one of the following criteria: (1) participation in two seasons of an interscholastic sport at the junior varsity and varsity levels AND a passing grade of "C" on the Personal Fitness Competency test. (2) Completion of two years in a Junior Reserve Officer Training Corps (JROTC) class.</p>
4.8.7	<p>Character Education Requirement</p> <p>The character-development curriculum for grades 9 through 12 shall be incorporated in a variety of courses required for graduation, including English 9-12, World and American History, Economics with Financial Literacy, and HOPE.</p> <p>The skills and topics covered include: instruction on developing leadership skills, interpersonal skills, organization skills, and research skills; creating a résumé; developing and practicing the skills necessary for employment interviews; conflict resolution, workplace ethics, and workplace law; managing stress and expectations; and developing skills that enable students to become more resilient and self-motivated.</p>
4.8.8	<p>Bright Futures Scholarship Program</p> <p>The school shall annually provide high school students a complete and accurate Florida Bright Futures Scholarship Evaluation Report. For detailed information, go to floridastudentfinancialaid.org.</p> <p>A student who graduates from high school midyear may receive an initial Bright Futures Scholarship award during the spring term following the student's graduation as long as the student applies for the scholarship award no later than August 31st of the student's graduation year.</p>
4.8.9	<p>Cardio Pulmonary Resuscitation (CPR) Requirement</p> <p>The twenty-four (24) credit standard diploma option students will be required to be instructed in compression only CPR and AED instruction. CPR and AED will be taught in the Health Opportunities through Physical Education (HOPE) traditional and virtual course. Additional instructional opportunities may be provided through JROTC, dance education, and health science education courses, as well as in afterschool programs.</p>
5.0	<p>English Language Learners (ELL) Elementary, Middle and High</p>
5.0.1	<p>Placement</p> <p>Placement of an English Language Learner (ELL) will be in an appropriate program designed to provide all ELLs with English for Speakers of Other Languages (ESOL) instruction in language arts and ESOL instruction in the basic subject areas of mathematics, science, social studies, and computer literacy. (F.S.1003.56)</p>
5.0.2	<p>Progress</p> <p>The academic progress and performance of an ELL in reading, writing, science, and mathematics are determined through appropriate formal and informal assessments and on differentiation of instruction provided to ELLs.</p>
5.0.3	<p>Placement Committee</p> <p>The School Placement Committee and the ELL Committee (which is composed of the principal or designee, the parent, an ESOL/English teacher, the guidance counselor, and any other instructional personnel responsible for the instruction of English Language Learners) will meet jointly to review and make placement recommendations for ELLs who have not met district promotion criteria due to their English language proficiency. Criteria to be utilized in making appropriate placement decisions include the following:</p> <ol style="list-style-type: none"> (1) Academic performance and progress of a student based on formal and language acquisition assessments in English and/or the student's native language (2) Progress, attendance, and retention reports (3) Number of years the student has been enrolled in the ESOL program (4) The student's English language proficiency
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5.0.4	<p>Retention Retention of an ELL is based on failure to meet promotion requirements in reading, writing, science, and mathematics as set forth in the Student Progression Plan. A recommendation for placement will be made by the School Placement Committee which will meet jointly with the ELL Committee.</p>
6.0	<p>Adult Basic Education and Adult Secondary Education Progression Plan</p>
6.1	<p>Adult Basic Education (ABE)</p>
6.1.1	<p>Admission The Adult Basic Education program is for students who are sixteen years of age and older and who have withdrawn from regular school.</p>
6.1.2	<p>Enrollment Each student must complete and sign an Adult Student Information Form. If a student is unable to complete the form, the instructor will help the student and read the form back to the student. An "X" signature by a student must be witnessed.</p>
6.1.3	<p>Placement Adult Basic Education (ABE) placement is based on results from the Test of Adult Basic Education (TABE). A student progresses through the program at his/her own rate.</p>
6.1.4	<p>Tuition ABE students pay the state required adult education tuition fee. Books and materials are provided in the classroom for student use.</p>
6.1.5	<p>Progression Criteria for progression of ABE students into the Adult Secondary Education program (adult high school credit or high school equivalency diploma preparation classes) is a minimum score of 9.0 or higher on the TABE Level D.</p>
6.2	<p>Admission and Enrollment Adult High School</p>
6.2.1	<p>Admission The Adult Secondary Education program accepts pupils 16 years of age and older who have withdrawn from regular school. Students are not permitted to qualify for high school graduation at a date earlier than that on which they would normally have graduated through regular attendance in high school. (SBER 6A-6.020)</p>
6.2.2	<p>Enrollment Eligible students complete and sign an Adult Student Information Form and are administered the TABE. A program of studies is prescribed at the time of entry.</p> <p>Students who are 18 and above must score a 9.0 or higher on the TABE Level D to be admitted to a high school equivalency diploma program. Students who score below 9.0 are enrolled in ABE classes.</p> <p>Students who are 16 or 17 years old must meet the Underage entry and exit requirements for high school equivalency diploma preparation programs in order to be eligible to take the high school equivalency exam prior to their 18th birthday.</p>
6.2.3	<p>Co-enrollment Upon written approval of a senior high school principal, a Grade 9-12 student may attend the adult high school credit program to earn credits required for graduation.</p> <p>A co-enrolled student must provide the adult high school credit program administrator with a letter of authorization from the sending senior high school principal which includes the following: the student's name, signature, state student number, the name of the course(s) to be taken, the amount of credit to be</p>
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	<p>earned, the student's needs and responsibilities, and all appropriate signatures. Co-enrolled students are permitted to take two adult credit courses per year.</p> <p>A co-enrolled student may not use credits earned in the adult high school credit program to qualify for high school graduation earlier than they would normally have graduated through regular attendance in high school. (SBER 6A-6.020)</p>
6.2.4	<p>Return to High School</p> <p>A student withdrawn from a senior high school and accepted into the adult high school Credit program may return to a senior high school prior to his/her 18th birthday.</p>
6.2.5	<p>Dual Enrollment</p> <p>A student may be enrolled in the adult high school credit program and part-time in a college or university. Only courses articulated between the School District of Hillsborough County and the participating colleges or universities may receive dual credit.</p>
6.3	<p>Adult Credit</p>
6.3.1	<p>Full Credit Definition of Credit</p> <p>Credit is granted in the adult high school credit program when a student has demonstrated mastery of the course performance standards and earned a passing score on a comprehensive mastery exam or end-of-course exam.</p>
6.3.2	<p>Half Credit</p> <p>One-half credit is granted when the student successfully passes coursework and a comprehensive mastery exam on those performance standards that have been identified as being in the first semester or second semester of the school district's course performance standards.</p>
6.4	<p>Grading and GPA</p>
6.4.1	<p>Overview</p> <p>An adult student's mastery of the adopted performance standards is assessed through teacher observation, classroom assignments, examinations, or other appropriate measures.</p>
6.4.2	<p>Grading</p> <p>The following state grading scale is used to reflect student attainment of course performance standards in all adult high school credit courses:</p> <p>A = 90 - 100 - Outstanding (4 quality points) B = 80 - 89 - Above Average (3 quality points) C = 70 - 79 - Average (2 quality points) D = 60 - 69 - Lowest acceptable progress (1 quality point) F = 0 - 59 - Failure (0 quality points)</p>
6.4.3	<p>Grade Enhancement</p> <p>Grade enhancement for required courses is limited to replacing a grade of D or F with a grade of C or higher earned subsequently in the same or comparable course. Grade enhancement policies for elective courses is limited to replacing a grade of D or F with a grade of C or higher earned subsequently in any course. The state unweighted GPA required for graduation is calculated by including all grades that the student attempted including all D's and F's (unless they were enhanced). This policy does not affect the district GPA calculation of rank in class which includes all courses attempted. The district GPA used to determine rank in class is not affected by the grade enhancement policy. The cumulative district GPA includes all courses attempted, i.e., D's and F's are included even if they were enhanced.</p>
6.4.4	<p>Requirements</p> <p>Adult high school students must achieve a 2.0 cumulative unweighted state GPA on all courses completed.</p>
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6.5	Secondary Courses and Course of Study
6.5.1	<p>Adult Secondary Courses Adult secondary education includes review courses in preparation for taking the high school equivalency exam as well as courses for high school credit leading to an adult high school diploma.</p> <p>Adult high school credit courses are equivalent in competencies to those required of other students in public high schools in the district and contained in the current Course Code Directory. The granting of course credit is based on demonstrated mastery of performance standards.</p>
6.5.2	<p>Procedure Adult high school credit courses are equivalent in competencies to those required of other students in public high schools in the district and contained in the current Course Code Directory. The granting of course credit is based on demonstrated mastery of performance standards.</p>
6.5.3	<p>Acceptance of Work Completed or Credits Earned in Other Schools Work done or credits earned in schools that are state or regionally accredited are accepted subject to policies of the School Board. Work done or credits earned in nonaccredited schools must be validated. Credits may be accepted subject to other existing School Board policies.</p>
6.6	Graduation, Certification of Completion, and High School Equivalency Diploma
6.6.1	<p>Graduation Requirements Adult high school students who earn the 24 required credits or 18 credit ACCEL option, have a 2.0 GPA and earn a passing score on all state required assessments will be awarded an adult high school diploma. A student can substitute an appropriate concordant score.</p>
6.6.2	<p>Certificate of Completion Any student who meets credit requirements and GPA requirements but does not earn a passing score on the state required assessments receives a Certificate of Completion. After passing the state required assessments, the student who received a Certificate of Completion may exchange it for a diploma.</p>
6.6.3	<p>State of Florida High School Diploma Any candidate for a state of Florida High School Equivalency Diploma must be at least 18 years of age on the date of the exam, except in extraordinary circumstances as provided for in rules of the School Board of the district in which the candidate resides or attends school; said candidate may take the high school equivalency exam after reaching the age of 16. (F.S.1003.435). Sixteen or 17 year old students with extraordinary circumstances are defined as those having economic hardships, medical hardships or testing requests from armed forces recruiters. Sixteen and 17 year old enrollees in educational programs where traditional schooling would not be available may be considered as having extraordinary circumstances.</p> <p>Students that are at least 16 years of age may attend an Under-Age high school equivalency diploma program offered through the district. Under-Age students must meet the program entry and exit requirements to be eligible to take the high school equivalency exam prior to their 18th birthday.</p>
6.7	Transfer of Credits
6.7.1	<p>Transfer of Credits Students From Foreign Countries With No Records Adult High School Credit students from foreign countries who do not have school records and who are sixteen years of age and older shall earn a total of 12 credits, pass the state required assessments, and attain the required GPA. The 12 credits must be earned in courses outlined by the Department of Education Course Code Directory.</p>

6.8	Services for Adult Exceptional Students (F.S.1003.438)
6.8.1	<p>Enrollment Eligible adult exceptional students complete and sign an Adult Student Information form. A program of studies is prescribed at the time of entry and progression is based upon demonstrated mastery of performance standards.</p> <p>An adult exceptional student may participate in the Adult High School Credit program with accommodations and modifications provided based on the student's Workforce Education 504/ADAAA (Americans with Disabilities Act Amendments Act).</p> <p>All other procedures for adult secondary education apply to adult exceptional students.</p>
6.8.2	<p>Definition of Credit Credit is granted in the Adult High School Credit program when an adult exceptional student has demonstrated mastery of the course performance standards.</p>
6.8.3	<p>Mastery An adult exceptional student enrolling in a course receives a list of the performance standards that must be mastered and an explanation of mastery criteria as stated on the student's Workforce Education 504/ADAAA.</p> <p>An adult exceptional student's mastery of the adopted performance standards is assessed through teacher observation, classroom assignments, examinations, or other appropriate measures as provided for in an adult student's Workforce Education 504/ADAAA.</p>
6.8.4	<p>Procedure An adult exceptional student's mastery of the adopted performance standards is assessed through teacher observation, classroom assignments, examinations, or other appropriate measures as provided for in an adult student's Workforce Education 504/ADAAA.</p>
6.8.6	<p>Procedure Credits earned in exceptional education convert to elective credits for a standard high school diploma or an adult high school diploma.</p>
7.0	Exceptional Student Education (ESE)
7.0.1	<p>Students with Disabilities In Grades K-12 The district requirements for promotion and retention, based on the recommendations of the School Placement Committee, are applied to students with disabilities (SWD) in grades K-12. The Individual Education Plan (IEP) Team will provide input to the School Placement Committee.</p> <p>The initial decision, and all decisions thereafter, determining whether a student is appropriate for a course of study leading to a standard diploma, with or without a Scholar or Merit designation, a special diploma (only for students who were recommended for a special diploma prior to the 2014-2015 school year), must be made by the IEP Team, including the parent, utilizing assessment data during the school year when the student is, or will be turning 14 years old, or earlier, when applicable. Thereafter, this decision must be reviewed annually State Board of Education Rule (SBER 6A-1.09961).</p>
7.1	Standard Diploma and Modifications
7.1.1	<p>Requirements for Standard Diploma for Students with Disabilities (SWD) SWD who are receiving services in accordance with their IEP's enrolled in an ESE program who are working towards a standard diploma must meet all the benchmarks and graduation requirements of a standard diploma.</p>
7.1.2	<p>Accommodations and Modifications School districts are authorized to make accommodations/ modifications for SWD who are enrolled in basic and career/technical courses. Appropriate accommodations/modifications are determined by the student's IEP Team and are identified in the student's IEP.</p>
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	A school district may require specific courses and programs of study within the minimum credit requirements for high school graduation and shall modify basic courses as necessary to assure SWD the opportunity to meet the graduation requirements for a standard diploma. (F.S.1003.43(4)(a))
7.1.3	<p>Procedure The district will make provisions for appropriate accommodations/program modifications when necessary to ensure SWD have access to a standard diploma. The modifications for SWD with a current IEP are as follows:</p> <p>The school district will modify basic courses, as necessary, to assure SWD the opportunity to meet the graduation requirements for a standard diploma (only for students who were recommended for special diploma prior to the 2014-2015 school year). Modifications to basic courses aligned to the regular state standards will not include modifications to the curriculum frameworks or student performance standards.</p> <p>The school district will modify career and technical courses and programs of study, as necessary, to assure SWD the opportunity to meet graduation requirements for a standard diploma. When modifying career and technical courses, the particular outcomes and student performance standards that a student must master to earn credit must be specified on the student's IEP. (SBER: 6A-6.0312(1))</p>
7.1.4	<p>Procedure Accommodations/modifications to basic or career/technical courses (SBER 6A-6.0312(2)(a-d) may include the following:</p> <ol style="list-style-type: none"> (1) Instructional time may be increased or decreased (2) Instructional methodology may be varied (3) Special communications systems may be used by the teacher and/or the student (4) Classroom and district test administration procedures and other evaluation procedures may be modified as specified in SBER: 6A-1.0943, FAC to accommodate the student's disability <p>Rule 6A-1.09963, permits student with disabilities who are using one of the standard high school diploma options outlined in section 1003.4282 (10), Florida Statutes, to substitute CTE courses with "content related" for English 4, one math, one science and one social studies credit (excluding Algebra 1, Geometry, Biology 1, and U.S. History). It is permissible to modify CTE courses for students with significant cognitive disabilities who are taking access courses. This can be done through the use of Modified Occupational Completion Points.(MOCPs)</p>
7.1.5	<p>Procedure The purpose for implementing curriculum and/or assessment accommodations is to enable a SWD receiving services in accordance with his/her IEP to demonstrate course content mastery and to assist the teacher in measuring the degree of mastery. The accommodations utilized will vary depending upon the student's need. The need for curriculum and/or test accommodations will be noted on the student's IEP. Accommodations do not alter course content or expectations for achievement of grade-level benchmarks for students who are appropriate for access to the regular state standards.</p>
7.1.6	<p>Procedure Accommodations in the administration of district and statewide assessments are allowable as specified in the administration manual of the test. Parents must give their written consent for the use of instructional accommodations when those accommodations are not allowable on statewide assessments.</p>
7.1.7	<p>Procedure SWD receiving services in accordance with his/her IEP access the general education curriculum, aligning to the regular state standards, whenever possible and, in that regard, meet the district benchmarks and participate in the statewide assessment tests as specified on the student's IEP.</p>
7.1.8	<p>Procedure Any SWD receiving services in accordance with his/her IEP pursuing a standard diploma, who does not meet district levels of performance in reading, writing, science, and mathematics or who does not meet the specific level of performance on statewide assessments as determined by the Commissioner of Education must be provided remediation or be retained.</p>
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7.1.9	<p>Procedure The School Placement Committee, with input from the IEP Team, will make the recommendation, except in Grade 3, regarding promotion/retention for students with disabilities. Established strategies regarding instructional accommodations/modifications and assessment will apply. (SBER: 6A-6.0312 and 6A-1.0943)</p>
7.1.10	<p>Procedure The IEP Team determines the provision of Extended School Year (ESY) services for SWD. The IEP Team's decision when considering the need for ESY services is based on the individual needs of the student, as necessary for the provision of Free Appropriate Public Education (FAPE). SBER 6A-6.03028</p>
7.2	<p>Special Diploma and Certificate of Completion</p>
7.2.1	<p>Requirements for a Special Diploma for SWD with a current IEP Nothing contained in SBER 6A-1.09963 will be construed to limit or restrict the right of a SWD with an IEP solely to a special diploma. (Students who entered grade 9 prior to the 2014-2015 school year and whose IEP, as of June 20, 2014, contained a statement of intent to receive a special diploma may continue to work toward a special diploma SBER 6A-1.09963).</p>
7.2.2	<p>Procedure The access points contained in state standards provide access to the general curriculum for students with significant cognitive disabilities (SBER 6A-1.09401). The school district shall provide appropriate instruction to assist students in the achievement of the state standards as applicable to the individual student.</p>
7.2.3	<p>Procedure Students who have been properly identified as having intellectual disabilities, who are deaf or hard of hearing, specific learning disability, orthopedically impaired, who have a traumatic brain injury, other health impairment, who are identified as having an autism spectrum disorder, language impairment, or emotional/behavioral disabilities may be eligible for a special diploma if that determination was made by the IEP Team, including the parent, prior to the 2014-2015 school year. Any such student who is unable to meet the appropriate special state minimum requirements shall be awarded a Certificate of Completion in a form prescribed by the commissioner. However, this section does not limit or restrict the right of an exceptional student solely to a special diploma, or Certificate of Completion. Any such student shall, upon proper request, be afforded the opportunity to fully meet all requirements of F.S.1003.43 through the standard procedures established therein and thereby qualify for a standard diploma upon graduation. (F.S.1003.4282)</p> <p>The district will make Free Appropriate Public Education (FAPE) available to each SWD through the end of the school year in which the student turns 22 provided he/she is starting the school year as a student aged 21 or younger and has not graduated with a standard diploma (ESE Policies and Procedures).</p>
7.2.4	<p>Procedure The appropriate special diploma option is selected and documented through the IEP process. Two special diploma options are available for SWD is enrolled in an ESE program: Option 1 (A, B, C, and T) and Option 2.</p> <p>(1) Special Diploma Option 1A: The same total number of credits and GPA for graduation for a standard diploma are required for a Special Diploma Option 1A. Identified SWD who follow this option may be scheduled into regular academic classes, career and technical classes. Required coursework includes the following:</p> <ul style="list-style-type: none"> 3 English 2 Social Studies 0.5 Health & Safety or Life Management Skills* 3 Mathematics 0.5 Reading*** 2-6 Career and Technical** 2 Science 0.5 Physical Education 7-11 Electives (includes .5 Career Preparation)**** <p>All ESE courses are multiple credit courses.</p>
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*May include Health and Safety 9-12 or Life Management and Transition 9-12 or Transition Planning 9-12

**May include ESE courses: Career Preparation, Career Experiences, and/or Career Placement

***For students entering ninth grade in 2005/2006 and thereafter

****For students entering ninth grade in 2008/2009 and thereafter

Or

- Access Algebra 1A
- Access Algebra 1B
- Access Algebra 1
- Access Liberal Arts Mathematics
- Access Informal Geometry
- Access Geometry
- Access English 1/2 & 3/4
- Access U.S. Government
- Access World History
- Access Economics with Financial Literacy
- Access U.S. History
- Access Biology
- Access Chemistry
- Access Earth/Space Science
- Access Physical Science
- Access Integrated Science
- Access HOPE

- (2) Special Diploma Option 1B: SWD enrolled in an ESE program may be scheduled into regular academic classes or career and technical classes. A minimum of 15 credits is required under this option. Students may not graduate before their kindergarten cohorts. Exceptions must be approved by the district's Special Diploma Committee. The Transition Program must be notified when a student is considered for this option. Required coursework is listed below.

Minimum Academic:

- Seven credits may include but not limited to English, mathematics, and reading.
- .5 credit in Health & Safety or Life Management Skills**
- .5 credit in Reading***

Or

- Access Algebra 1A
- Access Algebra 1B
- Access Algebra 1
- Access Liberal Arts Mathematics
- Access Informal Geometry
- Access Geometry

- Access English 1/2 & 3/4
- Access U.S. Government
- Access World History
- Access Economics with Financial Literacy
- Access U.S. History
- Access Biology
- Access Chemistry
- Access Earth/Space Science
- Access Integrated Science
- Access Physical Science
- Access HOPE

Career and Technical:

- From 2 - 6.5 credits in Career and Technical Education courses with a minimum of 2 sequential credits in a program area leading to at least an Occupational Completion Point A (OCP-A)

- 1 credit career exploration course, such as: Career Preparation (ESE), Career Experiences (ESE), or Career Placement (ESE)

Electives:

- Up to 4.5 credits
- May include Health and Safety 9-12 or Life Management and Transition 9- 12 or Transition Planning 9-12.

(3) Special Diploma Option 1C: Supported and Participatory Levels:

- Next Generation Sunshine State Standards Access Points
- 4 credits
- Curriculum Based Assessment (CBA)
- IEP documentation

Supportive Level: 9-12

1-4 Specially Designed Physical Education

1-4 Reading

4-7 Electives (includes .5 Career Preparation)*

Minimum 16 supported credits to include****:

- Academic Skills for Functional Living
- Communication Skills for Functional Living
- Personal & Home Skills for Functional Living
- Leisure & Recreation Skills for Functional Living
- Community & Social Skills for Functional Living

Or

- Access Algebra 1A
- Access Algebra 1B
- Access Algebra 1
- Access Liberal Arts Mathematics
- Access Informal Geometry
- Access Geometry
- Access English 1/2 & 3/4
- Access U.S. Government
- Access World History
- Access Economics with Financial Literacy
- Access U.S. History
- Access Biology
- Access Chemistry
- Access Earth/Space Science
- Access Integrated Science
- Access Physical Science
- Access HOPE

Participatory Level: 9-12

1-4 Specially Designed Physical Education

4-7 Electives (may include .5 of Career Preparation)*

Minimum 16 participatory credits to include****:

- Cognitive & Linguistics Skills
- Life Sustaining & Environmental Interaction Skills
- Leisure/Recreation Skills for Improvement of Quality of Life
- Developmental-Functional Motor & Sensory Skills

Or

- Access Algebra 1A
- Access Algebra 1B
- Access Algebra 1
- Access Liberal Arts Mathematics

- Access Informal Geometry
 - Access Geometry
 - Access English 1/2 & 3/4
 - Access U.S. Government
 - Access World History
 - Access Economics with Financial Literacy
 - Access U.S. History
 - Access Biology
 - Access Chemistry
 - Access Earth/Space Science
 - Access Integrated Science
 - Access Physical Science
 - Access HOPE
- (4) Special Diploma Option 2:
- Minimum of eight credits in academics
 - IEP documentation
 - Training plan documentation
 - Equivalent to one semester of paid employment (minimum 25 hours per week)
 - Approval by the district's Special Diploma Option 2 Screening Committee
- Must be at least 16 years of age

7.2.5 Statewide Assessment Defer
 The IEP Team determines the extent to which the SWD with an IEP participates in statewide and district assessments or alternate assessment. Accommodations in the administration of district and statewide assessments are allowable as specified in the test administration manuals. The IEP Team identifies the appropriate test accommodations for the student. (SBER: 6A-1.0943).

7.2.6 General Requirements
 Beginning in the 2014-2015 school year, students with disabilities entering grade nine may attain a standard diploma and earn standard diploma designations by meeting the requirements in Florida Statutes (F.S.) Sections 1003.4282(1)-(9) or 1002.3105(5), or 1003.4282(11) and 1003.4285. A Certificate of Completion will be awarded to students who earn the required eighteen (18) or twenty-four (24) credits required for graduation, but who do not achieve the required grade point average or who do not pass required assessments unless a waiver of the results has been granted in accordance with F.S. 1008.22(3)(c) 2, or participation in a statewide assessment has been exempted in accordance with F.S. 1008.212, or F.S. 1008.22(9). Students who entered grade nine before the 2014-2015 school year and whose Individual Educational Plan (IEP), as of June 30, 2014, contained a statement of intent to receive a special diploma for students with disabilities for whom the IEP Team has determined that participation in the Florida Alternate Assessment is the most appropriate measure of the student's skills, in accordance with SBER 6A-1.0943(5), F.A.C., and instruction in the access points is the most appropriate means of providing the student access to the general curriculum. Students must meet the graduation requirements specified in F.S. 1003.4282(1)-(9), F.S. 1002.3105(5), through the access course specified for each required core course, through more rigorous ESE courses in the same content area or through core academic courses. Eligible access courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with SBER 6A-1.09441, F.A.C.

(1) Eligible CTE courses, as defined in paragraph (2)(d) of this rule, may substitute for Access English IV; one (1) mathematics credit, with the exception of Access Algebra 1A and Access Algebra 1B and Access Geometry; one (1) science credit, with the exception of Access Biology; and one (1) social studies credit with the exception of Access United States History. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with SBER 6A-1.09441, F.A.C.

(2) Participation in the Florida Alternate Assessments in reading, mathematics, and science is required until replaced by Florida Alternate Assessments in English Language Arts I, II, and III, Algebra I, Geometry, Algebra II, Biology I, and United States History.

- (3) A score of at least four (4) on the Florida Alternate Assessments in reading and math must be attained, until replaced by the grade 10 English Language Arts alternate assessment and the End-of-Course (EOC) assessment for Access Algebra 1, unless assessment results are waived in accordance with F.S. 1008.22(3)(c). A waiver of the results of the statewide, standardized assessment requirements by the IEP Team, pursuant to F.S. 1008.22(3)(c), must be approved by the parents and is subject to verification for appropriateness by an independent reviewer selected by the parents as provided for in F.S. 1003.572. The student also must meet any additional requirements as specified by the district.
- (4) For those students whose performance on standardized assessments is waived by the IEP Team as approved by the parent, the development of a graduation portfolio of quantifiable evidence of achievement is required. The portfolio must include a listing of courses the student has taken, grades received, student work samples and other materials that demonstrate growth, improvement and mastery of required course standards. Multi-media portfolios that contain electronic evidence of progress, including videos and audio recordings, are permissible. Community based instruction, MOCP's, work experience, internships, community service, and post-secondary credit, if any, must be documented in the portfolio.
- (5) 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. A student must meet all of the graduation requirements specified in F.S. 1003.4282(1)-(9), or F.S. 1002.3105(5). Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with SBER 6A-1.09441, F.A.C.
- a) Eligible CTE courses, as defined in paragraph (2) (d) of this rule, may substitute for English IV; one (1) mathematics credit, with the exception of Algebra and Geometry; one (1) science credit, with the exception of Biology; and one (1) social studies credit with the exception of United States History. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with SBER 6A-1.09441, F.A.C.
 - b) Students must earn a minimum of one-half (.5) credit in a course that includes employment. Such employment must be at a minimum wage or above in compliance with the requirements of the Federal Fair Labor Standards Act, for the number of hours a week specified in the student's completed and signed employment transition plan, as specified in F.S. 1003.4282 (11)(b)2.d., for the equivalent of at least one (1) semester. Additional credits in employment-based courses are permitted as electives.
 - c) Documented achievement of all components defined in F.S. 1003.4282(11)(b)2.b., on the student's employment transition plan.
- (6) A waiver of the results of the statewide, standardized assessment requirements by the IEP Team, pursuant to F.S. 1008.22(3)(c), must be approved by the parent(s) and is subject to verification for appropriateness by an independent reviewer selected by the parent(s) as provided for in F.S. 1003.572.
- (7) Deferral of receipt of a Standard Diploma. A student with a disability who meets the standard high school diploma requirements may defer the receipt of the diploma and continue to receive services if the student meets the requirements found at F.S. 1002.4282(11)(c).
- a) The decision to accept or defer the standard high school diploma must be made during the school year in which the student is expected to meet all requirements for a standard high school diploma. The decision must be noted on the IEP and the parent, or the student over the age of eighteen (18) for whom rights have transferred in accordance with SBER 6A-6.03311(8), F.A.C., must sign a separate document stating the decision.
 - 1) The IEP Team must review the benefits of deferring the standard high school diploma, including continuation of educational and related services, and describe to the parent and the student all services and program options available to students who defer. This description must be done in writing. The student is expected to meet graduation requirements, and that failure to attend a graduation ceremony does not constitute a deferral.

- 2) School districts must inform the parent and the student, in writing by January 30 of the year in which the student is expected to meet graduation requirements, that failure to defer receipt of a standard high school diploma after all requirements are met releases the school district from the obligation to provide a Free Appropriate Public Education (FAPE). This communication must state that the deadline for acceptance or deferral of the diploma is May 15 of the year in which the student is expected to meet graduation requirements, and that failure to attend a graduation ceremony does not constitute a deferral. In accordance with SBER 6A-6.0328(1), F.A.C., a student with a disability who receives a certificate of completion may continue to receive FAPE until their 22nd birthday, or, at the discretion of the school district, until the end of the school semester or year in which the student turns twenty-two (22). Rulemaking Authority F.S. 1001.02(1), F.S. 1003.4282, F.S. 1008.22. Law Implemented F.S. 1003.4282, F.S. 1008.22, History-New

7.3 Movement Between Diploma Options

7.3.1 Movement Between Diploma Options

Once the initial diploma option has been chosen prior to the student's 14th birthday, the decision must be reviewed annually by the IEP Team. Beginning with the 2014-2015 school year, a student may change from a special diploma to a standard diploma; however, once that determination has been made, the student may not revert to a special diploma. SBER 6A-1.09963

7.3.2 Procedure

Students moving from Special Diploma Option 1 (A, B, or C) or Special Diploma Option 2 to standard diploma may require additional time in school. Students will do the following:

- (1) Receive elective credit for passing ESE courses.
- (2) Meet all requirements for a standard diploma outlined in the Student Progression Plan.

7.3.3 Procedure

Students moving from Special Diploma Option 1 (A, B, or C) to Special Diploma Option 2 will do the following:

- (1) Meet all eligibility requirements and established criteria for Special Diploma Option 2.

7.3.4 Procedure

Students moving from Special Diploma Option 2 to Special Diploma Option 1 (A, B, or C) will do the following:

- (1) Meet the course requirements as outlined in the Student Progression Plan.
- (2) Apply any credits earned under Option 2 to elective or course requirements under the provisions for Option 1.
- (3) Meet the criteria for Special Diploma for his or her level and all district requirements.

7.3.5 Procedure

Students moving within Special Diploma Option 1 (A, B, or C) will do the following:

- (1) Meet the course requirements as outlined in the Student Progression Plan.
- (2) Apply credits earned under Option 1 (A, B, or C) as appropriate to the selection under Option 1.
- (3) Meet the criteria for Special Diploma and all district requirements.

7.4 Certificate of Completion for SWD with IEPS

7.4.1 Procedure

A SWD with a current IEP pursuing a special diploma (determined prior to the 2014-2015 school year) who is unable to meet the minimum graduation requirements for a special diploma may be awarded a Certificate of Completion.

7.5 Transition Program for Students with Disabilities

7.5.1 Procedure

SWD with a current IEP may have the opportunity to participate in work experiences.

7.5.2	<p>Procedure SWD are eligible to earn credits through work-study programs.</p>
7.5.3	<p>Access to Postsecondary Education and Meaningful Careers for Students with Disabilities (ENNOBLES) Act Procedure Students with disabilities who have been properly identified as having intellectual disabilities, who are deaf or hard of hearing, specific learning disabled, physically impaired, speech or language impaired, visually impaired, have an emotional behavioral disability, autism spectrum disorder, traumatic brain injury, dyslexia, dyscalculia, or developmental aphasia shall have access to postsecondary education, career counseling, and/or services. (F.S.1007.02)</p>
7.6	<p>Specific ESE Program Requirements</p>
7.6.1	<p>Students identified as Visually Impaired Students who are eligible and served as a student with a visual impairment must meet standard requirements for graduation. Students with visual impairments may be assessed on alternate standards if they have a significant cognitive disability and the IEP Team has determined they are appropriate for participation in alternate assessment.</p>
7.6.2	<p>Students identified as Dual Sensory Impaired Students who are eligible and served as a student with a dual sensory impairment must meet regular state standard requirements for graduation. Students with dual sensory impairments may be assessed on alternate standards if they have a significant cognitive disability and the IEP Team has determined that they are appropriate for participation in alternate assessment.</p>
7.6.3	<p>Students identified as Speech Impaired Students who are eligible and served solely as a student with a speech impairment must meet the regular state standard requirements for graduation. Students with speech impairments may be assessed on alternate standards if they have a significant cognitive disability and the IEP Team has determined that they are appropriate for participation in alternate assessment.</p>
7.6.4	<p>Students Enrolled in Homebound/Hospital (H/H) Program Students enrolled in the Hospital/Homebound Program are required to earn credits as identified by their course of study. Students identified as a SWD must meet the graduation requirements as outlined by the school district.</p> <p>Students can earn credits towards promotion and graduation while in the Hospital/Homebound Program. Promotion/retention may be a collaborative decision between the student's assigned school administration and the H/H Program. Determining if a student has met the graduation requirements and should be awarded a diploma is the responsibility of the graduating school. In the event of disagreement about promotion/retention, the school district's arbitration and district level appeals procedures will apply.</p>

