



Hillsborough County
PUBLIC SCHOOLS
Preparing Students for Life



Student Progression Plan

Board Approved Jan. 23, 2018



Vision
Preparing Students for Life

Mission
Our mission is to provide an education and the supports which enable each student to excel as a successful and responsible citizen.

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Overview

General Statements

District Vision and Mission

The vision of Hillsborough County Public Schools is “*Preparing Students for Life*”.

The mission of Hillsborough County Public Schools is to provide an education and the supports which enable each student to excel as a successful and responsible citizen.

Student Progression Kindergarten through Adult

The School Board of each Florida district is required by state law to establish a comprehensive program for student progression that is based on an evaluation of each student’s performance including an assessment of how well the student masters the performance standards approved by the state board. The district’s program for student progression is based on mastery of the English language arts, mathematics, science, and social studies standards. (F.S. 1008.25)

All procedures listed in this Student Progression Plan are subject to change due to Hillsborough County School Board action, legislative requirements, or Board approved site level School Improvement Plans. Students and parents will be notified when such changes occur.

Required Instructional Time

Florida Statute defines a full-time student day as not less than 300 average minutes per day over a 180-day period, or it’s hourly equivalent, for a student in grades 4 through 12, and not less than 240 average minutes per day over a 180-day period for a student in kindergarten through grade 3 or in an authorized prekindergarten exceptional program. (F.S.1011.61(1)(a))

Florida Education Equity Act

The District adheres to the Florida Education Equity Act that prohibits discrimination related to race, ethnicity, national origin, gender, disability, or marital status. Provisions are made for all students to participate fully in classroom instruction and extracurricular activities. (F.S.1000.05)

District Racial Equity Policy 2260.03

The District Racial Equity Policy includes the following expectation pertaining to teaching and learning.

HCPS employees will work together to increase their individual and collective capacity to effectively teach a racially and ethnically diverse and changing student population by:

- ensuring a positive and academically rigorous school environment that engages ALL students;
- collaborating as teachers and administrators to create and implement culturally responsive instructional practices, curriculum and assessments; and
- eliminating practices that lead to the over or under representation of any student racial/ethnic group compared to peers.

Florida Standards and Next Generation Sunshine State Standards

The Florida Standards and the Next Generation Sunshine State Standards (NGSSS) reflect the foundational expectations of what students should know and be able to do in each grade level. Instruction is designed to ensure that students meet these standards in all applicable subjects. Schools provide all courses required for elementary and middle grades promotion, as well as, high school graduation. (F.S.1003.42)

Assessment and Support

1. Students are required by statute to participate in the statewide, standardized assessment program. (F.S. 1008.22)
2. Students who score below level 3 on the statewide, standardized English Language Arts (ELA) assessment and/or mathematics assessment are highly recommended for remedial instruction and

will be evaluated to identify the academic need and appropriate strategies for providing academic supports to improve the student's performance. (F.S. 1008.25)

3. A student who is not meeting the school district or state requirements for satisfactory performance in ELA and/or mathematics must be provided one of the following plans:
 - a federally required student plan such as an Individual Education Plan;
 - a school-wide system of progress monitoring; or
 - an individualized progress-monitoring plan.
4. A student who scores a level 4 or 5 on the statewide, standardized ELA and mathematics assessments may be exempted from participation in the school-wide system of progress monitoring.

Progress Monitoring

The progress of any student who does not meet minimum state expectations on state assessments must be monitored until the expectations are met as documented by retaking the state assessment or graduating from high school. Any student who scores 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.

Extended learning opportunities are offered based on district criteria, availability of resources, and state statutes related to student progression.

In cases where retention in the same grade level is necessary, academic interventions may include small group instruction, virtual instruction, online resources, tutoring, and mentoring.

A written annual report indicating the progress of each student towards achieving state and district expectations for proficiency in English language arts, science, social studies, and mathematics including the student's results on each statewide, standardized assessment is provided to the parent or guardian. (F.S.1008.25(8)(a))

Annual Report to Parents

The School Board reports annually the following information on the district website:

- provisions of the law relating to public school student progression and procedures for student retention and promotion;
- number and percentage of all students in grades 3 through 10 performing at levels 1 and 2 on the statewide, standardized English Language Arts assessment;
- number and percentage of all students retained in kindergarten through grade 12; and
- number of students who were promoted from grade 3 students for good cause by each category of the good cause exemption. (F.S.1008.25(8)(b))

Grade Level Placement

Placement Committees

District and state regulations place the responsibility for decisions regarding student placement including retention, administrative, and accelerated placement primarily with the principal and the School Placement Committee. This Student Progression Plan and the procedures for its implementation clearly reflect that student achievement is the basis for promotion in the Hillsborough County Public Schools. Placement exceptions are considered through the following process with parental input.

1. Placement from one grade to another is determined by the School Placement Committee unless the placement involves another school. The Committee includes the principal and/or assistant principal, school counselors, and teachers, with input from the English Language Learners (ELL) Committee and the Individual Education Plan (IEP) Team, when applicable.
2. Recommendations by the School Placement Committee that involve another school are to be reviewed by representatives from the sending and receiving schools.

3. If the sending and receiving schools do not reach consensus, the case is submitted to the Area Placement Committee for review. The Area Placement Committee includes the area superintendent, ESE supervisor, instructional leadership director(s) or designee, administrators from both the sending and receiving schools, and representatives from the career center, ELL, dropout prevention and adult education programs.
4. If the parent or guardian disagrees with the grade level placement, the school contacts the Instructional Leadership Director (ILD) to request a district placement review to include representatives from the schools, student services, Office of Teaching and Learning, and the parent or guardian. The District Placement Committee meets as needed during the summer.
5. The District Placement Committee makes recommendations to the Instructional Leadership Director and the Chief Academic Officer. The Chief Academic Officer makes the final decision.
6. Accelerated placement (double promotion) is referred to the District Placement Committee.
7. Grade placement decisions for students with disabilities are made with input from the student's Individual Educational Plan (IEP) Team.
8. Grade placement decisions for English language learners are made with input from the ELL Committee.
9. Students who are placed in the next grade level through a placement committee review will be considered administratively placed. Refer to FHSAA athletics guidelines for eligibility criteria.
10. The placement of students between schools is done prior to the beginning of the school year except in extenuating circumstances.

Placement Indicators

Grade level placement decisions are made in compliance with state statute with consideration of the following indicators:

- achievement level and ability level to reach the age appropriate standards;
- aptitude and mental age;
- physical, social, and emotional maturity;
- attendance;
- number of retentions;
- other school records;
- input from parent or guardian; and
- extenuating circumstances.

Students may not be assigned to a grade level based solely on age or other factors that constitute social promotion. (F.S.1008.25(6))

Placement Notification

The sending school principal or designee will notify the receiving school and complete student coding for the final placement.

1. The sending school principal or designee will notify the parent and receiving school of the final placement decision.
2. The receiving school will provide the parent or guardian enrollment and scheduling information.

Classroom Transfer Request

If a parent has a concern regarding a classroom teacher, the parent should request a conference with the teacher to discuss the concern. Should the concern not be resolved, the parent may request a schedule change by contacting the school counselor or administrator. The school will review the options and approve or deny the request. If the request is denied, the school will notify the parent and specify the reasons within two weeks. (F.S.1003.3101)

Elementary Student Progression

Initial Placement for Kindergarten

Enrollment

A student enrolling in kindergarten is required to be five years of age on or before September 1 of the school year. (F.S.1003.21) Enrollment and registration requirements are available on the district website.

Out-of-State Transfer into Kindergarten

If a kindergarten student transfers from an out-of-state public or nonpublic school and does not meet age requirements for admission to a Florida public school, the student must meet the age requirement for the state from which the student is transferring. The parent or guardian must provide all the following documentation:

- legal residency of the child's parent or guardian in the state where the child was previously enrolled;
- school records documenting previous kindergarten placement for a minimum of four weeks; and
- report card or other document indicating student performance.

School Readiness Screening

The Florida Kindergarten Readiness Screener (FLKRS) is administered to kindergarten students during the first 30 days of the school year.

Initial Placement for Grade 1

Enrollment

A student enrolling in grade 1 is required to be six years of age on or before September 1 of the school year and to have satisfactorily completed kindergarten as documented by a report card, transcript, or letter from the principal or director of the school. (F.S.1003.21)

Out-of-State Transfer into Grade 1

If a student in grade 1 transfers from out-of-state public or nonpublic school and does not meet age requirements for admission to a Florida public school, the parent or guardian must provide the following evidence:

- compliance with the age requirements for admission to public schools within the state from which the student is transferring;
- official documentation of the legal residency of the child's parent or guardian in the state where the child was previously enrolled in school; and
- official school records documenting successful completion of kindergarten, current academic information, attendance, and grade placement.

Initial Placement for Grades 2 through 5

Enrollment

A student who has successfully completed Florida public school requirements in grades 2 through 5 will be placed into the next grade level if successful completion is documented by a report card, transcript, or letter from the principal or director of the Florida public school.

Out-of-State Transfer into Grades 2 through 5

If a student in grades 2 through 5 transfers from an out-of-state school, public or nonpublic, the parent or guardian must provide official school records with attendance, academic information, and grade placement. Home Education/Private School Initial Placement

A student seeking initial placement in kindergarten through grade 5 from a home education program or private school is 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 will 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)

1. A four to six-week screening period is allowed from the time of enrollment to obtain the necessary data for the most appropriate placement. Attention is paid to the following: the student's health and physical development, emotional behaviors, social interactions, independent performance, communication competence, cognitive development, previous learning records, family data, and family preference.
2. Until screening is completed, a child who is five or six years old is temporarily placed according to the legal requirements outlined in F.S.1003.21.
 - a. A student enrolling in kindergarten is required to be five years of age on or before September 1 of the school year.
 - b. A student enrolling in grade 1 is required to be six years of age on or before September 1 of the school year and to have satisfactorily completed kindergarten.

Prior to placement, the student's parent or guardian must provide required enrollment documents.

Placement for Home Education Students

Home education students registered with the district may enroll on a part-time basis at their assigned or approved choice school, based on seat availability.

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.

Reporting Student Progress

Report Card

The elementary report card indicates student achievement based on formal and informal assessments that may include the following:

- oral questioning/interviewing;
- teacher made tests;
- textbook tests;
- student self-assessment; and
- observing the student's performance.

Report cards are distributed each grading period per the district calendar, except when an alternate date is approved by a site's School Improvement Plan.

1. The student's academic progress and instructional level are specified in reading, written communication, and mathematics.
2. The student's academic progress is specified in science, social studies, art, music, and physical education.
3. The student's days present, absent, and tardy are noted.
4. Expected behaviors are indicated if improvement is needed.
5. The grade level placement for the next school year is completed on the final report.

Academic Progress Codes

Grade K-2	Scale	Description
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

Grade 3-5	Scale	Description
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	Has not demonstrated an understanding of concepts, ideas, objectives, or behaviors
U	Unsatisfactory	Has not yet demonstrated an understanding of concepts, ideas, objectives, or behaviors

Student Progress Alert

If a child is not making satisfactory progress at any time within a grading period, a Student Progress Alert is provided to inform the parent or guardian.

Reading Remediation

Based upon state standards and benchmarks, any student determined deficient in reading will be provided 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.

The allocation of remedial and supplemental instruction resources for students occurs in the following priority:

- students who are deficient in ELA by the end of grade 3; and
- students who fail to meet performance levels required for promotion consistent with the district's plan for student progression.

Parent notification is documented when a student is being remediated and is being considered for retention. (F.S.1001.43)

Academic Acceleration

Academically Challenging Curriculum to Enhance Learning (ACCEL) Options

The course of study for elementary level students may be modified to provide accelerated promotion opportunities for eligible students. (F.S.1002.3105)

Students who have demonstrated academic needs beyond the general curriculum may be considered for single subject area, whole grade, and mid-year acceleration.

Single Subject Acceleration

1. A parent, guardian, or principal may initiate the request for single subject acceleration.
2. A parent or guardian initiating the request for single subject acceleration must make a written request to the school principal.
 - a. The following applies to single subject acceleration requests at the beginning of the school year.
 - Written requests for single subject acceleration consideration must be submitted within the first 15 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.
 - b. The following applies to single subject acceleration requests at the end of the school year.
 - Written requests for single subject acceleration consideration must be submitted 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.
3. Each school principal will convene the School Placement Committee to review requests. The Committee will include the principal, assistant principal, school counselor, school psychologist, student's current teacher(s), and parent or guardian.
4. A conference will be held with the parent and School 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.
5. Student eligibility for single subject acceleration is based on obtaining a passing screening score on district selected assessments and appropriate learning behavior ratings. The principal will convene a meeting of the School Placement Committee with the parent or guardian to share the results of the assessments and discuss a plan for the student.
6. A performance contract including progress monitoring will be established and signed by the parent or guardian and student, if the student is eligible.
7. Virtual instruction in a higher grade level course is an option for students requesting single subject acceleration. Enrollment in the virtual acceleration option will result in the student being withdrawn from the elementary subject area course in their current Hillsborough County public school and being enrolled in the Hillsborough Virtual or Florida Virtual School. The virtual option will require Instructional Leadership Director and principal's approval.
8. If a parent or guardian disagrees with the recommendation of the School Placement Committee, he or she has the right to seek an appeal with the District Placement Committee. The parent should consult with the principal to initiate the review process.

Whole Grade and Midyear Acceleration Identification Criteria

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 and norm-referenced assessments;
- attendance and conduct records;
- recommendations from one or more of student's teachers in core curricula; and
- recommendation from a school counselor if assigned to the school to address social/emotional needs.

Students who meet the criteria listed below will be considered for accelerated promotion (double promotion or skipping a grade level) by the School Placement Committee. (F.S.1008.25)

1. The student's performance is above grade level performance in reading, writing, science, and mathematics.
2. The student's performance is two or more years above average achievement.
3. The student's standardized test scores indicate achievement and academic aptitude two or more years above grade level.
4. Samples of the student's daily work are consistently above average in reading, writing, science, and mathematics.
5. Written reports from special services personnel support a decision for accelerated promotion.
6. The student's social, emotional, and physical development support accelerated promotion.
7. Comments and recommendations of teachers support accelerated promotion.

Whole Grade and Midyear Acceleration Procedures

1. Each school principal will convene the school placement committee to review requests for whole grade and midyear promotion. The team will include the principal, school counselor, gifted teacher, psychologist, student's current teacher, a teacher from the receiving grade level and the parent.
2. 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.
 - a. The following applies to midyear promotion requests.
 - Written requests for midyear promotion consideration must be submitted by the end of the first quarter.
 - Decisions for midyear promotion are made prior to the start of the second semester.
 - b. The following applies to whole year promotion requests.
 - Written requests for whole year promotion consideration must be submitted by the last day of the current school year.
 - Decisions for whole year promotion are made prior to the start of the next academic year.
3. A conference will be held with the parent and school 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.
4. Following the collection of all required data by the principal or principal designee, the school placement committee will meet to review the data and determine student eligibility for whole grade or midyear promotion.
5. Student eligibility for whole grade or midyear promotion will be based on obtaining a passing screening score of combined points on district-selected assessments.
6. A performance agreement will be established and signed by the parent and student, if the student is eligible.
7. If the school 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.
8. For planning purposes, students who qualify for a whole grade or midyear promotion will remain in their current grade level until the end of that semester.
9. 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.

Promotion

Promotion for Kindergarten and Grades 1, 2, 4, and 5

Promotion from kindergarten and grades 1, 2, 4, and 5 is based upon satisfactory student performance in reading, writing, science, 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.

Midyear Promotion

A student who is retained may be considered for promotion at any time during the year once the student demonstrates the ability to read at grade level.

Retention Grades K, 1, 2, 4, and 5

Retention in kindergarten or grades 1, 2, 4, or 5 is based on less than satisfactory student performance in reading, writing, science, and/or mathematics. The placement decision is made at the end of the school year.

Retention Grade 3

Mandatory Retention

Students in grade 3 who do not score at level 2 or above on the statewide ELA assessment must be retained. A student in 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))

The school will provide the following for each student retained in grade 3:

- a review of the previous year's progress monitoring;
- continuation of progress monitoring during the current school year;
- a student portfolio (the prior year grade 3 portfolio may be continued); and
- all appropriate support and services delineated in the Hillsborough County Public School's current K-12 Comprehensive Reading Plan, and
- a highly effective teacher, as determined by the teacher's performance evaluation.
(F.S.1008.25(7)(3))

Exemptions Grade 3

Exemptions from mandatory retention in grade 3 must follow the most current state statutes regarding student progression. Exceptions are limited to the following:

- English language learners with less than two years of instruction in the English for Speakers of Other Languages (ESOL) program;
- 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;
- students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education;
- 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 through grade 3
(F.S.1008.25(6)(b)(7));
- 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 through grade 3 for a total of two years;

- 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; and
- students who have already been retained 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 principal determines that the student should be promoted, the principal makes such a recommendation in writing to the district school superintendent. The district superintendent accepts or rejects the principal's recommendation. All exemptions from mandatory retentions must comply with the most current state statutes regarding student progression.

A midyear promotion of a retained grade 3 student 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))

Extended Learning and Extended School Year Programs

The Extended Learning Program (ELP) provides academic support for students during the regular school year. The Extended School Year (ESY) Program extends academic support during the summer months. These programs comply with the most current state statutes regarding student progression. Eligibility for enrollment is based on available funding and district priorities.

Physical Education, Grades K through 5

The elementary school physical education curriculum complies with F.S.1003.455, which requires 150 minutes weekly (30 consecutive minutes per day) for students in grades K through 5. The curriculum consists of moderate to vigorous physical activity and meets or exceeds the National Standards for Physical Education as defined by the Society for Health and Physical Educators America (SHAPE) and Next Generation Sunshine State Standards for Health and Physical Education.

1. Physical education instruction for students in kindergarten is provided by a classroom teacher.
2. Physical education instruction for students in grades 1 through 5 is provided by a physical education teacher two days per week and a classroom teacher three days per week.

Recess, Grades K through 5

Recess is defined as unstructured free-play and is required for a minimum of 100 minutes weekly (20 consecutive minutes per day) for students in grades K through 5. (F.S.1003.455) Recess may be scheduled outdoors or indoors and is supervised by the classroom teacher or other staff member.

Middle School Student Progression

Enrollment

Full-time

Full-time middle school students are enrolled in seven courses; the instructional options include traditional and virtual courses via Hillsborough Virtual School or Florida Virtual School.

Part-time

Part-time enrollment is limited to students co-enrolled in the Hospital/Homebound program or registered with the district for home school. Eligible students may enroll part time at the assigned attendance area school, an approved choice school, or a virtual school.

Course of Study

Grade 6	Grade 7 & 8
Language Arts	Language Arts
Mathematics	Mathematics
Science	Science
Social Studies	Social Studies
Reading	Physical Education
Physical Education	Electives (2)
Career Research and Decision Making & Elective (1)	

Intensive Courses

Intensive courses are highly recommended for students based on the following Florida Standards Assessment (FSA) scores:

- level 1 or 2 on FSA English Language Arts; or
- lower range of level 1 on the FSA Mathematics.

Intensive reading and/or math courses may be scheduled in place of elective(s) and/or physical education.

Civics Requirement

Civics education is required as one of the three social studies courses for students enrolled in grades 6 through 8. The statewide, standardized End-of-Course (EOC) assessment in civics education constitutes 30% of the student's final course grade. (F.S. 1008.22)

A grade 8 student who transfers from out of country, out of state, a private school, or a home education program after the beginning of the second semester may be exempt from the civics promotion requirement if the student transcript reflects successful completion of three semester or two year-long social studies courses that include civics education. (F.S.1003.4156)

Physical Education

The equivalent of one class period per day of physical education for one semester of each year is required for students enrolled in grades 6 through 8. This requirement may be waived for a student who meets one of the following criteria.

1. The student is enrolled, or required to enroll, in a remedial course.
2. The student's parent or guardian requests a waiver in writing for one of the following reasons:

- a. The student participates in physical activities outside the school day that are equal to, or in excess of, the physical education requirement.
- b. The parent requests that the student enroll in another available course.

Students who waive the physical education are scheduled in an on-site, elective course pending seat availability or a virtual course. (F.S. 1003.455)

Non-traditional Course of Study

The course of study for middle school students may be modified to provide appropriate academic intervention for over-age students previously retained in kindergarten through grades 8. This option includes the opportunity to earn high school credit prior to grade 9 placement.

Academic Acceleration

Academically Challenging Curriculum to Enhance Learning (ACCEL) Options

ACCEL options provide academically challenging curriculum or accelerated instruction for eligible students and may include enriched STEM coursework, enrichment programs, flexible grouping, advanced academic courses, combined classes, self-paced instruction, curriculum compacting, and advanced-content instruction.

The following ACCEL options are available for all eligible middle school students:

- whole-grade and midyear promotion;
- subject-matter acceleration;
- virtual instruction in higher-grade level subjects; and
- the Credit Acceleration Program (CAP).

The following factors are considered when determining eligibility for ACCEL options:

- performance on district, state, or other standardized assessment(s);
- coursework completed and grade point average;
- attendance and conduct record; and
- recommendations from a core-curricula teacher and school counselor.

The principal, or designee, will notify the parent when a student is being considered for participation in an ACCEL option. Parents may also request consideration for an ACCEL option by contacting the school counselor or administrator. (F.S.1002.3105)

Accelerated Mathematics Program

The accelerated mathematics program provides an opportunity for middle school students to earn Algebra I Honors and Geometry Honors credit, prior to enrolling in high school.

1. There are two grade 6 options for accelerating mathematics coursework.
 - a. Option one is an on-site, compacted mathematics curriculum for grade.
 - This option is available at sites, pending enrollment of qualifying students.
 - Students scoring level 4 or 5 on the mathematics Florida Standards Assessment (FSA) for the prior two years, or the equivalent, and who demonstrate mastery on the district mathematics compacted curriculum placement exam are eligible for this option.
 - Qualifying grade 6 students are enrolled in an on-site grade 7, advanced math course that is compacted to include standards from grades 6 through 8.
 - If a student demonstrates a need for additional time to complete the curriculum, he or she may be transferred to the grade 6, advanced mathematics course. Upon successful completion of the grade 6 and 7 advanced mathematics courses, the student will be placed in the Algebra 1 Honors course in grade 8.
 - b. Option two provides a second mathematics course through virtual school.

- This option is available at all sites and does not require the district mathematics compacted curriculum placement exam.
 - Students are enrolled in an on-site grade 6, advanced math course (grade 6 standards) and a virtual school grade 7, advanced math course (grade 7 and half of grade 8 standards).
 - Students complete the full version of both courses. This option offers a more in-depth coverage of the grade level standards.
2. Upon successful completion of the grade 6 and 7 advanced math courses, or the equivalent compacted course, students are placed in Algebra 1 Honors. This course is available on site at all middle schools, pending seat availability, and through virtual school.
 3. Upon successful completion of Algebra 1 Honors, students are placed in Geometry Honors. This course is available on site at middle schools, pending enrollment of qualifying students, and may be accessible at a nearby high school. This course is also available district-wide through virtual school.

Students will be administered the mathematics FSA corresponding to the higher grade level course. This means that grade 6 students enrolled or co-enrolled in a grade 7 course take the grade 7 Mathematics FSA. Middle grades students enrolled in Algebra 1 or Geometry take the corresponding EOC exam.

State Assessments

The standards and course descriptions specify the expectations for student learning in Florida and provide the basis for the content that will be measured on each Florida EOC assessment. EOC assessments are computer-based, criterion-referenced assessments that measure the Florida Standards (FS) or the Next Generation Sunshine State Standards (NGSSS) for specific courses, as outlined in the course descriptions.

1. Students in grades 6-8 are administered the English Language Arts (ELA) and Mathematics, FS-aligned Florida Standards Assessment (FSA), except in cases where students are enrolled in a course requiring an EOC.
 - Algebra 1 and Geometry, FS-aligned EOC assessments
2. Students enrolled in Civics are administered the NGSSS-aligned EOC assessments.
3. Students in grade 8 are administered the NGSSS-aligned Florida Statewide Science Assessment (SSA), except in cases where students are enrolled in courses requiring an EOC.

Students must participate in statewide, standardized assessments. The use of the state assessment scores for grading purposes is 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.

Refer to the Exceptional Student Education section of this document for specific information addressing assessment waivers.

Course Grades

Grading Scale

The following chart reflects the public school grading system and interpretation of letter grades used to measure student success in grade 6 through 12, as defined by state statute. (F.S. 1003.437)

Letter	Scale	Quality Points	Description
A	90%-100%	4	Outstanding Progress
B	80%-89%	3	Above Average Progress
C	70%-79%	2	Average Progress
D	60%-69%	1	Lowest Acceptable Progress
F	0%-59%	0	Failure

Course Grade Criteria

1. Middle school courses require a district semester exam or a state EOC exam, with the exception of Career Research and Decision Making and specialized electives. Weighting of semester exams is specific to the course and ranges from 15% to 30%.
2. EOC exams are state mandated for students enrolled in Civics, Algebra 1, Algebra 1 Honors, Geometry Honors, and Biology. In accordance with the state statute, the EOC exam grade equals 30% of the semester grade.
3. The semester grade is calculated by converting the two quarter grades and the exam grade to quality points, which are weighted and averaged.
4. In order to pass a middle school semester course that requires an exam, students must meet the following criteria:
 - the weighted average of the two quarter 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 quarter grades must be a D or higher (refer to the grade calculation chart).
5. In order to pass a middle school semester course that does not require an exam, students must earn a minimum of two quality points.

Middle School Students Enrolled in High School Credit Courses

1. Grades earned for high school credit courses are included in the student's high school grade point average (GPA) and appear on the high school transcript.
2. Students may increase their high school cumulative, weighted district GPA through honors level coursework. A bonus .04 is added to the student's cumulative, weighted district GPA for each half credit completed in an honors level course.
3. The grade enhancement policy for high school credit courses taken prior to grade 9, allows students to replace a grade of C or below with a grade of C or higher earned subsequently in the same or comparable course. The replaced grade is excluded in the cumulative, unweighted state GPA required for graduation, but is included in the cumulative, weighted district GPA used to determine rank in class.
4. Middle school students do not meet the eligibility and/or prerequisites for high school Advanced Placement (AP) and dual enrollment course work.

Grade Reporting

1. The online grade reporting system, Edsby, provides parents or guardians and students with access to monitor academic progress. Parents or guardians may initiate communication or request a conference with a teacher through Edsby, email, or phone.
2. By the end of the fifth week of each grading period, Interim Progress Reports or Scholarship Warnings are issued to students in jeopardy of failing a course. Interim Progress Reports or Scholarship Warnings should be returned with a parent or guardian signature.
3. Quarterly progress reports (report cards) with course grades are posted through the online grade-reporting system. Each grading period is approximately nine-weeks in length.
4. Fourth quarter progress reports include the student's promotion or retention status.

Honor Roll Criteria

1. Students who earn A's for all academic and conduct grades are recognized on the Principal's Honor Roll.
2. Students who earn at least three A's with no grade lower than a B for academic and conduct grades are recognized on the High Honor Roll.
3. Students who earn B's or higher for all academic and conduct grades are recognized on the Honor Roll.

Semester Grade Calculation Chart

Semester Grade Calculations Based on Weighted Exam Grades							
Quarter Grade Combinations	Grade 6 Core & Electives	Grade 7 Core & 7/8 Electives	Grade 8 Core	Civics	High School Credit	High School Credit	Final Semester Grade
	District Exam	District Exam	District Exam	EOC Exam	District Exam	EOC Exam	
	15%	20%	25%	30%	25%	30%	
A,A	A,B,C,D	A,B,C	A,B,C	A,B	A,B,C	A,B	A
A,A	F	D,F	D,F	C,D,F	D,F	C,D,F	B
A,B	A	A	A	A	A	A	A
A,B	B,C,D,F	B,C,D,F	B,C,D,F	B,C,D	B,C,D,F	B,C,D	B
A,B				F		F	C
A,C	A,B,C,D,F	A,B,C,D	A,B,C,D	A,B,C	A,B,C,D	A,B,C	B
A,C		F	F	D,F	F	D,F	C
A,D	A,B	A,B	A,B	A,B	A,B	A,B	B
A,D	C,D,F	C,D,F	C,D,F	C,D,F	C,D,F	C,D,F	C
A,F			A	A	A	A	B
A,F	A,B,C,D,F	A,B,C,D,F	B,C,D,F	B,C,D	B,C,D	B,C,D	C
A,F				F			D
A,F					F	F	F
B,B	A,B,C,D,F	A,B,C,D	A,B,C,D	A,B,C	A,B,C,D	A,B,C	B
B,B		F	F	D,F	F	D,F	C
B,C	A,B	A,B	A,B	A,B	A,B	A,B	B
B,C	C,D,F	C,D,F	C,D,F	C,D,F	C,D,F	C,D,F	C
B,D			A	A	A	A	B
B,D	A,B,C,D,F	A,B,C,D,F	B,C,D,F	B,C,D	B,C,D,F	B,C,D	C
B,D				F		F	D
B,F	A,B,C	A,B,C	A,B,C	A,B,C	A,B,C	A,B,C	C
B,F	D,F	D,F	D,F	D,F	D	D	D
B,F					F	F	F
C,C			A	A	A	A	B
C,C	A,B,C,D,F	A,B,C,D,F	B,C,D,F	B,C,D	B,C,D,F	B,C,D	C
C,C				F		F	D
C,D	A,B,C	A,B,C	A,B,C	A,B,C	A,B,C	A,B,C	C
C,D	D,F	D,F	D,F	D,F	D,F	D,F	D
C,F		A	A,B	A,B	A,B	A,B	C
C,F	A,B,C,D,F	B,C,D,F	C,D,F	C,D,F	C,D	C,D	D
C,F					F	F	F
D,D		A	A,B	A,B	A,B	A,B	C
D,D	A,B,C,D,F	B,C,D,F	C,D,F	C,D,F	C,D	C,D	D
D,D					F	F	F
D,F				A		A	C
D,F	A,B,C,D	A,B,C,D	A,B,C,D	B,C,D	A,B,C	B,C	D
D,F	F	F	F	F	D,F	D,F	F
F,F	A,B,C,D,F	A,B,C,D,F	A,B,C,D,F	A,B,C,D,F	A,B,C,D,F	A,B,C,D,F	F

Promotion and Grade Level Placement

Student Placement

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)

Promotion Requirements

1. Middle school students must pass language arts, mathematics, science and social studies to meet annual promotion requirements.
2. In order to be promoted to high school, middle school students must meet the following cumulative requirements:
 - successful completion of three middle or high school level courses in language arts, mathematics, science, and social studies, to include one civics education course; and
 - a personalized academic and career plan. (F.S. 1003.4156)
3. Students scoring a level 3 or higher on the Algebra 1 EOC exam meet the promotion requirement for the corresponding mathematics course.

Extended Learning Program

The Extended Learning Program (ELP) provides supplemental academic support through tutorial, grade enhancement and course recovery courses.

1. Tutorial courses provide non-credit, academic intervention intended for middle school students who requiring assistance with advanced studies or scoring below level 3 on the English Language Arts (ELA) or Mathematics FSA.
2. Grade enhancement courses provide an opportunity for students to earn one quality point (grade of P) in place of a failing quarter grade for the corresponding seventh or eighth grade course. ELP grade enhancement does not apply to high school credit courses.
3. Course recovery courses provide an opportunity for students who were administratively placed in the current grade to make-up a failing semester grade for a required sixth or seventh grade course.

Extended School Year Program

The Extended School Year (ESY) program provides a summer course recovery option for students to meet the promotion requirements.

Special Placement Procedures

If a student does not meet promotion requirements, exceptions may be considered per special placement procedures.

Home Education Students

A home education program is defined as sequentially, progressive instruction of a student directed by his or her parent to satisfy the Florida attendance requirements.

When a home education student co-enrolls part time, the parent or guardian determines the grade level placement.

When a student returns from a home school program as a full-time student, the parent is responsible for providing a portfolio of the student's work for each subject, the most recent home education annual evaluation, and official transcripts, if applicable. Upon review of the documents provided and prior school records, the principal determines the student's grade level placement. The initial placement decision is subject to review and adjustment based on the student's actual performance.

High School Student Progression

Enrollment

Full-Time Enrollment

A full-time high school 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. A student enrolled in Hillsborough County Public Schools must maintain enrollment in at least one on-site high school course each semester. 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.

To be eligible for a diploma, the student must be enrolled full time in the district within the first 15 days of his/her last semester.

Part-Time Enrollment

Part-time enrollment is limited to the following students: co-enrolled in hospital/homebound, home school, fifth year, or a Certificate of Completion student. No other students can be enrolled part time.

1. 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.
2. 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.

Students enrolled in a private school may not co-enroll in courses in Hillsborough County Public Schools or participate in extracurricular activities unless Florida High School Athletics Association (FHSAA) guidelines are met. Private school students may however take courses through Hillsborough Virtual School. Refer to FHSAA for specific guidelines.

Course of Study

Graduation requirements are published annually on the school district website.

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.

Each student, including each exceptional education student, is assigned to courses appropriate to his or her developmental level.

Health Opportunities through Physical Education

The Health Opportunities through Physical Education (HOPE) is a full year physical education course that integrates health education and is a district graduation requirement. This requirement may be waived for students participating in one of the following:

- 18-credit ACCEL option;
- Junior Reserve Officer Training Corps (JROTC) (2.0 credits); or
- interscholastic sport at the junior varsity and/or varsity levels (2 seasons that must be verified on the HOPE waiver form available through the district website or high school).

Cardio Pulmonary Resuscitation (CPR) Requirement

The 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, and health science education courses, as well as in afterschool programs.

Character Education Requirement

The character development curriculum for grades 9 through 12 is incorporated in a variety of courses required for graduation, including English 9-12, World and United States History, Economics with Financial Literacy, and HOPE.

The skills and topics covered include: instruction on developing leadership skills, interpersonal skills, organization skills, and research skills; creating a resume; developing and practicing the skills necessary for employment interviews; conflict resolution, workplace ethics, and workplace law; managing stress and expectations; and developing skills that enable students to become more resilient and self-motivated.

State Assessments

The standards and course descriptions specify the expectations for student learning in Florida and provide the basis for the content that will be measured on each Florida EOC assessment. EOC assessments are computer-based, criterion-referenced assessments that measure the Florida Standards (FS) or the Next Generation Sunshine State Standards (NGSSS) for specific courses, as outlined in the course descriptions.

1. Students in grades 9 and 10 are administered the English Language Arts (ELA), FS-aligned Florida Standards Assessment (FSA).
2. Students enrolled in courses specified by the state are administered Florida EOC assessments.
 - Algebra 1 and Geometry, FS-aligned EOC assessments
 - Biology 1 and U.S. History, NGSSS-aligned EOC assessments

Students must participate in statewide, standardized assessments. The use of the state assessment scores for grading purposes is 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.

Refer to the Exceptional Student Education section of this document for specific information addressing assessment waivers.

Course Grades

Grading Scale

The grade point average for all high school students is based on quality point values. Quality points are earned each quarter grading period. Quality point values and grades are determined as follows.

Letter	Scale	Quality Points	Description
A	90%-100%	4	Outstanding Progress
B	80%-89%	3	Above Average Progress
C	70%-79%	2	Average Progress
D	60%-69%	1	Lowest Acceptable Progress
F	0%-59%	0	Failure

Students must earn three quality points per semester and a grade on the semester exam (or a scaled score equivalent). The three quality points required must be earned from a combination of at least two of the three grades awarded each semester.

Some courses (advanced-level Career and Technical Education(CTE), dual enrollment, virtual, semester two of Advanced Placement(AP), International Baccalaureate(IB) and annual reading courses that are

assessed with another state, national, or international examination) have alternative grading procedures. Please check with your specific course instructor for details.

All final course grades are reported in the student's permanent record and on the official transcript.

Semester Exams

1. District semester and End-of-Course (EOC) exams are required and calculated in the final grade.
 - a. For courses that do not require an EOC, the district scaled semester exam grades are calculated as 25% of the semester grade.
 - b. For courses that require an EOC, the district scaled semester 1 exam and the EOC exam are calculated as 30% of the corresponding semester grade. If a student is enrolled in a credit recovery course with an EOC, the student may opt to retake the EOC to improve their final grade if they meet the grade enhancement criteria. The EOC will be calculated as 30% of the final grade.
2. The following courses require an EOC assessment.

Algebra I	Geometry	Biology	US History
Algebra I Honors	Geometry Honors	Biology Honors	US History Honors
Algebra Ib	IB Geometry	Pre IB Biology	AP US History
			IB US History

3. Students who are absent on an exam day must verify their absence to be eligible for a make-up exam. Schools may request a doctor's note.
4. Students who do not take an exam will receive an incomplete (I) exam grade and a failing grade for the semester, until the exam is taken. It is the student's responsibility to promptly schedule a time to make-up a missed exam.
5. In cases of confirmed cheating on a semester exam, the student will receive an "F" grade for the exam that will be calculated into the final course grade.

Semester Exam Exceptions

1. When an annual course requires a semester 1 exam and a standardized assessment (FSA ELA, ACT, SAT, AP or IB examinations), administered in lieu of a semester 2 exam, grades are calculated using the three-grade configuration for semester 1 and the two-grade configuration for semester 2. This applies to the following annual courses:
 - reading;
 - Advanced Placement; and
 - International Baccalaureate, which applies to seniors only.
2. All reading, AP and IB semester courses require final exams.
3. There are no exam exceptions for courses with a corresponding EOC exam; this includes Advanced Placement and International Baccalaureate US History.
4. Some specialized elective courses do not require a semester exam.
5. A final exam is a required component of virtual and online credit recovery courses. Students receive a final semester grade; quarter grades and semester exams are not reported separately.
6. Postsecondary colleges and universities determine the grading requirements for dual enrollment courses.
7. Seniors may qualify to exempt their final semester exams. Refer to Graduating Senior Exemptions in this document for criteria.

Refer to the following Grade Procedure Charts for specific final grade calculations.

Semester Grade Calculation for Courses with a Final Exam or EOC

A final semester grade is calculated by a combination of two quarter grades and a district, scaled semester exam. To pass a subject and be awarded credit, a student must earn three quality points per semester and a passing grade on at least two of the three grades awarded.

Final Semester Grade Calculations with Exam Weighted 25%		
Quarter Grade Combinations	Exam Grade (25%)	Final Grade
A, A	A, B, C	A
A, A	D, F	B
A, B	A	A
A, B	B, C, D, F	B
A, C	A, B, C, D	B
A, C	F	C
A, D	A, B	B
A, D	C, D, F	C
A, F	A	B
A, F	B, C, D	C
A, F	F	F
B, B	A, B, C, D	B
B, B	F	C
B, C	A, B	B
B, C	C, D, F	C
B, D	A	B
B, D	B, C, D, F	C
B, F	A, B, C	C
B, F	D	D
B, F	F	F
C, C	A	B
C, C	B, C, D, F	C
C, D	A, B, C	C
C, D	D, F	D
C, F	A, B	C
C, F	C, D	D
C, F	F	F
D, D	A, B	C
D, D	C, D	D
D, D	F	F
D, F	A, B, C	D
D, F	D, F	F
F, F	A, B, C, D, F	F

Final Semester Grade Calculations with Exams Weighted 30%		
Quarter Grade Combinations	Exams/EOCs (30%)*Applied Both Semesters	Final Grade
A, A	A, B	A
A, A	C, D, F	B
A, B	A	A
A, B	B, C, D	B
A, B	F	C
A, C	A, B, C	B
A, C	D, F	C
A, D	A, B	B
A, D	C, D, F	C
A, F	A	B
A, F	B, C, D	C
A, F	F	F
B, B	A, B, C	B
B, B	D, F	C
B, C	A, B	B
B, C	C, D, F	C
B, D	A	B
B, D	B, C, D	C
B, D	F	D
B, F	A, B, C	C
B, F	D	D
B, F	F	F
C, C	A	B
C, C	B, C, D	C
C, C	F	D
C, D	A, B, C	C
C, D	D, F	D
C, F	A, B	C
C, F	C, D	D
C, F	F	F
D, D	A, B	C
D, D	C, D	D
D, D	F	F
D, F	A	C
D, F	B, C	D
D, F	D, F	F
F, F	A, B, C, D, F	F

Semester Grade Calculation for Courses with No Final Exam

Students must earn a minimum of two quality points to pass a semester course that does not require an exam. The student's semester grade will be calculated based on a combination of quarter grades and the quality points assigned.

Quarter grade	Quarter grade	No Semester exam-"H"	Final Grade
A	A	H	A
A	B	H	A
A	C	H	B
A	D	H	B
A	F	H	C
B	A	H	A
B	B	H	B
B	C	H	B
B	D	H	C
B	F	H	C
C	A	H	B
C	B	H	B
C	C	H	C
C	D	H	C
C	F	H	D
D	A	H	B
D	B	H	C
D	C	H	C
D	D	H	D
D	F	H	F
F	A	H	C
F	B	H	C
F	C	H	D
F	D	H	F
F	F	H	F

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 a high school level course.
3. Honors points may not be earned more than once for the same course.
4. The cumulative, unweighted state GPA required for graduation is calculated by including all grades that the student has attempted, including all D's and F's, unless they have been enhanced.
5. The cumulative, weighted district GPA used to determine rank in class is not affected by the grade enhancement procedure. The cumulative, weighted district GPA includes all courses attempted and enhanced, to include D's and F's.
6. All courses attempted will appear on a student's transcript regardless of grade enhancement.

Course Weight

Students may increase their cumulative, weighted district GPA through completion of advanced coursework with a final semester grade of C or higher.

1. District approved honors course are awarded a .04 weighting that is added to the cumulative, weighted district GPA for each semester credit.
2. Advanced Placement, Advanced International Certificate of Education (AICE), dual enrollment, and International Baccalaureate courses are awarded a .08 weighting that is added to the cumulative, weighted district GPA for each semester credit.

Beginning with the 2015-16 ninth grade cohort, the following criteria must be met for transfer courses to receive Hillsborough County honors points.

1. The course must be designated as honors in the state or district course code directory.
2. The course must be designated as honors on the official transcript from the sending school.

For students who entered ninth grade prior to the 2015-16 school year, the official transcript must reflect a weighted grade for the designated honors course, in addition to the requirements above.

Assessment and Support

1. Students are required by statute to participate in the statewide, standardized assessment program. (F.S. 1008.22)
2. Students who score below level 3 on Florida Standards Assessment (FSA) for English Language Arts (ELA) and/or the Algebra I EOC assessment are highly recommended for remedial instruction and will be evaluated to identify the academic need and appropriate strategies for providing academic supports to improve the student's performance. (F.S. 1008.25)
3. A student who is not meeting the school district or state requirements for satisfactory performance in ELA and mathematics will be provided one of the following plans:
 - a federally required student plan such as an Individual Education Plan;
 - a school-wide system of progress monitoring; or
 - an individualized progress-monitoring plan.
4. A student who scores a level 4 or 5 on the FSA ELA and EOC math assessment may be exempted from participation in the school-wide system of progress monitoring.

Grade Reporting

1. The online grade reporting system, Edsby, provides parents or guardians and students with access to monitor academic progress. Parents or guardians may initiate communication or request a conference with a teacher through Edsby, email, or phone.
2. By the end of the fifth week of each grading period, Interim Progress Reports or Scholarship Warnings are issued to students in jeopardy of failing a course. Interim Progress Reports or Scholarship Warnings should be returned with a parent or guardian signature.
3. Quarterly progress reports (report cards) with course grades are posted through the online grade-reporting system. Each grading period is approximately nine-weeks in length.
4. Fourth quarter progress reports include the student's promotion or retention status.
5. The parent or guardian will be notified when the student has not met state assessment requirements or does not have a minimum 2.0 cumulative, unweighted state GPA, and is in jeopardy of not graduating.

Credit

High School Credit

1. A semester credit course requires a minimum of 67.5 traditional hours or 60 block hours. This requirement does not apply to virtual or credit recovery courses.
2. Credit may be awarded to a student who passes an AP, College Level Examination Program (CLEP), EOC or IB assessment without enrollment in the respective course through the Credit Acceleration

Program (CAP). The grade awarded will appear as a “Pass” on the transcript, and will not impact the final GPA.

3. High school students may access the adult high school credit program to earn credits that are required for graduation. Up to two co-enrolled courses are allowed per year, as per state rule. Refer to adult school section of this document for more details.

Transfer Credit

Foreign Students without Records

A foreign student with no obtainable record of credits seeking enrollment in Hillsborough County Public Schools will be placed according to the foreign student without records age/grade placement guidelines.

Foreign students seeking enrollment should meet with the school principal or designee who will conduct an entrance interview to explain the high school curriculum, graduation requirements, and appropriate program planning.

The student must earn at least 12 approved core credits, meet all appropriate state testing requirements and achieve a 2.0 cumulative, unweighted state GPA to receive a standard diploma from the Hillsborough County Public Schools. The school counselor will provide the specific course requirements.

Acceptance of Work Completed or Credits Earned in Other Schools

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.

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 award credits and grades at face value. A native language credit may be applied as a required English credit for a student transferring from out of the country. Students who transfer into a Florida public high school who have less than a year left in high school are exempt from the online graduation requirement.

Schools may accept credits and grades from nonaccredited 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.

If a student transfers to a Florida 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 Algebra I EOC, PERT, or state approved equivalent assessment in order to earn a Florida high school diploma. Transferring students must take and pass all state assessments or earn a reading concordant score on the SAT or ACT, or a PERT comparative score for the Algebra I assessment to earn a Florida high school diploma.

Students enrolling from home education or nonaccredited programs who do not possess an official transcript will have credits validated through performance during the student's first enrolled grading period. A student transferring into a school will be placed at the appropriate sequential course level. To receive credit for the previous course(s), the student must earn a minimum GPA of 2.0 in the course by 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:

- portfolio evaluation;
- written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
- demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
- demonstrated proficiencies on nationally normed standardized subject area assessments;
- demonstrated proficiencies on the FSA ELA/EOC assessments; and
- written review of the criteria utilized for a given subject by a former school.

The decision to accept credits is subject to review and revision after school personnel have had the opportunity to observe the student's work.

For credits requiring validation, credit is awarded after review utilizing one of the validation procedures. No honors points will be granted and the grade awarded will be a "P" for pass. Credits and grades are placed on an official transcript at the end of the first semester of full-time enrollment.

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 high school grade level placement matrix for grades 9 through 12 based on the number of credits validated.

Home education students with a transcript from a regionally accredited correspondence program or a regionally accredited virtual school receive credits at face value.

The Interstate Compact on Educational Opportunity for Military Children provides additional guidance for students of military families. (F.S.1000.36)

Summer Program Credit

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.

Foreign Study in Summer Programs

Students in summer instructional programs other than those offered in the county's regular summer programs may receive credit if all the following conditions are met.

1. By April 1 of the year in which the summer course is to be offered, a request for approval of the course must be submitted by the sponsor of the course to the Instructional Leadership Director of Secondary Education. The request must show how the preceding criteria will promote the student's course of study. The Instructional Leadership Director of Secondary Education will send notice of approval or disapproval to the requesting party by May 1.
2. The program must be under the direct supervision of an adult holding a valid Florida teacher's certificate covering the field for which elective credit is to be earned.
3. The program must be held at the recognized institute of learning in the host country for a minimum of five weeks.
4. Qualified teachers are used to instruct the students in a program consisting of a minimum of 120 clock hours, of which at least one half must be used in supervised, cultural excursions. Supervised homework is not to be counted as any portion of the 120 clock hours.
5. At the termination of this course of study, a comprehensive exam must be given, and the results made available to the principal of the student's assigned school for student evaluation.
6. After successful completion of the course and having no more than three full days' absence, the student may be awarded one elective credit toward their graduation requirements.

Promotion

Promotion from one grade to the next is determined, in part, upon satisfactory performance in English Language Arts, social studies, science and mathematics, along with all credits required for graduation.

1. Promotion from grade 9 to grade 10 occurs when a student has completed one full year and has earned five credits towards graduation.
2. Promotion from grade 10 to grade 11 occurs when a student has completed two full years and has earned eleven credits towards graduation.

3. For 24 credit option students, promotion from grade 11 to grade 12 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.

Academic Acceleration

Academically Challenging Curriculum to Enhance Learning (ACCEL) Options

A variety of articulated early graduation and acceleration options are available to all students grades 9 through 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/online school, occupational completion points, industry certifications, work-related internships or apprenticeships and the Credit Acceleration Program (CAP). (F.S. 1003.4295)

Notification of Acceleration Options

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.

Students electing to graduate with 24 credits in three years or less, or the 18-credit ACCEL option are promoted to grade 12 in May of their final semester and are not eligible for consideration as valedictorian, salutatorian, Talented 20, and Tampa Tribune Scholars.

24-Credit Program

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.

18-Credit ACCEL Option

The ACCEL 18-credit graduation option, allows a student who meets the following requirements to be awarded a standard high school diploma:

- Florida's standard diploma graduation requirements in ELA, mathematics, science and social studies, without the required physical education course;
- 3 credits in electives;
- online course is not required;
- satisfies the state assessment requirements; and
- a cumulative, unweighted state GPA of 2.0 on a 4.0 scale.

Refer to the district website for specific graduation requirements.

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 Florida college or university. The student must meet the following criteria:
 - complete all graduation requirements with the exception of English IV, Economics for Financial Literacy, American Government and one mathematics course;
 - meet the institution's requirements for early admission which includes a 3.5 cumulative, unweighted state GPA;
 - demonstrate acceptable performance on the entry-level placement instrument as defined by the postsecondary institution;
 - obtain a written recommendation from the school principal or designee; and
 - complete all admissions requirements of the postsecondary institution.

2. The steps to apply for early admission at HCC and USF are posted on the colleges' websites: www.hccfl.edu/dualenrollment or www.usf.edu/honors.
3. 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 after the semester.
4. After the conclusion of each college semester, the student is responsible for providing a college transcript detailing work completed to the high school, to be added to the student's transcript.
5. Early admission students may participate in high school athletics, as per FHSAA. Refer to the Assistant Principal for Administration for FHSAA guidelines.
6. An early admission student will be awarded a high school diploma upon successful completion of two college semesters (12 credit hours per semester) as a full-time student while maintaining a C or higher GPA. Coursework must include the remaining graduation requirements.

The student will retain any honors earned in high school prior to his/her early admission to college. Students under this program cannot receive additional honors such as valedictorian, salutatorian, or recognition as a Tampa Tribune Scholar student.

Dual Enrollment

Dual enrollment is the process by which an eligible secondary student is enrolled in a postsecondary technical 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 student must have an overall cumulative, unweighted state GPA of 3.0 and meet the required score on the SAT, ACT or 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 cumulative, unweighted state GPA of 2.0 state.
2. A full-time student 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.
3. Students must have prior approval from their school before enrolling in any off campus dual enrollment course.
4. 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.
5. 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.
6. A student may enroll in a postsecondary technical college and the credit earned will apply toward both a high school diploma and a postsecondary career and technical certificate.
7. 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. High school credits awarded follow the FLDOE equivalency list.
8. Upon completion of each semester, the student is responsible for providing the college transcript to the high school. The transcript grades will be recorded on the student's permanent record.
9. A student who earns a grade of D or F, or who withdraws from a dual enrollment course after the drop/add deadline may not repeat that course unless they submit a petition to HCC for reinstatement and are approved. Only one course may qualify for reinstatement during high school. Any student that falls below the required 3.0 cumulative, unweighted state GPA will not be eligible to enroll in dual enrollment courses until they have met the 3.0 GPA requirement. Any student that falls below the postsecondary dual enrollment GPA requirement may have serious admission and/or academic implications in their future postsecondary opportunities.

10. 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 after the semester.
11. The steps to apply for dual enrollment at HCC and USF are posted on the colleges' websites: www.hccfl.edu/dualenrollment or www.usf.edu/honors.
12. Since the Florida State College system is the primary agency for dual enrollment, only courses not offered at Hillsborough 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.

Collegiate Academy

The Collegiate Academy is a dual enrollment program offered at designated magnet sites. This program provides an accelerated, dual enrollment course of study where students work toward an Associate Degree upon graduation from high school.

1. Students must apply online through the Magnet Office during the open application periods and must meet all of the entrance requirements provided on the district website.
2. Incoming freshmen students must earn Algebra 1 or Algebra 1 Honors credit and score a level 3 or higher on the Algebra 1 EOC, or the PERT comparative equivalent prior to the start of the school year.
3. Students, including freshmen, must meet all dual enrollment requirements before being scheduled or continuing in a dual enrollment course. Refer to the Dual Enrollment section of this document.
4. If a Collegiate Academy student falls below a 3.0 cumulative, unweighted state GPA or the 2.0 dual enrollment threshold, the student's Program Performance Agreement with the Collegiate Academy and Hillsborough Community College will be reviewed to provide support for meeting the GPA requirement by the end of the school year. If the GPA requirement is not met by July 1, the student will be reassigned to their area attendance school, as per School Board Policy 5120.

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, as per the state course code directory. The credit awarded will be entered as "P" for pass.

Advanced Placement and International Baccalaureate Programs

The district offers Advanced Placement (AP) and International Baccalaureate (IB) courses to eligible secondary students in grades 9 through 12. Course descriptions and examinations are prepared by the CollegeBoard and the International Baccalaureate Program and are administered in May of each year. Postsecondary credit may be awarded by the receiving college or university 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. Although most colleges and universities grant credits to students whom have earned a passing score on the exams, policies on awarding college credit are the decision of the individual postsecondary institution. A student and parent or guardian should consult with their college of choice for guidance pertaining to awarding credit.

A student may earn high school credit through the passage of an AP or IB examination without course enrollment or completion. If a student attains a passing score on the AP or IB exam, the student will be awarded course credit under the Credit Acceleration Program (CAP).

Industry Certification

Industry certification are nationally recognized credentials that students earn as a result of the instruction in a career-themed course. Career and professional academy courses and career-themed courses provide opportunities for students to earn technical college credit or industry certification, identified on the state CAPE Industry Certification Funding List. (F.S.1003.493)

Florida Diplomas and Certificates

Florida Standard Diploma

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. Refer to the district website for specific Graduation Requirements.

Requirements to meet a standard diploma.

1. Students must be enrolled as a full-time student in their final semester to receive a Hillsborough County Public School diploma.
2. A student must achieve a minimum cumulative, unweighted state GPA of 2.0. The cumulative, unweighted state GPA required for graduation is calculated by including all grades earned by the student except those enhanced.
3. A student must earn a passing score on all statewide, required assessments or a concordant or comparative score of the state approved alternative assessment.
4. For the 24-credit program or the 18-credit ACCEL option, the student must earn the specified credits for graduation, as found on the state approved graduation requirements.
5. A student with a disability (SWD) for whom the individual education plan (IEP) team determines that the required assessments cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have assessment results waived for the purpose of receiving a course grade and a standard high school diploma. According to Florida statute, a waiver of the required assessment results by the IEP Team must be approved by the parents and is subject to verification for appropriateness by an independent reviewer selected by the parents. Refer to the Exceptional Student Education section of this document for more detailed information on graduation options for SWD. (F.S. 1008.22, F.S. 1003.572)
6. Proper registration, fulfilling requirements for graduation and passing class work and examinations are the responsibility of each student. While the school attempts to check each student's record and to guide his or her progression, each student is responsible for seeing that all requirements are met within the regular time. Specific course requirements can be found on district website or through the school counseling office at each school.

High School Equivalency

The Adult Education Department offers the high school equivalency instruction to prepare students for the GED® test. A State of Florida High School Diploma is awarded to students who pass all four sections of the official GED® test. Refer to the adult education section of this document for more information.

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.

Students who receive a Certificate of Completion are still eligible to pursue a standard diploma. Students and parents or guardians should consult with their school counselor and/or administrator for options to continue pursuing either their GPA requirement and/or the required state assessments. Students may elect to remain in high school as a full-time or part-time student for up to one additional year to complete the GPA or assessment requirement.

Senior Transfer Diploma Eligibility

1. Transfer students must be enrolled within 15 days of their final semester to receive a Hillsborough County Public Schools diploma or certificate.
2. A student who transfers from outside the district after the first 15 days of the last semester of his/her high school career will be furnished a transcript of the work completed in the school, but no diploma will be awarded. An exception may be made if the committee appointed by the principal recommends

awarding the diploma. Upon request, a transcript of the work completed in the school will be forwarded to the last school attended and that school may grant a diploma if its policies so provide.

3. 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 standard diploma; however, to receive a standard high school diploma the transfer student must earn a 2.0 cumulative, unweighted state GPA and pass the required state assessments.
4. Communication with the transfer school may allow other options to earn the diploma from the previous school.

College Entrance Assessments, Concordant and Comparative Scores

1. Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT): The PSAT provides an opportunity for students to prepare for the SAT by learning about their strengths and weaknesses in English and mathematics. The PSAT is given each year in October in all high schools at no charge to students. Students in grades 9 through 11 are encouraged to take this test, and juniors should take the PSAT, as it is the qualifying test for the National Merit and the National Hispanic Scholars Programs.
2. SAT: The SAT serves as an entrance exam for college admissions, as well as an option for meeting the graduation requirement in FSA ELA. The SAT is administered seven times annually at local high schools and colleges. Information may be obtained from the school counseling office or online by visiting www.collegeboard.org. The completed online application and fee are sent directly to the testing agency by the student. Registration fee waivers are available for students who qualify for the free or reduced lunch program.

Students must earn a passing score of 430 on the new SAT evidence-based Reading and Writing test, or score a 24 on the new SAT Reading subtest, to meet the graduation concordant score for the grade 10 FSA ELA. Concordant scores are subject to change based on state rule revisions.

3. ACT: The ACT serves as an entrance exam for college admissions, as well as an option for meeting the graduation requirement in FSA ELA. The ACT is administered seven times annually at local high schools and colleges. Information may be obtained in the school counseling office or online by visiting www.act.org. The completed online application and fee are sent directly to the agency by the student. Registration fee waivers are available for students who qualify for the free or reduced lunch program.
- Students must earn a passing scale score of 19 on the ACT Reading test, to meet the graduation concordant score for the grade 10 FSA ELA. Concordant scores are subject to change based on state rule revisions.
4. PERT: Postsecondary Education Readiness Test (PERT) – High schools may evaluate the college readiness of students utilizing the PERT. The PERT math score may serve as an Algebra I EOC comparative score.

Students must earn a passing score of 97 on the PERT math to meet the comparative score for the FSA Algebra I EOC. Comparative scores are subject to change based on state rule revisions.

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.

Scholar Designation: To earn the Scholar designation, a student must meet the standard diploma requirements and satisfy the following.

1. Mathematics: Earn one credit in Algebra II and one credit in statistics or an equally rigorous course. Beginning with students entering grade 9 in the 2014-2015 school year, pass the Geometry EOC assessment.
2. Science: Pass the Biology I EOC assessment and earn one credit in chemistry or physics and one credit in a course equally rigorous to chemistry or physics. However, a student enrolled in an Advanced Placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE) Biology course who takes the respective AP, IB, or AICE Biology assessment and earns the

minimum score necessary to earn college credit meets the requirement without having to take the Biology I EOC assessment.

3. Social Studies: Pass the US History EOC assessment. However, a student enrolled in an AP, IB, or AICE course that includes United States history topics who takes the respective AP, IB, or AICE assessment and earns the minimum score necessary to earn college credit meets the requirement without having to take the US History EOC assessment.
4. World Language: Earn two credits in the same world language.
5. Electives: Earn at least one credit in an Advanced Placement, an International Baccalaureate, an Advanced International Certificate of Education, or a dual enrollment course. (F.S.1003.4285)

Merit Designation: To earn the Merit designation at graduation, a student must meet the standard diploma requirements and attain one or more industry certifications from the state approved list.

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 the high school 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.

The requirements for earning the Seal of Biliteracy include:

- 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,
- achieving a qualifying score on a world language assessment, or
- satisfying alternative requirements as determined by the State Board of Education.

The Silver Seal of Biliteracy is awarded to students who have earned four (4) foreign language credits in the same foreign language with a cumulative 3.0 GPA or higher on a 4.0 scale or earned a qualifying score on a nationally recognized assessment (refer to the FLDOE for the recognized exams and required scores).

The Gold Seal of Biliteracy is awarded to students who have met the above requirements, and have also earned a level 4 or higher on the grade 10 FSA ELA or have attained an advanced qualifying score on a nationally recognized assessment.

Graduation

Graduation

1. A diploma will be awarded to any student who completes the 24-credit program or the ACCEL 18-credit option, by meeting the required credits, 2.0 cumulative, unweighted state GPA, and achieving a qualifying score on all required state assessments.
2. Students earning the credit requirements for the 24-credit program or the ACCEL 18-credit option, with the exception of the state assessments or the 2.0 cumulative, unweighted state GPA, will be eligible for a Certificate of Completion.

Graduating Senior Exemptions

Seniors who meet all graduation requirements by the end of the first semester and elect to graduate early are exempt from first semester exams. Second semester graduating seniors may be exempt from final exams if the senior meets all the following eligibility criteria:

- three quality points in the final semester;
- at least one quality point during the second grading period of their final semester (the senior need not pass both grading periods, but must pass the second grading period);
- no more than five absences in the class for the semester; and
- a satisfactory conduct record.

Senior Semester Grades with Exemptions	
Total Quality Points	Letter
7-8	A
5-6	B
3-4	C
2*	D
0-1*	F
* Not eligible to exempt final exam	

Graduation Ceremony

To be eligible for participation in the graduation ceremony, students enrolled in the 24-credit program or the 18-credit ACCEL option must have earned all required credits by 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. Students earning a Certificate of Completion are eligible to participate in graduation.

1. A student may participate in one graduation ceremony with his/her designated class or grade 9 cohort.
2. A student must have met all financial obligations to the school before being given a diploma.
3. Participation in a graduation ceremony is dependent upon a student meeting both graduation requirements and abiding by discipline standards. Violation of a level one or level two offense (or other suspendable offenses) may result in the student's non-participation in graduation. Each high school's principal will decide who is eligible to participate in graduation exercises based on the above criteria.

Rank in Class

The final rank in class will be determined for seniors at the end of the first semester of their senior year.

1. A student must be enrolled by the final day of the first semester of his/her senior year to be ranked.
2. The cumulative, weighted district GPA is used to determine rank in class. All attempted and enhanced high school course grades are calculated in the GPA, including grades from Hillsborough Virtual School (HVS), Florida Virtual School (FLVS), dual enrollment, adult school and high school credit prior to grade 9.
3. Transcript and final grade report procedures at HVS, FLVS, HCC, and USF may vary.
4. To be included in the cumulative, district weighted GPA for final class rank calculation, an official "Final Grade Report" from the virtual school or transcripts from any outside institution must be dated with an "issue date" on or before the fifth teacher workday following the end of the first semester.
5. Virtual school students are responsible for coordinating with the virtual schoolteacher to ensure that all course work is completed in order to meet the issue date requirement, on or before the fifth teacher workday following the end of the first semester.
6. Following the grade submission deadline, class rank is finalized on a district designated date. This provides time for schools to review individual student transcripts for accuracy.
7. After class rank is finalized a student's cumulative, district weighted GPA may change based on additional credits earned during the second semester, but will not impact final class rank.
8. Students enrolled in magnet 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.

9. Students electing to graduate with 24 credits or the 18-credit ACCEL option, in three years or less, are promoted to grade 12 in May and hand ranked.

Honor Graduates

1. The top 5% of graduates, extended to include all students with a cumulative, district weighted unrounded 4.0 or higher GPA, are recognized as honor graduates. In magnet schools that maintain separate class ranks, honor graduates will be recognized for each program.
2. The district third quarter GPA report (4.0 and above, district with honors) will be utilized to identify honor graduates.
3. To be included in the cumulative, district weighted GPA for recognition as an honor graduate, an official "Final Grade Report" from the virtual school or transcripts from any outside institution must be dated with an "issue date" on or before the fifth teacher workday following the end of the third quarter.
4. Virtual school students are responsible for coordinating with the virtual school teacher to ensure that all course work is completed in order to meet the issue date requirement, on or before the fifth teacher workday following the end of the third quarter.
5. Students electing to graduate early are eligible to be honor graduates.
6. Honor graduate recognition does not impact final class rank.

Valedictorian/Salutatorian

Each high school will recognize a valedictorian and salutatorian from among the graduating seniors. Magnet schools may recognize separate valedictorians and salutatorians for each magnet program. The valedictorian will be the student whose rank in class is number one (1) and the salutatorian will be the student whose rank in class is number two (2).

In the event of a tie for valedictorian, each student whose rank is tied for first in the class will be recognized as a co-valedictorian. If there are co-valedictorians, there will be no salutatorian since the next student's rank would be third.

In the event of a tie for salutatorian, each student whose rank is tied for second in the class will be recognized as a co-salutatorian. If there are co-salutatorians, the rank of the next student would be fourth.

Students must complete the first semester of the senior year to be eligible for valedictorian or salutatorian. Therefore, students electing to graduate with 24 credits or the 18-credit ACCEL option, in three years or less, are promoted to grade 12 in May and are not eligible.

Student Recognition

Honor Roll

Honor Roll lists will be published by each school. Honor Rolls are determined based on quarter grades or the semester average, whichever benefits the student. Only classes taken on campus are considered in Honor Roll calculation. A student must take at least four of their classes on campus to be considered for Honor Roll. All academic grades are used for consideration for Honor Roll.

1. A student must earn an A in each subject to attain the Principal's Honor Roll.
2. A student must earn at least three academic A's with no grade lower than a B to attain the High Honor Roll.
3. A student must have a grade no lower than a B to attain the Regular Honor Roll.

National Honor Society

The National Honor Society (NHS) is an organization that honors students who are outstanding in scholarship, character, leadership, and service. Membership in the National Honor Society is by invitation only. Only those individuals who are outstanding in all areas receive this honor.

All sophomore, junior and senior class students who have been enrolled in their present high school one semester or more will be eligible candidates for the National Honor Society, if they fulfill the following scholastic requirements based on semester high school grades.

1. To qualify for NHS a cumulative, weighted, unrounded, district GPA of 3.5 or better is required.
2. All grades earned in grades 9, 10, 11 and first semester of grade 12 are considered by the school in determining a student's grade point average for NHS.
3. For students to continue membership in the NHS, a student must maintain a 3.5 cumulative, weighted semester average. Students not meeting the requirement will be placed on probation. Students will be allowed only one probationary period.
4. Members may also be placed on probation or dismissed for failure to maintain standards for character, leadership or service.

The following selection process will be used for membership in the National Honor Society.

1. Selection of students from eligible academic candidates will be by majority vote of the faculty council. However, the entire faculty could be invited to recommend a candidate's eligibility.
2. Character, leadership, and service will be considered in selecting students for membership according to the policy considered fair and appropriate by the faculty of the school.
3. Membership will be by invitation only.
4. A candidate must be enrolled in his or her present high school for at least one semester prior to being eligible for membership.
5. A transfer student from another high school who was a member in good standing of its National Honor Society Chapter will be accepted into the National Honor Society of the school entered.
6. Schools may not limit membership in the National Honor Society by selecting an arbitrary number percentage.
7. Each school may induct new members either once or twice each year, with the number of inductions to be at the discretion of the individual school.
8. Refer to approved exceptions to determine if your school has any additional requirements that are included in a School Improvement waiver.

Academic Letters

1. To be eligible to receive an academic letter, a student must have received an annual, cumulative, weighted, unrounded, district GPA of 3.5 or higher at the end of grades 10, 11, and at the end of the first semester for grade 12.
2. Students must be enrolled full time.
3. Students must be enrolled a minimum of one semester in the Hillsborough County Public School system and in attendance by the 15th day of the semester.
4. Students transferring between Hillsborough County Public Schools after the 15th school day will be eligible to receive a letter at the receiving school.
5. Transfer students must have been enrolled in a regionally accredited school or credits must have been validated.
6. Each student will receive an academic letter initially and receive a bar and/or letter for each year and/or semester he or she meets the eligibility requirements.
7. Schools will publicize the requirements for earning an academic letter and notify students of their eligibility.

Co-Curricular and Extracurricular School Letters

Each student fulfilling requirements for the school letter under any category will receive an initial school letter. In addition, a pin or symbol will be awarded for each co-curricular area for which the student has met requirements. A bar will signify ensuing awards. The requirements for each letter follow.

Band Auxiliary Units
<ul style="list-style-type: none"> • earn an overall GPA of C or higher
<ul style="list-style-type: none"> • participate in all scheduled rehearsals, performances, and evaluated festivals; excused absences will be at the Director's discretion
<ul style="list-style-type: none"> • return all assigned materials (not owned by the student) and have no outstanding debts to the music program
<ul style="list-style-type: none"> • maintain appropriate behavior at all functions as described in the Student Code of Conduct established by Hillsborough County Public Schools

Band, Chorus, and Orchestra
<ul style="list-style-type: none"> • earn a grade of a C or higher in the musical program
<ul style="list-style-type: none"> • earn an overall GPA of C or higher
<ul style="list-style-type: none"> • participate in all scheduled rehearsals, performances, and evaluated festivals; excused absences will be at the Director's discretion; exceptions will be evaluated by the principal
<ul style="list-style-type: none"> • return all assigned materials (not owned by the student) and have no outstanding debts to the music program
<ul style="list-style-type: none"> • maintain appropriate behavior at all functions as described in the Student Code of Conduct established by Hillsborough County Public Schools

Career and Technical Education (CTE)
<ul style="list-style-type: none"> • earn a GPA of 3.0 in CTE course(s) for the current school year
<ul style="list-style-type: none"> • be a current member of a Career and Technical Student Organization (CTSO) Chapter in good standing
<ul style="list-style-type: none"> • participate in a district and/or state CTSO competitive event
<ul style="list-style-type: none"> • earn community service hours as required by the CTSO or program
<ul style="list-style-type: none"> • secure a recommendation from the CTSO Chapter Advisor
<ul style="list-style-type: none"> • have no outstanding debts to CTSO Chapter

World Languages
<ul style="list-style-type: none"> • earn a GPA of 3.5 or higher in world language eight
<ul style="list-style-type: none"> • earn an overall GPA of 3.0 or higher
<ul style="list-style-type: none"> • enrolled in a level three course or higher of the same language
<ul style="list-style-type: none"> • member of a world language National Honor Society or participate in world language competitions

Forensics
<ul style="list-style-type: none"> • earn a GPA of 3.0 or higher in speech and debate
<ul style="list-style-type: none"> • participate in 30 hours over and above class time in forensics competition
<ul style="list-style-type: none"> • receive a recommendation by adviser and/or teacher

Journalism
<ul style="list-style-type: none"> • earn one full credit in journalism
<ul style="list-style-type: none"> • earn a GPA of 3.0 or higher in journalism
<ul style="list-style-type: none"> • participate in 10 hours over and above class time contributing to the school publication
<ul style="list-style-type: none"> • receive a recommendation by adviser and/or teacher

JROTC
<ul style="list-style-type: none">• earn a grade of C or higher in the JROTC program
<ul style="list-style-type: none">• earn an overall passing average
<ul style="list-style-type: none">• be active in the team for which the letter is awarded (50% or greater participation in practicing competition)
<ul style="list-style-type: none">• receive a recommendation by the team coach and approval by the senior JROTC instructor

Mathematics
<ul style="list-style-type: none">• earn a minimum unweighted state GPA of 3.0
<ul style="list-style-type: none">• be an active member of Mu Alpha Theta: participate in competition (minimum of 60% of school's participation) OR peer tutoring at school (minimum 30 hours per year)
<ul style="list-style-type: none">• take AMC [AHSME] (reported score ≥ 60)

Theatre Arts
<ul style="list-style-type: none">• earn 75 Thespian points
<ul style="list-style-type: none">• earn a GPA of 3.0 or higher in theatre courses
<ul style="list-style-type: none">• participate in the equivalent of two major productions
<ul style="list-style-type: none">• receive a recommendation by adviser and/or teacher

TV Production
<ul style="list-style-type: none">• earn a GPA of 3.0 or higher in television production
<ul style="list-style-type: none">• participate in 30 hours over and above class time in television production
<ul style="list-style-type: none">• receive a recommendation by an advisor and/or teacher

Visual Arts
<ul style="list-style-type: none">• earn a GPA of 3.0 or higher in visual arts classes and an overall C or higher GPA
<ul style="list-style-type: none">• exhibit their own art work in or out of school
<ul style="list-style-type: none">• show evidence of 10 hours or more of involvement in the arts above and beyond the school day
<ul style="list-style-type: none">• receive a recommendation from an art teacher

Bright Futures Scholarship Program

The Bright Futures Scholarship Program is the umbrella program for three state-funded scholarships: the Florida Academic Scholars, the Florida Medallion Scholars, and the Florida Gold Seal Vocational Scholars Awards. These awards are based on specific academic requirements and volunteer service work hours earned in grades 9 through 12. The school will annually provide high school students a complete and accurate Florida Bright Futures Scholarship Evaluation Report.

For detailed information on the Bright Futures Scholarship Program, go to floridastudentfinancialaid.org.

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 if the student applies for the scholarship award no later than August 31 of the student's graduation year.

The Talented 20 Program

The Talented 20 Program provides guaranteed admission, within space and fiscal limitations, to one of Florida's 12 public universities for public high school graduating seniors who rank in the top 20% of their graduating class and who have completed the 18 academic credits required for a state university admission. Determination of Talented 20 students at each high school is made upon completion of the seventh semester. Please note that, while eligible students are guaranteed admission at one of the state universities, it may not be to their first choice of schools. Students are given priority for the awarding of funds from the Florida Student Assistance Grant (FSAG), if they are eligible for this needs based grant.

Career and Technical Education (CTE)

Middle School CTE Programs

Overview of Middle School CTE

Career and Technical Education courses are available to students in grades 6 through 8. These courses allow middle school students to explore career education options as they prepare for high school and postsecondary education. Career and Technical Education courses are available in a wide variety of career clusters, including the following.

Career and Technical Education Career Clusters	
Agribusiness and Natural Resources	Engineering and Technology Education
Health Science	Information Technology
Hospitality and Tourism	

Career-Themed Courses and Industry Certifications

Career-themed courses refer to any courses that integrate an industry certification into the classroom curriculum. Industry certifications are nationally recognized credentials that students earn as a result of the instruction in the career-themed course.

Some middle schools offer industry certifications as part of their Information Technology courses.

High School CTE Programs

Overview of High School CTE

Career and Technical Education courses are available to students in all district high schools. These courses allow high school students to pursue career education options in depth as they prepare for postsecondary education. There is a wide variety of Career and Technical Education courses in a wide variety of career clusters, including the following.

Career Clusters	
Agriculture, Food, and Natural Resources	Hospitality and Tourism
Architecture and Construction	Human Services
Arts, A/V Technology, and Communication	Information Technology
Business Management and Administration	Law, Public Safety, and Security
Education and Training	Manufacturing
Engineering and Technology Education	Marketing, Sales, and Services
Finance	Transportation, Distribution, and Logistics
Health Science	

Career and Technical Student Organizations (CTSOs)

Students in CTE programs can participate in CTSOs, which are co-curricular activities that students can take place in at the school, regional, state and/or national level. The middle school and high school CTSOs may include the following.

Career and Technical Student Organizations (CTSO)	
DECA (Marketing Education)	Family, Career and Community Leaders of America (FCCLA)
Future Business Leaders of America (FBLA)	Health Occupations Students of America (HOSA)
Future Farmers of America (FFA)	SkillsUSA (Industrial Education)
Florida Future Educators of America (FFEA)	Technology Student of America (TSA)

Career Dual Enrollment

Career dual enrollment is an option for secondary students to earn postsecondary credit while still in a high school Career and Technical Education program. Students will receive a technical college credit for each passed course that will count towards his or her high school diploma. There is no cost to students, as tuition, registration and instructional materials are provided. Students receive both high school credit toward graduation and credit toward a postsecondary adult technical program.

Career and Technical Education Course Substitutions

The Florida Department of Education has a variety of rules that allow Career and Technical Education (CTE) courses to provide a waiver or substitution for high school graduation requirements.

1. Online Course Requirement: Students who pass specified Information Technology Courses and earn specific industry certifications can satisfy the online course requirement.
2. ESE Course Substitutions: Students with exceptional needs who pass specified, aligned CTE courses may substitute those courses for a core academic course in math (except Algebra 1 or Geometry), science (except Biology 1), or English 4.
3. Industry Certification Substitutions: Students who pass an industry certification(s) which has a statewide articulation agreement may waive math (except Algebra 1 or Geometry) or science (except Biology 1) courses.
4. Practical Arts Requirement: Students who pass specific CTE courses may meet the practical arts graduation requirement.
5. Equally Rigorous Course: Students who pass specific CTE courses may automatically satisfy a science graduation requirement (except for Biology 1).

Career-Themed Courses and Industry Certifications

Career-Themed courses refer to courses that integrate an industry certification into the classroom curriculum. Industry Certifications are nationally recognized credentials that students earn because of the instruction in the career-themed course.

Career and Technical Education Concentrators

A student who completes a series of three CTE courses within a career cluster is classified as a concentrator, which is documented on the student's high school transcript.

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.

Hillsborough Virtual Instructional Programs

Enrollment Options

Hillsborough virtual instruction includes part-time and full-time options for students in kindergarten to grade 12, providing for academic acceleration, flexible scheduling, and course recovery. Hillsborough Virtual School (HVS) students are considered public school students and are subject to the requirements of the district Student Progression Plan including participation in district and state standardized assessments.

Students may use HVS to accelerate their course of study when students meet age, grade, or pre-requisite course requirements. Students not meeting minimum weekly submission requirements may be withdrawn from courses at the discretion of the HVS administrator.

Hillsborough Virtual School, Full-Time

HVS offers a full-time program for students in kindergarten through grade 12. Students must apply online through the district website during the application windows, April through mid-August for semester 1 entry and October through mid-January for semester 2 entry.

Virtual School Co-Enrolled

Students enrolled in K-12 schools may co-enroll in virtual school. The physical school serves as the primary enrollment for testing and graduation, if applicable. The school counselor or administrator at the physical school manages and approves virtual course registration. Each school determines co-enrollment scheduling procedures specific to the master schedules and staff allocations.

Final grades for senior class rank calculations must be received by the primary school on or before the cutoff date at the end of the first semester, as specified in the secondary class rank section of this document. Grades received after the cutoff date will not be included in the class rank calculation.

It is the student's responsibility to verify the exact cutoff date and to coordinate a "completion date" with FLVS and/or HVS to meet the class rank requirement.

Virtual Credit Recovery

High school students may co-enroll in the virtual credit recovery program to grade enhance credits that are required for graduation. This program is not intended as an acceleration option.

Home Education Virtual Instruction

Students enrolled in Home Education are eligible to co-enroll in HVS. The parent or guardian manages and approves the virtual course registration.

Home Education students do not qualify for a Hillsborough County high school diploma. Home school students must be enrolled at a district school prior to their senior year to qualify for a Hillsborough County high school diploma.

English Language Learners

Placement

Equal Access to Appropriate Instruction

The program of studies for English language learners (ELLs) is determined by the student's level of English proficiency and academic potential based on academic history, transcripts, performance data, language screening, and/or the district's age-grade placement policy. Instruction is designed to develop each student's English language proficiency and academic potential (Rule 6A-6.904, F.A.C.).

1. English language learners will have equal access to appropriate programs courses which includes state funded English for Speakers of Other Languages (ESOL) instruction and instruction in basic subject areas which are understandable to English language learners and equal and comparable in amount, scope, sequence and quality to that provided to English proficient students. Instructional services will be documented in the form of an ELL student plan.
2. English language learners with special needs and in need of additional services will be provided equal and comparable services to those provided to English proficient students on a timely basis and appropriate to their level of English proficiency.
3. English language learners who, by the end of grade 12 fail to meet the grade 10 statewide assessment, will be provided appropriate programming as specified in Rule 6A-6.0909, F.A.C.

Equal Access to Programs Other Than ESOL

1. Appropriate programming includes enrollment in programs other than ESOL funded programs as provided in Rule 6A-6.0908, F.A.C. Such programs will seek to develop each student's English language proficiency and academic potential (Rule 6A-6.0908, F.A.C.).
2. English language learners, including refugees and other immigrants, racial and national origin minority students, are entitled to equal access to programs and services other than ESOL, such as, but not limited to compensatory, exceptional, early childhood, pre-first grade, vocational, adult education, dropout prevention, extended day, and supportive services regardless of the funding sources.
3. All written and oral communication between a school district's personnel and parents of current or former English language learners will be in the parents' primary language or other mode of communication commonly used by the parents unless clearly not feasible.
4. National origin minority or English language learners will not be subjected to any disciplinary action because of their use of a language other than English.

Assessment

The academic progress of English language learners in reading, writing, science, and mathematics are determined through appropriate formal and informal assessments and through differentiation of instruction.

1. English language learners are required to participate in the state annual English language proficiency assessment to evaluate their annual progress in English language acquisition.
2. English language learners must participate in the statewide assessment program, prescribed in F.S.1008.22. There is no categorical exemption from participation in the statewide assessment program for English language learners, except as provided in Rule 6A-6.0909, F.A.C.
3. English language learners enrolled in a United States school for less than twelve (12) months who are exempted from the statewide assessment in ELA, will take the annual statewide English language proficiency assessment, in accordance with Rule 6A-6.0902, F.A.C.
4. Assessment results will be used by schools to evaluate the progress of individual students. When indicated, evaluations will result in appropriate adjustments, modifications, and improvements of each individual ELL student plan, pursuant to Rules 6A-6.0901, 6A-6.0902, and 6A-6.0903, F.A.C. The ELL committee will convene whenever substantive changes in an individual ELL student plan are required.

5. No promotion or retention decision may be made for any individual student classified as an English language learners based solely on a score on any single assessment instrument, whether such assessment instrument is part of the statewide assessment program or of a district's formal assessment process. A formal retention recommendation regarding an English language learner may be made through action of an ELL committee. (Rule 6A-1.09432, F.A.C.)

Accommodations for Statewide Assessment

Appropriate and allowable accommodations must be provided to English language learners on statewide assessments. (Rule 6A-6.09091, F.A.C.) Accommodations are defined as adjustments to settings and/or scheduling to include amount of time for administration, assistance in heritage language, and the use of an approved translation dictionary or glossary. Accommodations that negate the validity of statewide, standardized assessments are not allowable.

Accommodations will include the following.

1. Flexible setting
 - English language learners may be offered the opportunity to be tested in a separate room with the English for Speakers of Other Languages (ESOL) or heritage language teacher serving as test administrator.
 - Parents must be informed of this option for students not of legal age. They will be given the opportunity to select the preferred method of test administration.
2. Flexible scheduling
 - English language learners may take a test session during several brief periods within one (1) school day; however, each test session must be completed within one (1) school day.
 - English language learners may be provided additional time to complete a test session; however, each test session must be completed within one (1) school day.
3. Assistance in the heritage language
 - English language learners may be provided limited assistance by an ESOL or heritage language teacher using the student's heritage language for directions, prompts, items, and answer choices.

Prior to the test administration, parents/guardians of English language learners must be notified in writing, in their native language whenever possible, of these accommodations. Parent may elect to refuse testing accommodations.

English language learners are provided accommodations on all district and site-based assessments.

Grade Level Placement

The School Placement Committee and the ELL Committee, which is composed of the principal or designee, the parent, an ESOL/English teacher, the school counselor, and any other instructional personnel responsible for the instruction of English language learners, will meet to:

- review and make placement recommendations;
- evaluate continuation of program services to support language acquisition;
- determine eligibility; and
- provide recommendations for programs and access to additional services (Rule 6A-6.0908, F.A.C.).

No promotion or retention decision may be made for English language learners based solely on a score on any single assessment instrument, whether such assessment instrument is part of the statewide assessment program or of a particular district's formal assessment process. Placement recommendations for English language learners will be made by the ELL committee.

In conjunction with Rule 6A-1.09432, F.A.C., criteria to be utilized in making appropriate placement decisions include the following:

- academic performance and progress of a student based on formal and language acquisition assessments in English and/or the student's native language;
- progress, attendance, and retention reports;
- number of years the student has been enrolled in the ESOL program; and
- the student's English language proficiency. (Rule 6A-1.09432, F.A.C.)

The following placement guidance applies to students transferring to the district.

1. At the start of the academic year, students without interrupted education are placed in the appropriate consecutive grade-level.
2. Throughout the academic year, students entering from another site in the district, the state, and out-of-state are placed in the concurrent grade-level.
3. The bilingual guidance services team will evaluate documents and recommend placement in cases where academic records are incomplete or require translation.
4. Foreign-born students without records are placed according to their age prior to September 1 of the current academic year.

Retention

Retention of an English language learner is based on failure to meet promotion requirements in reading, writing, science, social studies, and mathematics. A recommendation for placement will be made by the School Placement Committee that will meet jointly with the ELL Committee.

Exceptional Student Education

Students with Disabilities in Grades K through 12

Placement

Placement of a student into an exceptional student education (ESE) program must comply with procedures established in the Exceptional Student Education Policies and Procedures (SP&P) document.

5. A student will not be placed in an ESE program unless the student meets approved criteria and is properly determined eligible by a staffing committee.
6. The Individual Education Plan (IEP) document will be used by the IEP team in making appropriate placement decisions based on the identified student service needs. The IEP team consists of the parent or guardian, general education teacher(s), special education provider(s), school psychologist or other specialist, LEA representative, and when appropriate, the student.

The general education setting is the first consideration when determining placement for students with disabilities (SWD). To the maximum extent appropriate, core instruction should be delivered in the general education classroom to SWD.

The district will make available a Free Appropriate Public Education (FAPE) 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 (SP&P).

Grading

A specialized report card is given for students in grades K-5 who are provided instruction through NGSSS/FSA Access Points. The general education report cards are utilized for all other SWD.

Grades must provide students and parents with a clear indication of each student's academic performance. Grades are to reflect the student's academic progress based on the NGSSS/FS with the use of accommodations for the grade level/courses in which the student is enrolled. For students with significant cognitive disabilities, grades are to reflect the student's academic progress on the NGSSS/FS Access Points.

Accommodations

The purpose for implementing instructional and/or assessment accommodations is to enable SWD, receiving services in accordance with his/her IEP or 504 plans, to demonstrate course content mastery and assist the teacher in measuring the degree of mastery. Accommodations will vary depending upon the student's need. The need for instructional and/or test accommodations will be noted on the student's IEP or 504 plans. Accommodations do not alter course content or expectations for achievement of grade level state standards.

Assessments

SWD participate in the state and district assessments. The IEP team determines the appropriate accommodations and the extent of participation, which must be documented on the IEP. Accommodations in the administration of state and district assessments are allowable as specified in the test administration manuals (Rule 6A-1.0943, F.A.C.).

The decision that a student with a significant cognitive disability will participate in the Florida Standards Alternate Assessment (FSAA) as defined in state board rule is made by the IEP team and recorded on the IEP. Parental consent procedures for participation in the Florida Standards Alternate Assessment must be followed (Rule 6A-6.0331(10), F.A.C.). The Exceptional Student Education Policies and Procedures (SP&P) provides additional guidance on the participation of students with disabilities in state and district assessments.

Promotion

The district general education promotion requirements apply to SWD. If a student does not meet the promotion requirements, the School Placement Committee determines the grade level placement. The

committee includes the principal and/or assistant principal, school counselors, and teachers, with input from the ELL committee and the IEP team, when applicable.

Extended School Year for SWD

The IEP team determines Extended School Year (ESY) services for SWD in accordance with a Free Appropriate Public Education (FAPE).

Additional Graduation Options for SWD

SWD Instructed through Access Points and Alternately Assessed

SWD who entered grade 9 before the 2014-2015 school year with an IEP, as of June 30, 2014, containing a statement of intent to receive a special diploma may remain on a special diploma (option 1 or 2). 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 in the 2014-2015 school year, SWD entering grade 9 may attain a standard diploma and earn standard diploma designations by meeting the requirements in Florida Statutes. 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. (Rule 6A-1.09963, F.A.C.)

Students may meet the graduation requirements through one of the following options: the access course specified for each required core course, higher level ESE courses in the same content area, or general education core academic courses. (F.S. 1003.4282(1) (9), F.S. 1002.3105(5))

1. Eligible CTE courses identified in the Florida Course Code Directory may substitute for the following:
 - Access English IV;
 - one (1) mathematics credit, with the exception of Access Algebra 1A, 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.
2. Participation in the Florida Standards Alternate Assessments (FSAA) in English language arts, course EOCs or FAA are required.
3. A score of level 4 or higher on the FAA in reading and math must be attained, or level 3 or higher on FSAA in the grade 10 ELA alternate assessment and the 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, according 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 students alternately assessed 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, modified occupational completion points, work experience, internships, community service, and postsecondary credit must be documented in the portfolio, when applicable.

SWD Academic and Employment Option

SWD 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 must meet the following:

1. A student must meet all the graduation requirements specified in F.S. 1003.4282 or F.S. 1002.3105(5). Eligible CTE courses identified in the Florida Course Code Directory may substitute for the following:

- 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.
2. Students must earn one-half (.5) credit in an employment-based course paid at a minimum wage or above in compliance with the requirements of the Federal Fair Labor Standards Act. The required number of hours per week for the equivalent of at least one (1) semester are specified in the student's employment transition plan. Successful completion of required components must be documented on the student's employment transition plan. Additional credits in employment-based courses are permitted as electives.

Special Provisions for SWD

Assessment Waivers

A student with a disability for whom the individual education plan (IEP) team determines that the statewide, standardized assessments cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have assessment results waived for the purpose of receiving a course grade and a standard high school diploma. According to Florida statute, a waiver of the statewide, standardized assessment results by the IEP Team must be approved by the parents and is subject to verification for appropriateness by an independent reviewer selected by the parents. (F.S. 1008.22, F.S. 1003.572)

Deferral of Receipt of a Standard Diploma

SWD who meet the standard high school diploma requirements and the criteria specified in F.S.1002.4282(3)(c) may defer the receipt of the diploma and continue to receive services.

1. 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 guardian, or the student over the age of eighteen (18) for whom rights have transferred in accordance with Rule 6A-6.03311(8), F.A.C., must sign a separate document stating the decision.
2. The IEP Team must review the benefits of deferring the standard high school diploma, including continuation of educational and related services.
3. 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 Rule 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). (F.S. 1001.02(1), F.S. 1003.4282, F.S. 1008.22)

Certificate of Completion

A Certificate of Completion will be awarded to SWD 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).

504 Educational Plans

Provisions for Qualified Students, Section 504 of the Rehabilitation Act of 1973

1. Section 504 of the Rehabilitation Act of 1973 is a federal civil rights statute prohibiting discrimination based on disability in any program or activity receiving federal financial assistance. Section 504 guarantees the right to full participation and access to a free appropriate public education (FAPE).
2. The district is committed to identifying, evaluating, and providing a free appropriate public education (FAPE) to students within its jurisdiction who are disabled within the definition of Section 504 regardless of the nature or severity of their disabilities. Recognizing and acknowledging that students may be disabled and eligible for services under Section 504 even though they do not qualify for or require special education and/or related services pursuant the IDEA.
3. If a student has a physical or mental impairment that significantly limits the student's learning but does not require specially designed instruction to benefit educationally, the student will be eligible for reasonable, but more than standard, accommodations and/or modifications of the regular classroom or curriculum to have the same access to an education as students without disabilities. Such accommodations and/or modifications will be provided pursuant to a Section 504 Accommodation Plan. Additional information is available in the District Implementation Guide for Section 504 available through FLDOE.org or by using this link: [Implementation Guide for Section 504](#)

Adult Education

Adult Education Programs

Adult education provides high school credit recovery courses, adult high school credit courses, and high school equivalency diploma (GED®) preparation courses. Adult high school credits may be applied to a standard diploma or an adult high school diploma.

Students must be 16 years of age or older to qualify for adult education programs.

State required tuition fees apply to students in the adult program who are withdrawn from the K-12 educational system. Books and materials are provided in the classroom for student use.

High School Credit Recovery

High school students may co-enroll in the adult high school credit program to recover credits that are required for graduation with the high school principal's written approval. This program is not intended as an acceleration option; students may not graduate prior to their graduation cohort. Students are limited to a maximum of two credits per year in accordance with state rule.

Adult High School Credit

The Adult High School Credit Program provides an option for students who have withdrawn from the K-12 educational system to earn a standard diploma. Students must complete all graduation requirements, including course requirements and state assessments.

1. Students entering adult high school before their grade 9 cohort has graduated must meet the graduation requirements based on the year that the student entered grade 9.
2. Students entering adult high school after their grade 9 cohort has graduated or who are not part of a grade 9 cohort must meet the current grade 12 cohort graduation requirements that are in effect for the year they enter adult high school.

Students who withdraw from high school and enroll in the adult high school credit program may reenroll in a high school prior to their 18th birthday.

High School Equivalency Diploma

To be eligible for high school equivalency diploma program (GED®) the student must be at least 16 years of age and withdrawn from the K-12 educational system.

The Test of Adult Basic Education (TABE) is administered to identify the student's grade level equivalency and determine the student's individualized course of study.

1. Students who score below 9.0 are enrolled in Adult Basic Education (ABE) courses as a prerequisite for the GED® preparation program.
2. Students who score a 9.0 or higher are admitted directly to the GED® preparation program.

Students must be 18 years of age to be eligible to take the GED® exam. Students who are 16 or 17 years may be granted a waiver upon successful completion of the underage GED® preparation program or with approval from the district underage hardship committee. (F.S.1003.435) The underage hardship committee considers extraordinary circumstances involving economic hardships, medical hardships or testing requests by armed forces recruiters.

Prior to taking the GED® exam, students who have completed all graduation coursework but have not met the assessment requirements are encouraged to retake the FSA or the comparative/concordant assessment to obtain a standard diploma.

Grading and Grade Point Average

Mastery of the adopted performance standards is assessed through teacher observation, classroom assignments, and examinations.

The following chart reflects the grading system and interpretation of letter grades used to measure student success as defined by state statute. (F.S.1003.437)

Letter	Scale	Quality Points	Description
A	90%-100%	4	Outstanding Progress
B	80%-89%	3	Above Average Progress
C	70%-79%	2	Average Progress
D	60%-69%	1	Lowest Acceptable Progress
F	0%-59%	0	Failure
I	0%	0	Incomplete

Adult high school students must earn a 2.0 cumulative, unweighted state GPA to earn a standard diploma.

Grade Enhancement

Credit recovery courses allow students to earn grade enhancement.

1. 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.
2. Grade enhancement for elective courses is limited to replacing a grade of D or F with a grade of C or higher, earned subsequently in another course.
3. An exception is provided for students who earned a grade of C for a high school credit course during middle school.

The cumulative, unweighted state GPA required for graduation is calculated by including all grades that the student attempted with the exception of grades replaced by grade enhancement. District GPA calculation and class rank h includes all courses attempted including grades replaced by grade enhancement.

Adult Credit

Credit is granted in the adult high school credit program when a student earns a D or higher average by demonstrating mastery of the course performance standards and the final exam or End-of-Course (EOC) exam. When applicable, the state EOC constitutes 30% of the final grade.

One-half credit is granted when the student successfully completes the performance standards that have been identified as being in the first semester or second semester of a course.

Refer to the high school section of this document for acceptance of transfer credits criteria.

Adult Education Diploma or Certificate Options

Adult High School Diploma

An Adult High School Diploma is awarded to students who earn the 24 required credits or 18-credit ACCEL option, have a 2.0 GPA and earn a passing score or the concordant/comparative score on state required assessments.

Certificate of Completion

A Certificate of Completion is awarded to students who meet the credit requirements but do not meet the GPA or the assessment requirements. Students are eligible to continue work toward a standard diploma.

State of Florida High School Diploma

A State of Florida High School Diploma is awarded to students who pass all four sections of the official GED® test.

Services for Adult Exceptional Students

Adult education students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with the service provider. A program of studies is prescribed at the time of entry and progression is based upon demonstrated mastery of performance standards. Accommodations and modifications are provided in accordance with Workforce Education 504/ADAAA (Americans with Disabilities Act Amendments Act).

All other requirements for adult education apply to adult exceptional students. (F.S.1003.438)

Access to Postsecondary Education and Meaningful Careers for Students with Disabilities (ENNOBLES) Act

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 will have access to postsecondary education, career counseling, and/or services. (F.S.1007.02)

Workforce Connections Postsecondary Education

Hillsborough Technical Colleges

Hillsborough Technical Colleges (HTC) serves as postsecondary extension of Hillsborough County Public Schools for personal, technical, and professional growth. The four technical colleges are Aparicio-Levy, Brewster, Erwin and Learey Technical Colleges.

The technical colleges offer a variety of postsecondary certificate programs that prepare students for employment in agriculture, architecture and construction, business, education, energy, hospitality, health sciences, human services, information technology, public safety, manufacturing, and transportation.

Adult and Career Services Center (ACSC)

The Adult and Career Service Center offers counseling and program advisement free of charge to adult learners seeking assistance in identifying their employability interests/options and educational goals.

Postsecondary Enrollment

Individual programs have specific admissions requirements that may include a standard high school diploma or GED®. Remedial programs are available for students when needed. Students who meet all admission requirements will be scheduled for the next available start date.

1. Students must provide an official high school transcript to verify previously earned technical college credits.
2. The individual college or program determines the student's course placement.
3. Students are responsible for testing, tuition and certifications fees.
4. Students who meet eligibility may use the Florida Gold Seal Vocational Scholarship at adult technical colleges.
5. Financial aid is available to qualifying students.

Career Dual Enrollment for High School Students

Career dual enrollment is an option for high school students to earn postsecondary technical college credit through the high school Career and Technical Education program. There are no tuition fees for high school students.