

**Hillsborough County Public Schools
K-Adult
2006-2007 Student Progression Plan**

Policy	Procedures
I-1.0	<p>Student Progression K-Adult</p> <p>Each district school board shall establish a comprehensive program for student progression, which shall be based upon an evaluation of each student's performance, including how well the student masters the performance standards approved by the state board.</p> <p>The district program for student progression shall be based upon local goals and objectives, which are compatible with the state's plan for education. Pertinent factors considered by the teacher before recommending that a student progress from one grade to another shall be prescribed by the district school board in its rules. (Legal Reference: FS 1008.25)</p> <p>All procedures listed in this Student Progression Plan are subject to change because of Hillsborough County School Board or school administrative action. Students will be notified when such changes occur. Some individual school policies may vary according to your school's improvement plan approved by the Hillsborough County School Board.</p>
I-1.1	<p><u>Preface</u></p> <p>The Hillsborough County Public Schools envisions that our students will become literate, competent, lifelong learners who progress toward their full potential while functioning as productive citizens.</p> <p>To ensure their total and continuous development, students will be placed in programs and levels best suited to meet their academic needs, with consideration given to their social, emotional, and physical development.</p> <p>Decisions regarding student promotion, retention, and special placement are primarily the responsibility of the individual school's professional staff. This plan and the procedures for its implementation reflect clearly that promotion in the Hillsborough County Public Schools is based on student achievement.</p> <p>District and state regulations place the responsibility for decisions regarding student placement with the principal and the School Placement Committee. The Student Progression Plan establishes procedures to achieve parent or guardian understanding, cooperation, and acceptance of the student's placement.</p>
I-1.2	<p><u>Requirements for Instruction</u></p> <p>The requirements for instruction are designed to conform to the vision and goals of the Hillsborough County Public Schools. The Policies and Procedures herein are consistent with Florida Statutes and recognize the unique characteristics and needs of students.</p>
I-1.3	<p><u>Procedure</u></p> <p>Instruction will be offered in each school, which complies with the State Board of Education adopted Student Performance Standards. These standards, known as the Sunshine State Standards, are incorporated into appropriate courses in all subject areas in Grades K-Adult. (Legal Reference: FS 1003.42)</p>
I-1.4	<p><u>Procedure</u></p> <p>Instruction will be offered in each school, which addresses career awareness in Grades K-Adult. Florida Career Education Act</p>
I-1.5	<p><u>Procedure</u></p> <p>Provisions shall be made for all students to participate fully in classroom instruction and extra-curricular activities. No student will be denied participation because of age, sex, race, handicap, religion, national origin, or for any other reason not related to his or her individual capabilities. (Legal Reference: FS 1000.05)</p>

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I-1.6	<p><u>Procedure</u></p> <p>Instruction in comprehensive health education and substance abuse prevention shall be offered in Grades K-Adult. (Legal Reference: FS 1003.46) Florida Comprehensive Health Education and Substance Abuse Prevention Act</p>
I-1.7	<p><u>Procedure</u></p> <p>When exceptional abilities and skills are demonstrated, the student may be considered for accelerated grade placement. The student must also demonstrate physical, social, and emotional maturity. (Legal Reference: FS 1006.07)</p>
I-1.8	<p><u>Procedure</u></p> <p>In exceptional cases, a student will be referred to a District_Level Special Placement Committee for placement in other than the grades assigned in accordance with Board policy. (Legal Reference: FS 1006.07)</p>
I-1.9	<p><u>Procedure</u></p> <p>In each exceptional case considered by the District Level Special Placement Committee, the Committee's recommendation will be communicated to the student's parent(s) or guardian(s) in a conference with the principal (or designee) and a written confirmation of the decision will be furnished to the parent(s) or guardian(s). In the event that the conference is not possible, the written communication to the parent(s) or guardian(s) will be deemed sufficient. (Legal Reference: FS 1006.07)</p>
I-1.10	<p><u>Procedure</u></p> <p>Special placement procedures shall consist of the following: (Legal Reference: FS 1006.07)</p>
I-1.10.1	<p>Eligibility and Placement</p> <p><u>Procedure</u></p> <p>The principal and staff of each school determine promotion and retention of a student, unless it conflicts with the Student Progression Plan. When exceptions to established policy become necessary, the following procedures shall be used:</p> <ol style="list-style-type: none"> (1) Placement from one grade to another shall be at the recommendation of the School Placement Committee, unless the recommended placement is in another school. (2) Recommendations by the School Placement Committee that involve another school shall be discussed at an articulation meeting between personnel of the sending and the receiving schools. Articulation meetings will be held to communicate the needs for special placement. It shall be the responsibility of the sending school to arrange for the articulation meeting. The principal or designee will attend articulation meetings. The designee must be knowledgeable of the process and have the authority to make a decision. (3) A student profile shall be developed by the sending school which addresses all of the following: <ol style="list-style-type: none"> (a) age; (b) number of retentions; (c) attendance; (d) multiple measures/indicators of academic performance; and (e) extenuating circumstances. (4) When the parent(s) or guardian(s) of a retained student disagrees with the School Placement Committee, the school must send a referral to the District Level Special Placement Committee. The above documentation shall be required to accompany the District Level Special Placement referral form to include: <ol style="list-style-type: none"> (a) a copy of the School Placement referral form, and (b) a copy of the parent(s) or guardian(s) conference form at which the retention was discussed. (5) A District Level Special Placement case review will be held with the District Level Special Placement Committee. The review will be held with the school(s) and the student's parent(s) or guardian(s).

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I-1.10.1 (Cont.)	<p>(6) The District Level Special Placement Committee will make recommendations to the Assistant Superintendent for Curriculum and Instruction and the appropriate level General Director. The final approval or disapproval will be conveyed to the parent(s) or guardian(s) and school(s) by the appropriate level General Director.</p> <p>(7) The Chair of the District Level Special Placement Committee will send a letter as soon as possible to the parent(s) or guardian(s) to confirm the decision.</p> <p>(8) When there is agreement between the two schools concerning placement, the student, and parent(s) or guardian(s) shall be notified in writing by the sending school. If the student moves to another school's attendance area after an agreement has been negotiated between the sending school and the receiving school that agreement shall be binding at the new school.</p> <p>(9) Accelerated placement (double promotion) shall be referred to the District Level Special Placement Committee. (See Section I-2.5.2.1)</p> <p>(10) Students participating in Exceptional Student Education or ESOL programs are individually assessed at the school to determine placement and progression. All decisions for cases involving Exceptional Student Education will be the responsibility of the School Placement Committee with input from the Individual Educational Plan (IEP) team. All decisions for English Language Learners (ELL) will be the responsibility of the ELL Committee and the School Level Placement Committee.</p>
I-1.10.2	<p>Placement Criteria</p> <p><u>Procedure</u></p> <p>In all cases, a decision concerning special placement shall be based upon the following criteria as a minimum:</p> <ol style="list-style-type: none"> (1) achievement level; (2) aptitude and mental age; (3) maturity - physical, social, and emotional; (4) attendance; (5) number of retentions; (6) extenuating circumstances; and (7) compliance with the most current state statutes regarding student progression. <p>Efforts to determine a student's level shall include the use of school records and conferences with the student, parent, guardian, or other adults responsible for the welfare of that student and shall be in compliance with state legislation regarding elimination of social promotion. (Legal Reference: FS 1008.25(6))</p>
I-1.10.3	<p>Placement Within A School</p> <p><u>Procedure</u></p> <p>Whenever grade level placement of a student involves movement within a school center, the processing of that movement shall be the responsibility of the School Placement Committee. The committee shall include the principal and/or assistant principal, guidance counselors, and teachers involved with the student. Responsibilities shall include the following:</p> <ol style="list-style-type: none"> (1) receiving the referral; (2) developing an appropriate schedule for the student; (3) implementing the schedule; (4) following up on each student placed; (5) keeping records which describe procedures and services utilized; (6) communicating all changes concerning the student to those who have a need to know (i.e., parents, data processing personnel, agencies which may be working with the student, etc.); and (7) maintaining compliance with the most current state statutes regarding student progression. <p>At the discretion of the school, an in-school staffing may involve resource teachers and consultants who serve that school.</p>
I-1.10.4	<p>Referral Forms</p> <p><u>Procedure</u></p> <p>In-School Referral Form</p> <p>In addition to the identification section, the form shall contain, but not be limited to, the following:</p> <ol style="list-style-type: none"> (1) reason for referral; (2) steps taken to date;

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I-1.10.4 (Cont.)	<ul style="list-style-type: none"> (3) list of additional corrective suggestions; (4) date of parent(s) or guardian(s) conference; and (5) signature of individual initiating the referral. <p>Each school shall duplicate copies of this form and use as needed. School personnel initiating this form shall submit it to the chairperson of the School Placement Committee.</p>
I-1.10.5	<p>School To School Placement By the Area Articulation Panel</p> <p><u>Procedure</u></p> <p>Whenever grade level placement of a student involves a movement from one school center to another school center, the processing of that movement shall begin with the School Placement Committee. When no arrangement is made by the sending and receiving schools, the sending school must notify the Area Director prior to meeting dates for the Area Articulation Panel. The Area Articulation Panel shall review unresolved principal to principal cases.</p> <p>The referral process is as follows:</p> <ul style="list-style-type: none"> (1) The sending school shall prepare the packets with all of the listed documentation on the articulation checklist. (2) The sending principal shall meet with the parent(s) or guardian(s) prior to the Area Articulation Panel with the Area Director. (3) The Articulation Checklist (Grades 5-6 and 8-9, and the School Level Placement Committee Referral Form must accompany all documentation sent to the Area Director. (4) The Area Articulation Panel shall consist of representatives from the Area Director and the departments of Adult Education, Dropout Prevention, and Elementary, Middle and Secondary Education. (5) The Area Articulation Panel and principals will discuss appropriate educational options. (6) The sending principal will notify the parent(s) or guardian(s) of the outcome(s). (7) The Area Director will notify the appropriate level General Director of the final outcome of the Area Articulation Panel.
I-1.10.6	<p>Forms and Attachments</p> <p><u>Procedure</u></p> <ul style="list-style-type: none"> (1) Referrals signed by the principal of the sending school shall be submitted on the designated forms found in the District Level Special Placement Revisions Packet. (2) Completed referral forms shall be submitted to the appropriate Area Director.
I-1.10.7	<p>Options and Exemptions</p> <p><u>Procedure</u></p> <p>Personnel submitting referral forms should be familiar with options and exemptions contained in the Student Progression Plan.</p>
I-1.10.8	<p>Intervention Attempted</p> <p><u>Procedure</u></p> <p>The referring school should have tried interventions prior to seeking placement of a student in another school. Such interventions shall be briefly described on the referral form. A student entering late could be an exception to this requirement.</p>
I-1.10.9	<p>Involvement</p> <p><u>Procedure</u></p> <p>The sending school and the receiving school shall be invited to send a representative to the Area Articulation Panel for discussion and participation in the planning. Parent(s) or guardian(s) may not attend.</p>

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I-1.10.10	<p>Time of Movement</p> <p><u>Procedure</u></p> <p>The placement of students between schools shall be done prior to the beginning of the school year, except in extenuating circumstances.</p>
I-1.10.11	<p>Pre-Admission and Admission</p> <p><u>Procedure</u></p> <p>Prior to the student's appearance at the new placement location, the following steps shall be implemented:</p> <ul style="list-style-type: none"> (1) Notification After the District Level Special Placement Committee's recommendation has been signed by the Assistant Superintendent for Curriculum and Instruction, written notification shall be sent to the sending school, the receiving school (or agency) and the parent(s) or guardian(s). (2) Enrollment/Scheduling The student shall be enrolled and scheduled for the most appropriate program. Student records may be hand carried (by school personnel) to the receiving school in order to facilitate the enrollment/scheduling process. Appropriate entries shall be made on the record by the sending school to reflect the movement between schools. Specially placed student should be coded as "administratively placed" in the grade promotion status of the student database.
I-1.10.12	<p>Contact Person</p> <p><u>Procedure</u></p> <p>The Supervisor of Guidance Services will coordinate the District Level Special Placement Committee and be the contact person for referrals. All referrals shall be sent to the Velasco Student Services Center, Route 7.</p>
I-1.10.13	<p>Schedule</p> <p><u>Procedure</u></p> <p>The District Level Special Placement Committee shall meet as needed, during the summer months, prior to beginning of the following school year. Meetings during the school year will be scheduled only for cases involving extenuating circumstances, such as: students transferring into the district after the start of the new school year.</p>
I-1.10.14	<p>Out-of-School Youth</p> <p><u>Procedure</u></p> <p>In as much as state legislation mandates student services for youth up to the age of nineteen, the District Level Special Placement Committee shall also accept and act on referrals from, or on behalf of, out-of-school youth who are under nineteen years of age.</p>
I-1.11	<p><u>Procedure</u></p> <p>Each student must participate in the required statewide assessment tests unless exempt by statute. (Legal Reference: FS 1008.22)</p>
I-1.11.1	<p><u>Procedure</u></p> <p>Any student who does not meet minimum state expectations on state assessments must continue remedial instruction until the expectations are met as documented by retaking the state assessment test, graduating from high school, or no longer being subject to compulsory school attendance.</p>

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I-1.12	<p><u>Procedure</u></p> <p>Any student who is not meeting the school district or state requirements for proficiency in reading and mathematics shall be monitored by one of the following plans to target instruction and identify ways to improve his or her academic achievement:</p> <ul style="list-style-type: none"> • A federally required student plan such as an individual education plan (IEP); • A school-wide system of progress monitoring for all students; or • An individualized progress monitoring plan. <p>Students who score below Level 3 in reading and/or mathematics must be provided with additional diagnostic assessments to determine the nature of the student's areas of academic need. Additionally, the strategies for appropriate intervention and instruction must be determined as part of the progress monitoring plan.</p> <p>The progress monitoring plan is designed to assist students and the school in meeting state and district expectations for proficiency. If the student has been identified as having a deficiency in reading, the K-12 comprehensive reading plan shall include instructional and support services to meet the desired levels of performance.</p> <p>Low-performing students are required to attend remedial programs held before or after regular school hours, or during the summer when transportation is provided. (Legal Reference: F.S. 1003.4156)</p>
I-1.12.1	<p>Parent Notification</p> <p><u>Procedure</u></p> <p>Beginning with the 2002-2003 school year, the parent(s) or guardian(s) of any student in K-3 who exhibits a substantial deficiency in reading must be notified in writing of the following:</p> <ol style="list-style-type: none"> (1) that his or her child has been identified as having a substantial deficiency in reading; (2) a description of the current services that are provided to the child; (3) a description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency; (4) that if the child's reading deficiency is not remediated by the end of Grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause; (5) strategies for parent(s) or guardian(s) to use in helping their child succeed in reading proficiency; (6) that the Florida Comprehensive Assessment Test (FCAT) is not the sole determiner of promotion; and (7) the district's criteria and policy for mid-year promotion.
I-1.13	<p><u>Procedure</u></p> <p>A student who is retained must be provided with instructional experiences different from those in the previous year's program, taking into consideration the student's individual learning needs.</p>
I-1.14	<p><u>Procedure</u></p> <p>A change in the educational delivery system must be provided for a student who has been retained two or more years.</p>
I-1.15	<p><u>Procedure</u></p> <p>All schools will offer extended learning opportunities. Student eligibility will be determined by district criteria, availability of resources, and the most current state statutes regarding student progression.</p>

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I-1.16	<p>Requirements for Annual Report to Parents</p> <p>The School Board for the Hillsborough County Public Schools must annually report, in writing, to the parent(s) or guardian(s) of each student the progress of the student towards achieving state and district expectations for proficiency in reading, writing, science, and mathematics, including the student's results on each statewide assessment test.</p> <p>The School Board for the Hillsborough County Public Schools must annually publish in the local newspaper and report in writing to the State Board of Education by September 1 of each year the following information on the prior school year:</p> <ol style="list-style-type: none"> (1) the provisions of the law relating to public school student progression and the school board policies and procedures on student retention and promotion; (2) by grade, the number and percentage of all students in Grades 3-10 performing at Levels 1 and 2 on the reading portion of the FCAT; (3) by grade, the number and percentage of all students in Grades 3-10. (4) information on the total number of Level 1 Grade 3 students who were promoted for good cause, by each category of good cause; and (5) any revisions to the district's school board's policy on retention and promotion from the prior year.
I-1.17	<p><u>Procedure</u></p> <p>The allocation of remedial and supplemental instruction resources for students shall occur in the following priority:</p> <ol style="list-style-type: none"> (1) students who are deficient in reading by the end of Grade 3; and (2) students who fail to meet performance levels required for promotion consistent with the district's plan for student progression.
I-2.0	Elementary Procedure Statements (K-5)
I-2.1	Kindergarten Initial Placement
I-2.1.1	<p><u>Procedure</u></p> <p>Prior to placement in Kindergarten, children are required to be five years of age on or before September 1 of the school year (Legal Reference: FS 1003.21) and his/her parent(s) or guardian(s) provides evidence of all of the following:</p> <ol style="list-style-type: none"> (1) current residence; (2) immunizations; (3) date of birth; and (4) medical examination completed within the twelve months prior to enrollment.
I-2.1.1.1	<p><u>Procedure</u></p> <p>For placement of English Language Learners, refer to I-2.7.1.</p>
I-2.1.2	<p>Out-of-State Transfer into Kindergarten</p> <p><u>Procedure</u></p> <p>If a Kindergarten student transfers from an out-of-state school, public or non-public, but does not meet age requirements for admission to Florida public schools, he or she shall be eligible for admission to Kindergarten with evidence of all of the following:</p> <ol style="list-style-type: none"> (1) compliance with the age requirements for admission to public schools within the state from which the student is transferring; (2) academic credit that is acceptable under the School Board rules; (3) official documentation of the legal residency of the child's parent(s) or guardian(s) of the state where the child was previously enrolled in school; (4) official school records which show attendance, academic information, and grade placement in a Kindergarten program;

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I-2.1.2 (Cont.)	<ul style="list-style-type: none"> (5) current residence; (6) immunizations; (7) date of birth; and (8) medical examination completed within the twelve months prior to enrollment.
I-2.1.3	<p><u>Procedure</u></p> <p>Upon the student's entry into Kindergarten, each Kindergarten student will be administered the school readiness uniform screening implemented by the Department of Education.</p>
I-1.2.1	<p><u>Procedure</u></p> <p>For placement of students who transfer from Home Education or Private Schools refer to I-2.4.</p>
I-2.2	First Grade Initial Placement
I-2.2.1	<p><u>Procedure</u></p> <p>Prior to placement in first grade, students are required to be six years of age on or before September 1 of the school year and his / her parent(s) or guardian(s) provides evidence of one of the following:</p> <ul style="list-style-type: none"> (1) satisfactory completion of Kindergarten requirements in a Florida Public school; or (2) current residency or satisfactory completion of Kindergarten requirements in a Florida non-public school as documented by a report card, transcript, or letter from the principal or director of the school; or (3) satisfactory completion of Kindergarten in an out-of-state school, public or non-public, as documented by a report card, transcript, or letter from the principal or director of the school. (Legal Reference: FS 1003.21)
I-2.2.1.1	<p><u>Procedure</u></p> <p>For placement of English Language Learners refer to I-2.7.1</p>
I-2.2.2	<p>Out-of-State Transfer into First Grade</p> <p><u>Procedure</u></p> <p>If a first grade student transfers from an out-of-state school, public or non-public, but does not meet age requirements for admission to Florida public schools, he or she shall be eligible for admission upon providing evidence of all of the following:</p> <ul style="list-style-type: none"> (1) compliance with the age requirements for admission to public schools within the state from which the student is transferring; (2) academic credit that is acceptable under the School Board rules; (3) official documentation of the legal residency of the child's parent(s) or guardian(s) of the state where the child was previously enrolled in school; (4) official school records which show attendance, academic information, and grade placement; (5) current residence; (6) immunizations; (7) date of birth; and (8) medical examination completed within the twelve months prior to enrollment.
I-2.2.2.1	<p><u>Procedure</u></p> <p>For placement of students who transfer from Home Education or Private Schools refer to I-2.4.</p>
I-2.2.3	<p><u>Procedure</u></p> <p>Children who enter public school for the first time in first grade must be administered the current state school readiness test adopted for use in first grade.</p>

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I-2.3	Second – Fifth Grade Initial Placement
I-2.3.1	<p>Out-of-State Transfer into Grades 2-5</p> <p><u>Procedure</u></p> <p>If a Grade 2-5 student transfers from an out-of-state school, public or non-public, but does not meet age requirements for admission to Florida public schools, he or she shall be eligible for admission upon providing evidence of all of the following:</p> <ol style="list-style-type: none"> (1) compliance with the age requirements for admission to public schools within the state from which the student is transferring; (2) academic credit that is acceptable under the School Board rules; (3) official documentation of the legal residency of the child’s parent(s) or guardian(s) of the state where the child was previously enrolled in school; (4) official school records which show attendance, academic information, and grade placement; (5) current residence; (6) immunizations; (7) date of birth; and (8) medical examination completed within the twelve months prior to enrollment.
I-2.3.1.1	<p><u>Procedure</u></p> <p>For placement of limited English proficient students, refer to I-2.7.1.</p>
I-2.3.1.2	<p><u>Procedure</u></p> <p>For placement of students who transfer from Home Education or Private Schools refer to I-2.4.</p>
I-2.4	Home Education/Private School - Initial Placement
I-2.4.1	<p><u>Procedure</u></p> <p>Students seeking initial placement in Kindergarten through grade five from a home education program or private school will be screened by the local school to determine the most appropriate grade-level placement. Criteria to be considered may include age and maturity, standardized achievement test results, state assessments, progress as it relates to District Benchmarks and Graduation Standards, previous record in public and private schools, and evidence from the student’s portfolio of work and achievement while in home education. In no instance shall the placement be automatic, based solely on the recommendation of the private school or home educator. The placement decision is subject to review and revision after school personnel have had the opportunity to observe the student’s work. (Legal Reference: FS 1006.07)</p> <ol style="list-style-type: none"> (1) A four to six week screening period is allowed from the time of enrollment in order to obtain the necessary data for the most appropriate placement. Attention is paid to: 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, children who are five or six years old are temporarily placed according to the legal requirements outlined in FS 1003.21. <ol style="list-style-type: none"> (a) Kindergarten - five years of age on or before September 1 of the school year. (b) First Grade - satisfactory completion of a Kindergarten program and six years of age on or before September 1 of the school year. (3) Prior to placement students must provide: <ol style="list-style-type: none"> (a) current residence, (b) immunization, (c) date of birth, and (d) medical examination completed within the twelve months prior to enrollment.
I-2.4.2	<p>Part-time Enrollment of Home Education Students</p> <p><u>Procedure</u></p> <p>Home Education students, whose programs are registered with the District, may enroll on a part-time basis (from one to four courses) at their local school site.</p>

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I-2.4.2 (Cont.)	Grade level placement of the part-time students will be determined by the parent(s) or guardian(s). Should the student wish to enroll full-time at the school, grade level placement will be determined by school personnel. (Re. I-2.4.1)
I-2.5	Promotion
I-2.5.1	<u>Procedure</u> Promotion is based on satisfactory student performance in reading, writing, science, and mathematics and other requirements as set forth in the Hillsborough County Public Schools Revised Graduation Standards and Benchmarks as approved by the Board. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. The student and his or her parent(s) or guardian(s) are informed of academic progress via the Elementary K-5 Report Card.
I-2.5.1.1	<u>Procedure</u> Students in Grades 2 and 5 must attain the Benchmarks in reading, writing, science, and mathematics to be promoted. Students who do not attain the Benchmarks will be retained. Exceptions may be made using the School Placement Committee Procedures and must be in compliance with current state statutes relating to acceptable levels of performance on FCAT for Grade 5 students. Frequent monitoring of student academic progress will occur to ascertain current levels of performance. The District Professional Development Plan will include training for elementary teachers in research-based reading activities that have been shown to be successful in teaching reading to low-performing students.
I-2.5.1.2	<u>Procedure</u> Students in Grades K, 1, and 4 must make satisfactory Benchmark progress in reading to be promoted. Students who do not make satisfactory Benchmark progress will be retained. Exceptions may be made using the School Placement Committee Procedures and must be in compliance with current state statutes relating to elimination of social promotion.
I-2.5.1.3	<u>Procedure</u> Students in Grade 3 who do not score at Level 2 or above on the statewide reading assessment must be retained. A Grade 3 student who does not have an FCAT reading score will be assessed to determine if the student's reading proficiency meets promotion criteria. (Legal Reference: FS 1008.25(6)) Exceptions shall be in compliance with the most current state statutes regarding student progression.
I-2.5.1.4	<u>Procedure</u> Exemptions from mandatory retention in Grade 3 shall be limited to the following: <ol style="list-style-type: none"> (1) English Language Learners who have had less than two years of instruction in an English for Speakers of Other Languages (ESOL) program. (2) Students with disabilities who have an Individual Education Plan (IEP) that indicates that participation in the statewide assessment program is not appropriate. (3) Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education. (4) Students with disabilities who participate in the FCAT and who have an Individual Education Plan (IEP) or a Section 504 plan that reflects that the students has received the intensive remediation in reading for more than two years but still demonstrates a deficiency in reading and were previously retained in Kindergarten, Grade 1 or Grade 2. (5) Students who have received the intensive remediation in reading for two or more years but still demonstrate a deficiency in reading and who were previously retained in Kindergarten, Grade 1 or Grade 2 for a total of two years. (6) Students who demonstrate, through a student portfolio, that they are reading on grade level, as evidenced by demonstration of mastery on the Sunshine State Standards in reading equal to at least a Level 2 performance on the FCAT. Documentation shall be submitted from the student's teacher to the school principal that indicates that the promotion of the student is appropriate and is based upon the student's academic record. In order to minimize requirements, such documentation shall consist only of the existing academic improvement plan, individual educational plan, if applicable, report card, or student portfolio. The school principal shall review

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I-2.5.1.4 (Cont.)	<p>and discuss such recommendation with the teacher and make the determination as to whether the student should be promoted or retained. If the school principal determines that the student should be promoted, the school principal shall make such a recommendation in writing to the district school superintendent. The district school superintendent shall accept or reject the school principal's recommendation in writing.</p> <p>All exemptions from mandatory retentions must be in compliance with the most current state statutes regarding student progression.</p>
I-2.5.1.5	<p><u>Procedure</u></p> <p>For promotion of English Language Learners, refer to I-2.7.1.2.</p>
I-2.5.2	<p><u>Procedure</u></p> <p>Accelerated promotion in Grades K-5 may occur when a student demonstrates academic achievement of two or more years above grade level based on State Performance Standards and Benchmarks, Hillsborough County Public Schools Revised Graduation Standards and Benchmarks, standardized test scores, and classroom performance. Kindergarten students who do not meet the legal requirements for entering first grade must meet the requirements for accelerated promotion to be considered for entrance into first grade. (Legal Reference: FS 1006.07)</p>
I-2.5.2.1	<p><u>Procedure</u></p> <p>Accelerated promotion may be recommended by the School Placement Committee when data indicate all of the following:</p> <ol style="list-style-type: none"> (1) above grade level performance in reading, writing, science, and mathematics; (2) two or more years above average achievement; (3) standardized test scores indicating achievement and academic aptitude two or more years above grade level; (4) samples of 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) social, emotional, and physical development support accelerated promotion; and (7) comments and recommendations of teachers support accelerated promotion.
I-2.5.2.2	<p><u>Procedure</u></p> <p>The principal or designee will hold a conference with the student's parent(s) or guardian(s) when accelerated promotion is recommended. (Legal Reference: FS 1006.07)</p>
I-2.5.2.3	<p><u>Procedure</u></p> <p>Accelerated placement (double promotion) will be reviewed by the District Level Special Placement Committee when acceleration is recommended by the school's Placement Committee. (Legal Reference: FS 1008.25)</p>
I-2.5.3	<p><u>Procedure</u></p> <p>Mid-year promotion may occur at any time during the year of retention once the student has demonstrated ability to read at grade level.</p>
I-2.6	<p><u>Retention</u></p>
I-2.6.1	<p><u>Procedure</u></p> <p>Retention is based on unsatisfactory student performance in reading, writing, science, and/or mathematics and/or on failure to meet other requirements as set forth in the Hillsborough County Public Schools Revised Graduation Standards and Benchmarks as approved by the Board or as required by the state of Florida.</p>

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I-2.6.2	<p><u>Procedure</u></p> <p>Retention may occur when the school's instructional staff determines that the student demonstrates the need for additional time to attain appropriate academic skills/knowledge in order to meet required State Performance Standards and Benchmarks and the Hillsborough County Public Schools Revised Graduation Standards and Benchmarks.</p>
I-2.6.2.1	<p><u>Procedure</u></p> <p>Based upon the Hillsborough County Public Schools Graduation Standards and Benchmarks, any student determined deficient in reading must be given intensive reading instruction immediately after identification. Upon subsequent evaluation, if the documented deficiency has not been remediated, the student may be retained. The student's reading proficiency must be reassessed by district-approved assessments or through teacher observation at the beginning of the grade following the intensive reading instruction. The student will continue to be provided intensive reading instruction until the reading deficiency is remedied.</p>
I-2.6.2.2	<p><u>Procedure</u></p> <p>The following guidelines are established to assist the School Placement Committee in making retention decisions at the elementary level. The committee consists of the principal or designee, assistant principal, guidance counselor, special services personnel, exceptional student education personnel, and teachers involved with the student.</p> <ol style="list-style-type: none"> (1) The student's insufficient progress in meeting the State Performance Standards and Benchmarks and the Hillsborough County Public Schools Revised Graduation Standards and Benchmarks supports a retention decision. (2) Alternative remediation strategies have been utilized and student performance supports a retention decision. (3) Exceptions shall be in compliance with state legislation regarding the elimination of social promotion. (Legal Reference: FS 1008.25(6))
I-2.6.2.3	<p><u>Procedure</u></p> <p>Parent notification is documented when a student is being remediated and is being considered for retention. (Legal Reference: FS 1001.43)</p>
I-2.6.2.4	<p><u>Procedure</u></p> <p>School personnel use available resources to achieve parent understanding and cooperation regarding a student's remediation, Academic Improvement Plan, and retention.</p>
I-2.6.2.5	<p><u>Procedure</u></p> <p>The placement decision will be made at the end of the school year.</p>
I-2.6.2.6	<p><u>Procedure</u></p> <p>For retention of English Language Learners, refer to I-2.7.1.2.</p>
I-2.6.2.7	<p><u>Procedure</u></p> <p>For retention of Exceptional Education Students, refer to I-7.2.4.</p>

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I-2.7	English Language Learners (ELL)
I-2.7.1	<p><u>Procedure</u></p> <p>Placement of an English Language Learner is in an appropriate program designed to provide all limited English proficient students ESOL instruction in English and ESOL instruction in the basic subject areas of mathematics, science, social studies, and computer literacy. (Legal Reference: FS 1003.56)</p>
I-2.7.1.2	<p><u>Procedure</u></p> <p>Promotion of an English Language Learner is based on satisfactory student performance in reading, writing, science, mathematics, and other requirements as set forth in the Hillsborough County Public Schools Revised Graduation Standards and Benchmarks. ELL students not meeting district promotion criteria due to their English proficiency may be recommended for promotion by the School Placement Committee, which will meet jointly with the ELL Committee.</p>
I-2.7.1.3	<p><u>Procedure</u></p> <p>Retention of an English Language Learner is based on unsatisfactory performance in reading, writing, science, and mathematics and on failure to meet other requirements as set forth in the Hillsborough County Public Schools Revised Graduation Standards and Benchmarks as approved by the Board, or as required by the state of Florida and a recommendation by the School Placement Committee, which will meet jointly with the ELL Committee.</p>
I-2.7.1.4	<p><u>Procedure</u></p> <p>The academic progress and Benchmarks performance of an ELL student in reading, writing, science, and mathematics and requirements as set forth in the Hillsborough County Public Schools Revised Graduation Standards and Benchmarks as approved by the Board or as required by the state of Florida, are determined through appropriate modifications to formal and informal assessments and on modifications to instruction that are provided to a student.</p>
I-2.7.2	<p><u>Procedure</u></p> <p>Every student retained in Grade 3 must have all of the following:</p> <ol style="list-style-type: none"> (1) a review of the previous year's progress monitoring; (2) continuation of progress monitoring during the current school year; (3) a student portfolio (the Grade 3 Student Portfolio created the previous year may be continued); and (4) all support and services delineated in the Hillsborough County Public School's 2006-2007 K-12 Comprehensive Research-Based Reading Plan.
I-2.8	Extended Learning and/or Extended School Year Programs
I-2.8.1	<p><u>Procedure</u></p> <p>The process for identifying students eligible to attend the Extended Learning and/or Extended Year Program will be based on available funding, district priorities, and will be in compliance with the most current state statutes regarding student progression.</p>

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I-2.9	Reporting Student Progress						
I-2.9.1	<p><u>Procedure</u></p> <p>The Elementary K-5 Report Card should be distributed each reporting period on the district-approved date unless an alternate date has been approved via the School Improvement Plan process. Each student's academic progress and instructional level should be specified in reading, written communication, and mathematics. The student's academic progress should be specified in science, social studies, art, music, and physical education. The student's days present, absent, and tardy should be noted. Expected behaviors should be indicated if improvement is needed. The grade level placement for the next school year must be completed on the final report.</p> <p>The following academic progress code is used on the Elementary K-5 Report Card to report academic progress.</p>						
I-2.9.2	<p><u>Procedure</u></p> <p>(1) Kindergarten – Grade 2</p> <p>E = Excellent Demonstrates a clear understanding of concepts, ideas, objectives, or behaviors.</p> <p>S = Satisfactory Is in the process of understanding concepts, ideas, objectives, or behaviors.</p> <p>N = Needs Improvement/More Time Needs additional time or more background experiences before an understanding of concepts, ideas, objectives, or behaviors can be attained.</p> <p>U = Unsatisfactory Has not demonstrated an understanding of concepts, ideas, objectives, or behaviors.</p> <p>(2) Grades 3-5</p> <p>A = Excellent Demonstrates consistent application of concepts, ideas, objectives, or behaviors.</p> <p>B = Good Demonstrates a clear understanding of concepts, ideas, objectives, or behaviors.</p> <p>C = Satisfactory Is in the process of understanding concepts, ideas, objectives, or behaviors.</p> <p>N = Needs Improvement Needs additional time or more background experiences before an understanding of concepts, ideas, objectives, or behaviors can be attained.</p> <p>U = Unsatisfactory Has not yet demonstrated an understanding of concepts, ideas, objectives, or behaviors.</p> <p>(3) When used as part of an assessment plan, traditional tests may lend themselves to a percentage grading scale. When appropriate, teachers in Grades K-5 will use the same grading scale identified for Grades 9-12. The following state grading scale is used in Hillsborough County:</p> <table style="margin-left: 40px;"> <tr> <td>A = 90 – 100</td> <td>D = 60 -- 69</td> </tr> <tr> <td>B = 80 -- 89</td> <td>F = 0 -- 59</td> </tr> <tr> <td>C = 70 -- 79</td> <td></td> </tr> </table> <p>Scores generated from tests and data from other forms of assessment, including rubrics and portfolios, should be combined to evaluate student progress.</p>	A = 90 – 100	D = 60 -- 69	B = 80 -- 89	F = 0 -- 59	C = 70 -- 79	
A = 90 – 100	D = 60 -- 69						
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C = 70 -- 79							

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I-2.10	<p>Grades K-5 Physical Education</p> <p>The Elementary Physical Education Curriculum handbook is the school district's guide for Grades K-5 physical education. In keeping with the most current statutes regarding physical education, the curriculum meets or exceeds the National Standard's for Physical Education as defined by the National Association of Sport and Physical Education (NASPE) and the state's Sunshine State Standards for Health and Physical Education in Grades Pre K-2 and in Grades 3-5.</p> <p>Certified full-time and itinerate physical education instructors jointly plan and execute the program for implementing the district's curriculum. In implementing the district's curriculum, they:</p> <ul style="list-style-type: none"> • Provide instruction for Grades 1-5. • Follow Appropriate Practices for Elementary Physical Education as defined by NASPE. • Serve as a consultant to Grades PreK-5 classroom teachers. • Implement a plan for continuous evaluation that meets the needs of the students and criteria set forth by the district. <p>The following documents provide the structure to determine students' assessments: (For the district's elementary school grading scale, refer to I-2.9.1)</p> <ul style="list-style-type: none"> • Elementary Physical Education Assessment Guidelines for Grades K-2. • Elementary Physical Education Assessment Guidelines for Grades 3-5. • Elementary Physical Education Developmental Worksheet. Form SB 14700 must be sent home with the report card when coding of "N" or "U" is recorded. • When a student is medically excused (physician's note) from physical education during an assessment period to the extent that the physical education specialist cannot determine the appropriate grade, an assessment code of ME (Medically Excused) is recorded as a progress grade. <p>Physical Education classes meet with a certified physical education instructor during two regularly scheduled 30-minute classes per week.</p>
I-3.0	<p>Middle School Procedure Statements (6-8)</p> <p>The procedures herein are consistent with Florida Statutes.</p> <p>The School Board approved Scheduling Guidelines document for Grades 6-8 is considered part of the Student Progression Plan.</p>
I-3.1	<p>Sixth, Seventh, and Eighth Grade Promotion Policy</p> <p>Placement that facilitates optimum learning for each student will be 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 shall be determined on the date that final grades are submitted by teachers at the end of the regular academic year. (Legal Reference: FS 1008.25).</p>
I-3.1.1	<p><u>Procedures</u></p> <p>Promotion will occur when a student demonstrates acceptable skill proficiency in specified subject areas and demonstrates mastery of District Benchmarks as specified in the School District of Hillsborough County Revised Graduation Standards and Benchmarks as approved by the Board. Sunshine State Standards are incorporated into appropriate courses in all subject areas in Grades 6-8. (Legal Reference: FS 1008.25).</p>
I-3.1.2	<p><u>Procedure</u></p> <p>Sixth grade students must pass language arts, mathematics, science, and social studies to be promoted to seventh grade.</p>

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I-3.1.3	<p><u>Procedure</u></p> <p>Seventh grade students must pass language arts, mathematics, science, and social studies to be promoted to eighth grade.</p> <p>Seventh grade students who entered sixth grade prior to the 2006-2007 school year must pass five or more annual subjects or their equivalent including mathematics and language arts to be promoted to eighth grade.</p>																									
I-3.1.4	<p><u>Procedure</u></p> <p>Eighth grade students must pass language arts, mathematics, science, and social studies to be promoted to ninth grade.</p> <p>In addition, eighth grade students must have successfully completed three language arts, three mathematics, three science, and three social studies annual courses in Grades 6-8 and the Career and Planning semester course in Grades 7 or 8. Students must also demonstrate mastery of District Benchmarks as specified in the School District of Hillsborough County Revised Graduation Standards and Benchmarks as approved by the Board.</p> <p>Eighth grade students who entered sixth grade prior to the 2006-2007 school year must pass five or more annual subjects or their equivalent including mathematics and language arts to be promoted to ninth grade. In addition, students must demonstrate mastery of District Benchmarks as approved by the Board.</p>																									
I-3.1.5	<p><u>Procedure</u></p> <p>District policies and procedures shall be applied by the School Placement Committee reviewing the placement.</p>																									
I-3.1.6	<p><u>Compacted Course of Study</u></p> <p><u>Procedure</u></p> <p>The course of study for middle level students may be modified to provide appropriate academic intervention and a two-year progression for overage students previously retained two or more years in Grades K-8. This option includes the opportunity to earn high school credit prior to 9th grade placement. See I-4.7.6</p>																									
I-3.2	<p>Middle School Course Requirements</p>																									
I-3.2.1	<p>Courses of Study</p> <p><u>Procedure</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Grade Level</th> <th style="text-align: center;">6th</th> <th style="text-align: center;">7th</th> <th style="text-align: center;">8th</th> <th style="text-align: center;">Additional Information</th> </tr> </thead> <tbody> <tr> <td>Language Arts, Annual Course</td> <td style="text-align: center;">R</td> <td style="text-align: center;">R</td> <td style="text-align: center;">R</td> <td></td> </tr> <tr> <td>Mathematics, Annual Course</td> <td style="text-align: center;">R</td> <td style="text-align: center;">R</td> <td style="text-align: center;">R</td> <td>Intensive Mathematics as a second mathematics course may be required for students scoring Level 1 on the FCAT Mathematics Sunshine State Standards (SSS)</td> </tr> <tr> <td>Science, Annual Course</td> <td style="text-align: center;">R</td> <td style="text-align: center;">R</td> <td style="text-align: center;">R</td> <td></td> </tr> <tr> <td>Social Studies, Annual Course</td> <td style="text-align: center;">R</td> <td style="text-align: center;">R</td> <td style="text-align: center;">R</td> <td></td> </tr> </tbody> </table>	Grade Level	6th	7th	8th	Additional Information	Language Arts, Annual Course	R	R	R		Mathematics, Annual Course	R	R	R	Intensive Mathematics as a second mathematics course may be required for students scoring Level 1 on the FCAT Mathematics Sunshine State Standards (SSS)	Science, Annual Course	R	R	R		Social Studies, Annual Course	R	R	R	
Grade Level	6th	7th	8th	Additional Information																						
Language Arts, Annual Course	R	R	R																							
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Science, Annual Course	R	R	R																							
Social Studies, Annual Course	R	R	R																							

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I-3.2.1 (Cont.)	Grade Level	6th	7th	8th	Additional Information
	Reading, Annual Course	R	R*	R*	R* In accordance with the District K-12 Reading Plan, all students scoring at Level 1 on the FCAT Reading SSS must be enrolled in a daily, uninterrupted 100-minute Intensive Reading course. All students scoring Level 2 on the FCAT Reading SSS must be enrolled in a daily, uninterrupted 50-minute Intensive Reading course. (Legal References F.S. 1003.4156 and F.S. 1011.62)
	Career and Planning Course, Semester Course		R*	R*	R* Students must pass one Career and Planning semester course in Grades 7 or 8.
	R = Required.				
	Grade Level	6th	7th	8th	Additional Information
	Physical Education Annual				<p>Elective courses may be scheduled in place of physical education for students enrolled in intensive courses.</p> <p>Physical Education in 6th grade is offered as a separate course or is included on the Exploratory Wheel.</p> <p>Physical education in 7th and 8th grade is scheduled as an annual course that may be offered as a semester when paired with the required Career and Technical semester course.</p> <p>Eighth grade students enrolled in a high school elective credit course may be exempt from the physical education requirement.</p> <p>(See Section I-3.7.)</p>
	Grade 6 Exploratory Wheel, Two Semester Courses Grades 7 and 8 Elective, Annual, or the Equivalent Semester Course(s)	E	E	E	Required intensive level courses may be scheduled in place of elective(s).
	(Legal Reference F.S. 1003.4156)				
	E = Elective				

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I-3.2.2	<p>The following state grading scale is used in Hillsborough County Middle Schools:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">A = 90 - 100</td> <td style="width: 50%;">Outstanding</td> <td style="width: 25%;">4 point value</td> </tr> <tr> <td>B = 80 - 89</td> <td>Above Average</td> <td>3 point value</td> </tr> <tr> <td>C = 70 - 79</td> <td>Average</td> <td>2 point value</td> </tr> <tr> <td>D = 60 - 69</td> <td>Lowest Acceptable Progress</td> <td>1 point value</td> </tr> <tr> <td>F = 0 - 59</td> <td>Failure</td> <td>0 point value</td> </tr> <tr> <td>I = No Grade</td> <td>Incomplete</td> <td></td> </tr> </table>	A = 90 - 100	Outstanding	4 point value	B = 80 - 89	Above Average	3 point value	C = 70 - 79	Average	2 point value	D = 60 - 69	Lowest Acceptable Progress	1 point value	F = 0 - 59	Failure	0 point value	I = No Grade	Incomplete	
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I-3.2.3	<p><u>Procedure</u></p> <p>A student will pass an annual course when four (4) quality points are earned.</p> <p>A student will pass a semester course when two (2) quality points are earned.</p> <p>Middle School students enrolled in a high school credit-earning course must earn a minimum "C" average per semester to remain in the class and receive high school credit. (Legal Reference: FS 1008.25)</p> <p>If a sixth or seventh grade student has not acquired a minimum of four quality points, exceptions may be made using the School Placement Committee Procedure.</p>																		
I-3.2.4	<p><u>Procedure</u></p> <p>Students in Grade 8 must demonstrate mastery of District Benchmarks to be promoted to high school. Students who do not attain the Benchmarks will be retained. Exceptions may be made using the School Placement Committee Procedures and must be in compliance with current state statutes relating to acceptable levels of performance on FCAT for Grade 8 students. Frequent monitoring of student academic progress will occur to ascertain current levels of Benchmark performance.</p> <p>Students who are retained must receive remediation or be enrolled in an intensive program that is different from the previous year's program. Only in exceptional cases will a student be assigned to any one grade more than two consecutive years. (Legal Reference: FS 1008.25)</p> <p>(See I-4.7.6 regarding Middle School Students earning high school credit.)</p>																		
I-3.3	<p>English Language Learners (ELL)</p> <p><u>Procedure</u></p> <p>Placement of an English Language Learner (ELL) will be in an appropriate program designed to provide all ELL students with English for Speakers of Other Languages (ESOL) instruction in Language Arts and ESOL instruction in the basic subject areas of mathematics, science, social studies, and computer literacy. (Legal Reference: FS 1003.56)</p> <p>The School Placement Committee and the ELL Committee which is composed of the principal or designee, an ESOL/English teacher, the guidance counselor, and any other instructional personnel responsible for the instruction of English Language Learners, will meet jointly to review and make placement recommendations for ELL students who have not met district promotion criteria due to their English language proficiency. Criteria to be utilized in making appropriate placement decisions include:</p> <ol style="list-style-type: none"> (a) academic performance and progress of a student based on formal and/or alternative assessments in English and/or the student's native language; (b) progress, attendance, and retention reports; (c) number of years the student has been enrolled in the ESOL Program; and (d) the student's English language proficiency. 																		

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<p>I-3.4</p>	<p>Home Education Students</p> <p><u>Procedure</u></p> <p>Students seeking initial placement in Grades 6-8 from a home education program or private school will be screened by the local school to determine the most appropriate grade-level placement. Criteria to be considered may include age and maturity, standardized achievement test results, state assessments, progress as it relates to District Benchmarks and Graduation Standards, previous record in public and private schools, and evidence from the student's portfolio of work and achievement while in home education. In no instance shall the placement be automatic, based solely on the recommendation of the private school or home educator. The placement decision is subject to review and revision after school personnel have had the opportunity to observe the student's work. (Legal Reference: FS 1001.42)</p> <p>Prior to placement students must provide evidence of all of the following:</p> <ul style="list-style-type: none"> (a) current residence; (b) immunizations; (c) date of birth; and (d) medical examination completed within the twelve months prior to enrollment.
<p>I-3.4.1</p>	<p>Part-time Enrollment of Home Education Students</p> <p><u>Procedure</u></p> <p>Home School students who are registered with the district may enroll part-time at the assigned or approved choice middle school for a maximum of four courses.</p> <p>Grade level placement of the part-time student will be determined by the parent(s) or guardian(s). Should the student wish to enroll full-time at the school, grade level placement will be determined by school personnel.</p>
<p>I-3.5</p>	<p>Grades 6-8 Physical Education</p> <p><u>Procedure</u></p> <p>The Middle School Physical Education Curriculum Guide is the school district's guide for the instruction of Grades 6-8. In keeping with the most current statutes regarding physical education, the curriculum meets or exceeds the National Standard's for Physical Education as defined by the National Association of Sport and Physical Education (NASPE) and the state's Sunshine State Standards for Health and Physical Education in Grades 6-8.</p> <p>Certified physical education instructors jointly plan and execute the program for implementing the district's curriculum. In implementing the district's curriculum, they: (For district middle school courses of study, refer to section I-3.2.1)</p> <ul style="list-style-type: none"> • Provide instruction for Grades 6-8. • Follow Appropriate Practices for Middle School Physical Education as defined by NASPE. • Implement the state approved Comprehensive Physical Education I course to students in Grade 6. • Implement the state approved Comprehensive Physical Education II course to students in Grade 7. • Implement the state approved Comprehensive Physical Education III course to students in Grade 8. • Implement a plan for continuous evaluation that meets the needs of the students and criteria set forth by the district. <p>Instructors determine students' assessments based on the district's formula that incorporates a combination of the following: (For the district middle school grading scale, refer to I-3.2.2)</p> <ul style="list-style-type: none"> • Teacher Developed Written Test • Skill Test • Fitness Test • Projects • Demonstrations • Class Participation <p>See Course of Study – Section I-3.2.1</p>

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I-4.0	Senior High Procedure Statements (9-12)
I-4.1	<p>Definition of Credit</p> <p><u>Procedure</u></p> <p>(1) One-half credit is defined as a minimum of 67.5 hours of instruction for traditional schools and a minimum of 60 hours for block schools. The student must earn three quality points per semester and earn a grade of 50% or above on the semester examination. The three quality points required must be earned in some combination of at least two of the three grades awarded each semester in a traditionally scheduled school. Exceptions occur in block-scheduled schools and International Baccalaureate courses where numbers of periods and instructional minutes affect number of credits awarded.</p> <p>(2) A student may be awarded semester credit for less than 67.5 traditional hours or 60 block hours if the student has demonstrated mastery of the course requirements and Sunshine State Standards. Each of these exceptions require specific approaches and could include awarding semester credits for performance-based instruction, courses taken in extended school year programs, non-traditional programs, Florida Virtual School, and Hillsborough Online.</p>
I-4.2	<p>Attendance</p> <p><u>Procedure</u></p> <p>(1) School attendance procedures as described in the district's Attendance Policy are considered a part of the Student Progression Plan.</p> <p>(2) School Activities In administering the Attendance Policy, every class must meet for at least 135 hours during the school year. Any deviation from a regular bell schedule must not infringe upon the minimum required instructional time.</p> <p>(3) Students absent because of school business will be counted present and required to make up work missed.</p>
I-4.2	<p><u>Procedure</u></p> <p>Students in Grades 9-12 must be enrolled full-time for a minimum of three full school years to receive a diploma. Students from a home education program registered with the district may be enrolled part-time.</p>
I-4.2.1	<p>Promotion</p> <p><u>Procedure</u></p> <p>(1) Promotion from ninth grade to tenth grade will occur when a student has completed one full year and has earned five credits, at least one required credit in English or mathematics or one-half credit in English and one-half credit in mathematics in Grade 9. A student who is behind his or her Kindergarten cohorts and who starts the year with fewer than five credits must have earned at least seven and one-half credits, including one required credit in English and one required credit in mathematics by the end of the first term to be upgraded to the tenth grade during the second term.</p> <p>(2) Promotion from tenth grade to eleventh grade will occur when a student has completed two full years and has earned eleven credits: three required credits in English or mathematics, one required credit in science, and one required credit in social studies in Grades 9 and 10. A student who is behind his or her Kindergarten cohorts and who starts the year with fewer than eleven credits must have earned at least thirteen credits by the end of the first term to be upgraded to the eleventh grade during the second term.</p> <p>(3) Promotion from eleventh grade to twelfth grade will occur when a student has completed three full years and has earned seventeen credits: eight required credits in English, mathematics, science, and social studies in Grades 9, 10, and 11. A student who is behind his or her Kindergarten cohorts and who starts the year with fewer than seventeen credits must have earned at least twenty credits by the end of the first term to be eligible to be upgraded to the twelfth grade during the second term.</p> <p>(4) High school credits earned in Grade 8 will be counted toward subject credit and the number of credits needed for graduation.</p>

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I-4.3.1	<p><u>Procedure</u></p> <p>Students whose cumulative un-weighted grade point average (GPA) is less than 2.0 may be in danger of not meeting graduation requirements. These students will be identified each semester; parent(s) or guardian(s) will be notified; progress monitoring will be established; and remedial instruction will be provided.</p>
I-4.3.2	<p><u>Procedure</u></p> <p>(1) To be eligible for participation in the graduation ceremony, students enrolled in the 24-credit option must have earned a minimum of twenty-three credits before the end of the school year in which graduation is anticipated. Students will not be issued a diploma until all graduation requirements are met. Individual schools may have additional requirements based upon their school improvement plan.</p> <p>(2) Students electing the 18-credit option may participate in the graduation ceremony after three full years of attendance in high school. The extended school year program is considered to be a part of the previous school year. If all diploma requirements are not met by the end of the third year in high school, students must meet the 24-credit option to receive a high school diploma.</p>
I-4.3.3	<p><u>Procedure</u></p> <p>Students successfully completing the requirements of a performance-based graduation program operated as a component of the Hillsborough County Public Schools Comprehensive Dropout Prevention Plan are eligible for participation in the graduation ceremony.</p>
I-4.4	<p>Course Requirements</p> <p><u>Procedure</u></p> <p>Each student, including exceptional education students, will be assigned to courses appropriate to his or her developmental level. The Scheduling Guidelines are considered part of the Student Progression Plan.</p> <p>A student selecting the 18-credit option who demonstrates proficiency in a language other than English must replace the foreign language requirements with two credits in other academic courses.</p> <p>A student transferring from out of the country may use his or her native language for credit in English.</p>
I-4.4.1	<p><u>Procedure</u></p> <p>Placement of an English Language Learner (ELL) will be in an appropriate program designed to provide all ELL students with English for Speakers of Other Languages (ESOL) instruction in English and ESOL instruction in the basic subject areas of mathematics, science, social studies, and computer literacy.</p> <p>The School Placement Committee and the ELL Committee, which is composed of the principal or designee, an ESOL/English teacher, the guidance counselor, and any other instructional personnel responsible for the instruction of English Language Learners, will meet jointly to review and make placement recommendations for English Language Learners who have not met district promotion criteria due to their English language proficiency. Criteria to be utilized in making appropriate placement decisions include:</p> <ul style="list-style-type: none"> (a) academic performance and progress of a student based on formal and/or alternative assessments in English and/or the student's native language; (b) progress, attendance and retention reports; (c) number of years the student has been enrolled in the ESOL Program; and (d) the student's English language proficiency. <p>English Language Learners shall be given credit towards fulfilling graduation requirements in English for each ESOL English course completed satisfactorily. Credit shall also be given towards fulfilling graduation requirements for each basic subject area course completed satisfactorily through ESOL instruction.</p>

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Policy	Procedures												
I-4.5	<p>Courses of Study</p> <p><u>Procedure</u></p> <p>(1) A student must complete a course of study for a diploma. A student will select courses necessary to meet the 18-credit or the 24-credit graduation requirement based upon the student's academic and career plan. A parent or guardian signature is required for the academic and career plan.</p> <p>(2) A parent or guardian signature is required for the 18-credit option. If the student and parent or guardian fails to select the 18-credit graduation requirement, the student shall be considered to have selected the 24-credit graduation requirement.</p>												
I-4.5.1	<p><u>Procedure</u></p> <p>In extenuating circumstances, the principal may waive the course of study requirements as long as the student meets state requirements for graduation.</p>												
I-4.5.2	<p><u>Procedure</u></p> <p>Florida Bright Futures Scholarship recipients must meet all the requirements as specified by state statute.</p>												
I-4.6	<p>Grading</p> <p><u>Procedure</u></p> <p>The following state grading scale is used in Hillsborough County Secondary Schools.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">A = 90 - 100 - Outstanding</td> <td style="width: 50%;">4 quality point value</td> </tr> <tr> <td>B = 80 - 89 - Above Average</td> <td>3 quality point value</td> </tr> <tr> <td>C = 70 - 79 - Average</td> <td>2 quality point value</td> </tr> <tr> <td>D = 60 - 69 - Lowest acceptable progress</td> <td>1 quality point value</td> </tr> <tr> <td>F = 0 - 59 - Failure</td> <td>0 quality point value</td> </tr> <tr> <td>I = No Grade - Incomplete</td> <td></td> </tr> </table>	A = 90 - 100 - Outstanding	4 quality point value	B = 80 - 89 - Above Average	3 quality point value	C = 70 - 79 - Average	2 quality point value	D = 60 - 69 - Lowest acceptable progress	1 quality point value	F = 0 - 59 - Failure	0 quality point value	I = No Grade - Incomplete	
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I-4.6.1	<p>Report Cards</p> <p><u>Procedure</u></p> <p>(1) Report cards will be issued regularly at the end of each quarter.</p> <p>(2) Report cards will include student academic performance in each class, conduct and behavior, and attendance.</p> <p>(3) The final report card will indicate end-of-year status, including promotion or retention.</p>												
I-4.6.2	<p><u>Procedure</u></p> <p>For the 24-credit option, the state un-weighted GPA required for graduation (minimum 2.0) is calculated by including all grades, except those enhanced, earned by the student. For the 18-credit option, chosen by the student prior to July 1, 2004, the student must achieve a weighted cumulative GPA of 2.0 in all credits attempted for his or her diploma. For the 18-credit option chosen by the student after July 1, 2004, the student must achieve a cumulative GPA of 3.0 in all credits used for graduation.</p> <p>For the 18-credit option chosen by the student after July 1, 2006, the student must achieve a cumulative GPA of 3.5 in all credits used for graduation.</p>												
I-4.6.3	<p><u>Procedure</u></p> <p>The parent(s) or guardian(s) of students who are at risk of not meeting the GPA requirements for graduation will be notified at the end of each semester.</p>												

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I-4.6.4	<p><u>Procedure</u></p> <p>A bonus of .04 is added to the cumulative GPA for every one-half credit of a district-approved honors course passed with a grade of C or higher. Rank in class is based upon this weighted grade point average, and all courses attempted, including those from Florida Virtual School, Hillsborough Online, and dual enrollment. Bonus points will be added to accredited high school honors courses taken prior to Grade 9. The end of Semester I (Term I) of the student's graduating year will be the final date for adding courses to be calculated in the district GPA (rank in class) for students. Students in magnet school programs are ranked separately.</p> <p>The criteria below are those which will be applied in determining if transfer courses should receive Hillsborough County honors points and used in the calculation of the district GPA (rank in class). All of the criteria must be met for honors points to be granted:</p> <ol style="list-style-type: none"> (1) The course must have carried an honors designation in the sending school. (2) The course must carry an honors designation in our system. (3) The sending school must have granted a weighted grade for the designated honors course.
I-4.6.5	<p><u>Procedure</u></p> <ol style="list-style-type: none"> (1) A bonus of .08 will be added to the student's cumulative GPA for each one-half credit in an advanced placement or International Baccalaureate course. A grade of C or higher must be earned in these courses for the bonus points to be awarded. The bonus points will be added to the cumulative district GPA when it is calculated for rank in class. (2) For students entering the ninth grade during 2006-2007 and after, a bonus of .08 will be added to the student's cumulative GPA for each one-half credit for dual enrollment classes on the State Department of Education Master List of Approved Courses.
I-4.6.6	<p><u>Procedure</u></p> <p>Students selecting the 18-credit option must be included in the overall class ranking for their graduation year based on their cumulative GPA. These students are also eligible for consideration as valedictorian, salutatorian, and for the Talented 20 program.</p>
I-4.6.7	<p>Grade Enhancement</p> <p><u>Procedure</u></p> <p>Grade enhancement for required courses shall be limited to replacing a grade of D or F with a grade of C or higher, earned subsequently in the same or comparable course. Grade enhancement policies for elective courses shall be limited to replacing a grade of D or F with a grade of C or higher earned subsequently in any course. The state GPA required for graduation will be calculated by including all grades that the student attempted, including all D's and F's, unless enhanced. This policy does not affect the district GPA calculation of rank in class, which includes all courses attempted.</p> <p>International Baccalaureate exemptions for grade enhancement vary.</p>
I-4.6.8	<p>Honors Students</p> <p><u>Procedure</u></p> <ol style="list-style-type: none"> (1) The senior scholastic-honor students to be honored at graduation shall consist of the top five percent of the graduating class seeking a regular diploma. (2) The five percent of students to be honored will be increased to include all regular diploma-seeking students who have accumulated a district GPA of at least 4.0. (3) Students in block schools who achieve a district GPA of at least 4.0 after the third nine weeks grades enter grade history may be added to the list of scholastic honor students to be honored at graduation. This does not change overall rank in class.
I-4.7	<p>Graduation Requirements</p> <p><u>Procedure</u></p> <p>All courses of study will be consistent with graduation requirements found in the School Board Policy Manual and the District Revised Graduation Standards and Benchmarks.</p>

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I-4.7.1	<p><u>Procedure</u></p> <p>(1) A regular diploma may be presented to a student who earns a 2.0 un-weighted state GPA. The state GPA is calculated by including all grades that the student attempted including "D" and "F" unless enhanced with grades of "C" or better. These credits must be listed in the State Course Code Directory for Grades 9-12 and other requirements as set forth in the District Revised Graduation Standards and Benchmarks.</p> <p>(2) A student must earn a passing score on the Grade 10 FCAT as defined by law.</p>
I-4.7.2	<p><u>Procedure</u></p> <p>A regular diploma may also be presented to a student successfully completing a performance-based graduation program operated as a component of the Hillsborough County Public Schools Dropout Prevention Program.</p>
I-4.7.3	<p><u>Procedure</u></p> <p>Before graduation, each student will be assessed as to preparation for the workforce. Both the student and parent(s) or guardian(s) will be provided with the results of the assessment.</p> <p>(a) For Career/Technical Preparatory and College Preparatory/Technical Preparatory students, workforce preparation will be determined by the completion of an Occupational Completion Point and the issuing of a Skills Certificate.</p> <p>(b) For students not enrolled in career/technical programs, successful completion of the FCAT, which assesses Education Goal 3 standards developed from the SCANS competencies, will serve as the assessment for these students.</p>
I-4.7.4	<p><u>Procedure</u></p> <p>Upon written approval of a senior high school principal, a student may attend an adult high school to earn make-up credits. Students will be allowed, at the principal's discretion, to be enrolled in both a senior high school and an adult high school. Students may not use credits earned in an adult high school to graduate prior to their normal time of graduation based on date of entry into Kindergarten. A letter from the senior high school principal addressing the student's particular needs and responsibilities must accompany the student for registration in the adult program. This letter of authorization will contain the student's name, student number, the name of the course to be taken, and the amount of credit to be earned.</p>
I-4.7.5	<p><u>Procedure</u></p> <p>No credit will be granted toward high school graduation for the following courses:</p> <p>(a) more than a total of 9 elective credits in remedial programs;</p> <p>(b) more than 1 credit in exploratory career/technical courses;</p> <p>(c) more than 3 credits in practical arts Family and Consumer Sciences classes; or</p> <p>(d) any Level I course unless the course is included in the individual educational plan that must be signed by the principal (or designee), guidance counselor, and parent(s) or guardian(s).</p>

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I-4.7.6	<p><u>Procedure</u></p> <p>Accelerated-level middle school students may enroll in appropriate high school credit-earning courses including: Algebra I, Algebra I Honors, Geometry Honors, Physical Science Honors, and foreign language.</p> <p>Students who are currently repeating 8th grade or who will be 16 years old by January 1st of the current year may enroll in approved high school courses and earn credit toward graduation through the Compacted Course of Study Program. In addition to the courses listed for accelerated levels, approved courses include:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Course</th> <th style="text-align: center;">Course #</th> <th style="text-align: center;">High School Credit</th> </tr> </thead> <tbody> <tr> <td>Blueprint for Professional Success</td> <td style="text-align: center;">85003750</td> <td style="text-align: center;">0.5</td> </tr> <tr> <td>Communication Systems</td> <td style="text-align: center;">86004100</td> <td style="text-align: center;">0.5</td> </tr> <tr> <td>Child Development</td> <td style="text-align: center;">85003100</td> <td style="text-align: center;">0.5</td> </tr> <tr> <td>Fundamental of Agriscience</td> <td style="text-align: center;">81003200</td> <td style="text-align: center;">1.0</td> </tr> <tr> <td>Keyboarding and Business Skills</td> <td style="text-align: center;">82003200</td> <td style="text-align: center;">0.5</td> </tr> <tr> <td>Peer Counseling I</td> <td style="text-align: center;">14003000</td> <td style="text-align: center;">0.5</td> </tr> <tr> <td>Production Systems</td> <td style="text-align: center;">86004300</td> <td style="text-align: center;">0.5</td> </tr> <tr> <td>Team Sports I</td> <td style="text-align: center;">15033500</td> <td style="text-align: center;">0.5</td> </tr> <tr> <td>Team Sports II</td> <td style="text-align: center;">15033600</td> <td style="text-align: center;">0.5</td> </tr> <tr> <td>Work Experience</td> <td style="text-align: center;">83016000</td> <td style="text-align: center;">Multiple Credit</td> </tr> </tbody> </table> <p>Other credit-earning courses offered to middle school students must be approved by the Assistant Superintendent for Curriculum and Instruction.</p> <p>Middle school students enrolled in a high school credit-earning course must earn a minimum "C" average per semester to remain in the class and receive high school credit.</p>	Course	Course #	High School Credit	Blueprint for Professional Success	85003750	0.5	Communication Systems	86004100	0.5	Child Development	85003100	0.5	Fundamental of Agriscience	81003200	1.0	Keyboarding and Business Skills	82003200	0.5	Peer Counseling I	14003000	0.5	Production Systems	86004300	0.5	Team Sports I	15033500	0.5	Team Sports II	15033600	0.5	Work Experience	83016000	Multiple Credit
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I-4.7.7	<p>Diploma Eligibility for Transfer in the Senior Year</p> <p><u>Procedure</u></p> <p>A student must be enrolled within the first fifteen days of the second semester on traditional schedule or second term on block schedule of the senior year to be eligible for a diploma from any Hillsborough County Public Schools high school. A student who transfers after that time will be furnished a transcript of the work completed in the school, but no diploma will be granted. This transcript will be forwarded upon request to the last school attended. An exception to this regulation may be made if a committee appointed by the principal recommends such exception.</p>																																	
I-4.7.8	<p>Certificate of Completion</p> <p><u>Procedure</u></p> <ol style="list-style-type: none"> (1) A student who does not make a passing score on the Grade 10 FCAT and/or does not master all of the District revised Graduation Standards and Benchmarks, yet meets all courses required for graduation, will be eligible to receive a Certificate of Completion. (2) This student may elect to remain in high school as a full-time student for up to one additional year and receive instruction to remedy deficiencies. If requirements are met, the student will be awarded a standard high school diploma. 																																	
I-4.7.9	<p><u>Procedure</u></p> <p>The student who receives a Certificate of Completion may meet the requirements of the standard diploma through the adult school program. After completing the requirements, the student will receive a diploma from his or her original high school. The student may enroll only for the amount of time needed to complete remediation.</p>																																	

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I-4.7.10	<p><u>Procedure</u></p> <p>Each student must participate in statewide assessments unless specifically exempted. Students who fail to pass the FCAT, other state assessments and all other district graduation requirements will receive remedial instruction through further course work or special programs to assist them in subsequently passing all requirements. Such remediation courses may not be taken in lieu of credits required for graduation in language arts and mathematics. The remediation must continue until expectations are met as documented by a subsequent passing score and graduation from high school.</p>
I-4.7.11	<p>Early Graduation from High School (24-Credit Option)</p> <p><u>Procedure</u></p> <p>A senior who has completed all requirements for graduation may be dismissed from attending school upon written request to the school from the parent(s) or guardian(s) and student. The student will receive a diploma with the next spring graduating class. The student electing to graduate early will not be eligible to gain further honors, hold office, or participate as a student in school activities. The student must complete the first semester of his or her senior year to be eligible to be named valedictorian, salutatorian, or Tampa Tribune Honors Student.</p> <p>A junior who has completed all requirements for graduation may graduate at the end of his or her 11th grade year.</p> <p>Students participating in the Blake Accelerated Program have other options for early graduation.</p>
I-4.7.12	<p>Accelerated Graduation from High School (18-Credit Option)</p> <p><u>Procedure</u></p> <p><u>Selection of 18-Credit Option Prior to July 1, 2004</u></p> <p>Students and parent(s) or guardian(s) may choose the 18-credit option at the end of Grade 8 and may revisit this option each subsequent school year. The 18-credit option must be selected prior to December 1st of the student's third high school year. Parent or guardian permission is required for the student to select the three-year high school graduation option that requires 18 credits in a career preparatory or college preparatory course of study. The student will receive a diploma when all graduation requirements are met at the end of three full years in high school.</p> <p><u>Selection of 18-Credit Option After July 1, 2004</u></p> <p>Prior to selection of the 18-credit option, the student must achieve at least Level 3 on FCAT reading, FCAT mathematics, and FCAT writing in the most recent assessments taken by the student.</p> <p>Students must attain a weighted cumulative grade point average (GPA) of 3.0 for both 18-credit options. Students must receive an un-weighted grade of at least a 3.0 in each course to earn credit toward the eighteen credits required for college preparatory. For College Preparatory, at least 6 credits must be received in honors, dual enrollment, or Advanced Placement Courses. Students must receive an un-weighted grade of at least a 2.0 in each course to earn credit toward the eighteen credits required for career preparatory. Students in both options must attain an <i>FCAT Writing</i> score of 3.0. Students in both options must earn a passing score on 10th grade FCAT Reading and Mathematics. The student must declare this graduation option by the end of his or her 9th grade year.</p> <p><u>Selection of 18-Credit Option After July 1, 2006</u></p> <p>Prior to selection of the 18-credit option, the student must achieve at least Level 3 on FCAT reading, FCAT mathematics, and FCAT writing in the most recent assessments taken by the student.</p> <p>Students must attain a weighted cumulative grade point average (GPA) of 3.5 for both 18-credit options. Students must receive an unweighted grade of at least a 3.0 in each course to earn credit toward the eighteen credits required for college preparatory. For College Preparatory, at least 6 credits must be received in dual enrollment, or Advanced Placement Courses. Students must receive an un-weighted grade of at least a 2.0 in each course to earn credit toward the eighteen credits required for career preparatory. Students in both options must attain an <i>FCAT Writing</i> score of 3.0. Students in both options must earn a passing score on 10th grade FCAT reading and mathematics. The student must declare this graduation option by the end of his or her 9th grade year.</p>

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<p>I-4.7.13</p>	<p>State of Florida High School Diploma</p> <p><u>Procedure</u></p> <p>(1) Any candidate may earn a state of Florida high school diploma (GED) through the adult education program if said candidate is at least eighteen years of age on the date of the examination, except in extraordinary circumstances as defined in rules of the district in which the candidate resides or attends school. Candidates that are at least 16 years of age may attend a district-approved Under-age Pre-GED/GED Program offered through the Department of Adult and Community Education. Under-age candidates must meet the program guidelines to take the GED test prior to their 18th birthday.</p> <p>(2) Students utilizing the GED Exit Option Model must take the FCAT. Students who pass the GED Tests and both parts of the FCAT will be awarded a standard high school diploma. If a student passes the GED Tests but does not pass both sections of the FCAT, he or she will be awarded a state of Florida high school diploma (GED). Please note: GED Exit Option students may not take the GED tests and graduate prior to the class with which they entered kindergarten.</p>
<p>I-4.8</p>	<p>Articulated Acceleration Mechanisms</p> <p><u>Procedure</u></p> <p>A variety of articulated acceleration mechanisms are available to all students to shorten the time necessary to complete 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, inter-institutional articulation agreements, Florida Virtual School, Hillsborough Online, and Occupational Completion Points.</p> <p>Home education students may participate in dual enrollment, Career/Technical dual enrollment, early admission and credit by examination.</p>
<p>I-4.8.1</p>	<p><u>Procedure</u></p> <p>At the beginning of each school year, parent(s) or guardian(s) of all high school students will be notified of the opportunity and benefits of Advanced Placement, International Baccalaureate, dual enrollment, early admission, Florida Virtual School, and Hillsborough Online courses.</p>
<p>I-4.8.2</p>	<p>Early Admission to College</p> <p><u>Procedure</u></p> <p>(1) A student may be excused from the last two semesters of traditional high school or the last two terms of block schools if he or she is accepted for full-time admission by an accredited, state-funded Florida public college. The student must meet the following requirements:</p> <ul style="list-style-type: none"> (a) achieve a passing score on all portions of FCAT; (b) have an un-weighted GPA of 3.5 or better; (c) perform acceptably on any entry level placement instrument as defined by the postsecondary institution; and (d) obtain a written recommendation from the school principal or his or her representative. (e) complete all necessary admissions requirements of the postsecondary institution. <p>(2) A student under this program shall have the rights and privileges of the dual enrollment program if an agreement exists with that college.</p> <p>(3) A student under this program may be awarded a diploma when the student has completed two college semesters as a full-time student participating in courses that are creditable toward the high school diploma and the associate (A.A., A.S., or A.A.S.) or baccalaureate degree and earning no less than twenty-four semester hours, and maintaining at least a C average. The student will retain any honors earned in high school prior to his or her early admission to college.</p> <p>(4) After the conclusion of each college semester, the student is responsible for furnishing the school with a college transcript for work completed. The student's permanent high school record shall show adequate notations covering the work accomplished while in college.</p> <p>(5) Students under this program cannot receive additional honors such as valedictorian, salutatorian, or recognition as a <i>Tampa Tribune</i> Honors Student.</p> <p>(6) Under this category the school district shall be responsible for the purchase of textbooks for courses identified on the State Department of Education master list of approved courses.</p>

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<p>I-4.8.3</p>	<p>College Credit in Escrow (Co-enrollment)</p> <p><u>Procedure</u></p> <p>A full-time student enrolled in the Hillsborough County Public Schools in Grades 9-12 may be permitted to co-enroll in other regionally accredited institutions with the prior written approval of the principal of the school in which the student is enrolled full-time. Under this category, the student shall be responsible for the payment of all fees and the purchase of all textbooks. College credits in escrow will not be placed on high school transcripts or apply toward the high school diploma.</p>
<p>I-4.8.4</p>	<p>Dual Enrollment</p> <p><u>Procedure</u></p> <p>Dual enrollment is the process by which an eligible secondary student is enrolled in a postsecondary technical center or a college or university course and credit earned applies toward both a high school diploma and a college degree or postsecondary Career/Technical certificate.</p> <ol style="list-style-type: none"> (1) A student must be enrolled full-time in any Hillsborough County Public high school and may be enrolled part-time in any college or university as agreed upon in the Inter-institutional Articulation Agreement. Any exceptions must be approved by the Assistant Superintendent for Curriculum and Instruction. (2) A student may enroll in a college or university course and may use the credits earned to meet high school graduation requirements and degree requirements as agreed upon in the Inter-institutional Articulation Agreement. Only courses identified on the State Department of Education master list of approved courses will receive dual credit. (3) A student may enroll in a postsecondary technical center and credit earned applies toward both a high school diploma and a postsecondary Career/Technical certificate. (4) A student must have an un-weighted GPA of 3.0 for college credit dual enrollment courses. For Career/Technical certificate dual enrollment courses, the student's un-weighted GPA must be 2.0. (5) For students entering the ninth grade during 2006-2007, a bonus of .08 is added to the cumulative GPA for every one-half credit of a district approved academic dual enrollment course passed with a grade of C or higher. A student who earns a grade of D may not repeat that course under dual enrollment. <p><u>Exception:</u></p> <ol style="list-style-type: none"> (6) A senior who is completing an advanced college or college preparatory/technical preparatory course of study and who needs one credit or less to graduate may request special permission from his or her school principal to meet graduation and attendance requirements through co-enrollment with a college or university.
<p>I-4.8.5</p>	<p>Credit by Examination – College Level Examination Program (CLEP)</p> <p><u>Procedure</u></p> <p>Postsecondary credit can be earned for attainment of a specified minimum score on subject area examinations at the degree awarding postsecondary institution.</p>
<p>I-4.8.6</p>	<p>Occupational Completion Points</p> <p><u>Procedure</u></p> <p>Students completing a secondary Occupational Completion Point are eligible to enter the postsecondary adult technical center at the next Occupational Completion Point level.</p>
<p>I-4.8.7</p>	<p>Articulation Agreements</p> <p><u>Procedure</u></p> <p>Articulation agreements are in place to encourage Career/Technical Preparatory and College Preparatory/Technical Preparatory students to continue into postsecondary education in an advanced status.</p> <p>These agreements allow high school Career/Technical program completers to exempt equivalent coursework in complementary programs at community colleges and universities.</p>

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I-4.8.8	<p>Advanced Placement</p> <p><u>Procedure:</u></p> <p>Advanced Placement (AP) is the enrollment of an eligible secondary student in a course offered by the Advanced Placement Program administered by the College Board. Postsecondary credit may be awarded by the receiving institution to students who score a minimum of 3 on a 5-point scale on the corresponding AP examination.</p>
I-4.9	<p>Acceptance of Transfer Credit</p>
I-4.9.1	<p>Foreign Students Without Records</p> <p><u>Procedure</u></p> <p>A foreign student with no obtainable or available record of credits seeking enrollment in the Hillsborough County Public Schools will normally be placed according to the Hillsborough County chronological age/grade placement. The student must earn the equivalent of at least two years of specified credits and meet all appropriate state testing requirements and a 2.0 GPA in order to receive a standard diploma from the public schools of Hillsborough County. Any foreign student, seeking enrollment, should be sent immediately to the school principal or designee. The principal or designee will conduct an entrance interview with the student and parent(s) or guardian(s) to explain the high school curriculum, graduation requirements, and appropriate program planning for the student. Specific information for scheduling foreign students without records appears in the district scheduling guidelines.</p>
I-4.9.2	<p>Students Transferring into the District with Records</p> <p><u>Procedure</u></p> <p>Any student in Grades 9-12 who transfers into the district and whose credits can be verified must meet all provisions of the district's Student Progression Plan and Florida requirements. A senior transfer student may graduate by meeting the total number of units required in the district from which he or she transferred or the total number required for a Florida diploma. A senior wishing to use the options of graduating under the unit requirement of the district from which he or she transfers must complete these requirements within one calendar year. After this period, he or she must meet all Florida graduation requirements, including an un-weighted cumulative 2.0 state GPA and pass all sections of the FCAT required by the state of Florida.</p> <p>Students transferring from out-of-state or from a foreign country into the eleventh or twelfth grade shall not be required to spend additional time to meet high school course requirements. However, to receive a standard high school diploma, the transfer student must earn an un-weighted cumulative 2.0 state GPA and pass the Grade 10 FCAT or a state approved alternative assessment.</p>
I-4.9.3	<p>Acceptance of Work Completed or Credits Earned in Other Schools</p> <p><u>Procedure</u></p> <p>All evidence of work completed or credits earned at another school shall be based on an official transcript authenticated by the proper school authority. Work completed or high school credits earned in a Florida public school, from a public school in one of the other forty-nine states, from a Department of Defense school, or from a school that issued an official transcript shall be accepted at face value subject to validation if deemed necessary.</p> <p>If the student does not possess an official transcript, or the student is a home education student, credits shall be validated through performance during the first grading period. A student transferring into a school shall be placed at the appropriate sequential course level and to receive credit, a student should have a minimum grade point average of 2.0 at the end of the 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:</p> <ol style="list-style-type: none"> 1. Portfolio evaluation; 2. Written recommendation by a Florida certified teacher selected by the parent and approved by the principal; 3. Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;

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I-4.9.3 (Cont.)	<p>4. Demonstrated proficiencies on nationally-normed standardized subject area assessments; 5. Demonstrated proficiencies on the FCAT; or 6. Written review of the criteria utilized for a given subject by a former school.</p> <p>The decision to accept credits is subject to review and revision after school personnel have had the opportunity to observe the student's work.</p>
I-4.9.4	<p>Correspondence Study</p> <p><u>Procedure</u></p> <p>A student in Grades 9-12 may earn one credit per year by correspondence provided the course meets the state approved curriculum frameworks and prior approval is obtained from the principal. A school may accept credits from other regionally accredited correspondence schools with prior approval from the Assistant Superintendent for Curriculum and Instruction.</p>
I-4.10	<p>Students Transferring into the District from Home Education Programs or Non-Accredited Programs - (Grades 9-12)</p> <p><u>Procedure</u></p> <p>Any student in Grades 9-12 who transfers into the district from a home education or non-accredited program must meet accreditation guidelines and district procedures.</p> <p>Credits shall be validated through performance during the first grading period. A student transferring into the school shall be placed at the appropriate sequential course level and to receive credit, a student should have a minimum grade point average of 2.0 at the end of the first grading period. If a 2.0 GPA is not obtained, validation of credits can be achieved by one or more of the following where applicable:</p> <ul style="list-style-type: none"> • portfolio evaluation; • written recommendation by a certified teacher; • demonstrated proficiencies on nationally-normed subject area assessments; • demonstrated proficiencies on the FCAT; • written review of criteria used for a given subject provided by the former school <p>Credit will be awarded upon validation of the course, no honors points shall be granted, and the grade earned will be "Pass." Credits will be placed on an official transcript at the end of the first semester of full-time enrollment in a traditional high school and at the end of the first quarter at a block schedule high school.</p> <p>Students transferring from a home education program may not accrue credits in one school year which exceed the number of credits that may be accrued through the district's Student Progression Plan. Grade placement will be made according to the district senior high grade level placement matrix for Grades 9-12 based on the number of credits validated.</p> <p>Home education students with a transcript from a regionally accredited correspondence program or Florida Virtual School will receive credits at face value.</p>
I-4.10.1	<p>Part-time Enrollment of Home Education Students</p> <p><u>Procedure</u></p> <p>Home Education students whose programs are registered with the district may enroll on a part-time basis (traditional - from one to four courses; block - one to two) at their local school site.</p> <p>Grade placement of the part-time student will be determined by the parent(s) or guardian(s). Part-time students may not have senior status. Should the student wish to enroll full-time at the school, grade placement will be determined by school personnel. (Ref: 1-4.10)</p>

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I-4.11	<p>Senior High Academic Summer Program</p> <p><u>Procedure</u></p> <p>An academic summer program may be offered as an opportunity to earn credit toward graduation. A student may graduate at the end of a summer session in which all graduation requirements are fulfilled.</p>
I-4.11.1	<p>Foreign Study in Summer Programs</p> <p><u>Procedure</u></p> <p>Provision for students to participate in and earn credit in foreign study during the summer months may be provided; however, no more than one credit may be earned, and the school's principal must approve enrollment.</p>
I-4.12	<p>Health Education And Substance Abuse Instruction</p> <p><u>Procedure</u></p> <p>The Student Progression Plan specifies a minimum number of hours of instruction in health education and substance abuse prevention appropriate for each grade level 9-12 for students selecting the 24-credit option.</p> <p>Health education at the secondary level is governed by comprehensive and sequential objectives approved by the School Board. The objectives are outlined in the courses for Grades 9-12: Health I and Life Management Skills.</p>
I-4.13	<p>Grades 9-12 Physical Education</p> <p>The Secondary Physical Education Handbook is the school district's guide for the instruction of Grades 9-12. In keeping with the most current statutes regarding physical education, the curriculum meets or exceeds the National Standard's for Physical Education as defined by the National Association of Sport and Physical Education (NASPE) and the state's Sunshine State Standards for Health and Physical Education in Grades 9-12.</p> <p>Certified physical education instructors jointly plan and execute the program for implementing the district's curriculum. In implementing the district's curriculum, they: (For the district secondary courses of study, refer to I-4.5)</p> <ul style="list-style-type: none"> • Provide instruction for Grades 9-12 based on the district's requirements for student graduation of ½ credit in the Personal Fitness course and ½ credit in a physical education elective course. (For the district definition of credit, refer to I-4.1) • Follow Appropriate Practices for High School Physical Education as defined by NASPE. • Implement the state approved Adaptive courses. • Implement the state approved Personal Fitness courses. • Implement the state approved Individual and Dual courses. • Implement the state approved Team courses. • Implement a plan for continuous evaluation that meets the needs of the students and criteria set forth by the district. <p>Instructors determine students' assessments based on the district's formula that incorporates a combination of the following: (For the district secondary grading scales, refer to I-5.2.6.4)</p> <ul style="list-style-type: none"> • District Wide Semester Exams • Teacher Developed Written Test • Fitness Test • Skill Test • Demonstrations • Projects • Class Participations <p>Physical education classes meet with a certified physical education instructor during five regularly scheduled 50-minute classes per week in schools on traditional schedules and five regularly scheduled 90-minute classes in schools on block schedules.</p>

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I-5.0	ADULT BASIC EDUCATION AND ADULT SECONDARY EDUCATION PROGRESSION PLAN
I-5.1	ADULT BASIC EDUCATION (ABE) PROCEDURE STATEMENTS
I-5.1.1	<p>Admission <u>Procedure</u></p> <p>The program is open entry and open exit for students sixteen years of age and older.</p>
I-5.1.2	<p>Enrollment <u>Procedure</u></p> <p>A student must complete and sign a registration form. If a student is unable to complete this process, the instructor will help the student complete the form, then read the form back to the student. An "X" signature by a student must be witnessed.</p>
I-5.1.3	<p>Placement <u>Procedure</u></p> <p>Adult Basic Education (ABE) placement will be based on results from the Test of Adult Basic Education (TABE). A student who tests below 9.0 on the overall complete battery will be enrolled in ABE and progress through the program at his or her own rate. He/she will move through the program by completing levels 0-1.9, 2.0-3.9, 4.0-5.9, and 6.0-8.9 as defined by Florida course performance standards and measured by the Test of Adult Basic Education (TABE).</p> <p>A student who does not locate to an E, M, or D test level on the TABE locator will need to take the Literacy Level TABE. Students will be placed appropriately according to their test results.</p>
I-5.1.4	<p>Fees <u>Procedure</u></p> <p>The student does not pay an enrollment or tuition fee. Books and materials are provided in the classroom for student use.</p>
I-5.1.5	<p>Progression <u>Procedure</u></p> <p>Criteria for progression into the Adult Secondary Education program (adult high school credit or General Education Development (GED) preparation classes) will be a minimum score of 9.0 or higher on the TABE Level D.</p>
I-5.2	ADULT SECONDARY EDUCATION PROCEDURE STATEMENTS
I.5.2.1	<p>Admission <u>Procedure</u></p> <p>The Adult and Community Education program shall accept pupils 16 years of age and older who withdraw from regular school. They shall not be permitted to qualify for high school graduation at a date earlier than that on which they would normally have graduated through regular school attendance in high school. (Legal Reference: SBE 6A-6.020)</p>

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I-5.2.2	<p>Enrollment</p> <p><u>Procedure</u></p> <p>Eligible students shall complete and sign a registration form. They shall be accepted at any time during any scheduled term. A program of studies will be prescribed at the time of entry.</p> <p>Students entering the Adult High School Credit or GED preparation program without having earned high school credits must score a 9.0 or higher on the TABE Level D. Students scoring below 9.0 will be enrolled in ABE classes.</p> <p>Under-Age Pre-GED/GED classes are available to approved 16 and 17 year old students who wish to earn a State of Florida High School Diploma. Under-Age Pre-GED/GED students must meet the program entry and exit requirements to be eligible to take the GED Test prior to their 18th birthday.</p>
I-5.2.3	<p>Co-Enrollment</p> <p><u>Procedure</u></p> <p>Upon written approval of a senior high school principal, a student may attend the Adult High School Credit program to earn credits that are required for graduation when the principal deems the student's needs are better served. Students will be scheduled, at the principal's discretion, for co-enrollment in the Adult High School Credit program.</p> <p>A student may not use credits earned in the Adult High School Credit program to qualify for high school graduation at an earlier date than that which he or she would normally have been graduated through regular attendance in high school. (Legal Reference: SBE 6A-6.020) A letter addressing the student's particular needs and responsibilities must accompany the student. This letter of authorization will contain the student's name, state student number, the name of the course to be taken, and the amount of credit to be earned.</p>
I-5.2.4	<p><u>Procedure</u></p> <p>A student withdrawn from a senior high school and accepted into the Adult High School Credit program may return to a senior high school prior to his or her 18th birthday. However, only five credits earned in the Adult High School Credit program may be applied toward meeting senior high school graduation requirements.</p>
I-5.2.5	<p>Dual Enrollment</p> <p><u>Procedure</u></p> <p>A student may be enrolled in the Adult High School Credit program and part-time in a college or university. Only courses designated in the agreement between the School Board of Hillsborough County and the participating colleges or universities may receive dual credit.</p>
I-5.2.6	<p>Definition of Credit</p> <p><u>Procedure</u></p> <p>Credit shall be granted in the Adult High School Credit program when a student has demonstrated mastery of the course performance standards and taken a comprehensive mastery exam.</p>

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I-5.2.6.1	<p><u>Procedure</u></p> <p>One-half credit shall be granted when the student successfully passes course work and a comprehensive mastery exam on those performance standards that have been identified as being in the first semester or second semester of the school district's course performance standards.</p>																														
I-5.2.6.2	<p><u>Procedure</u></p> <p>A student enrolling in a course will receive a list of the performance standards and the criteria required for successful completion of the course.</p>																														
I-5.2.6.3	<p><u>Procedure</u></p> <p>A student's mastery of the adopted performance standards will be assessed through teacher observation, classroom assignments, examinations, or other appropriate methods.</p>																														
I-5.2.6.4	<p>Grading</p> <p><u>Procedure</u></p> <p>The following state grading scale will be used in all adult high school credit courses.</p> <table style="margin-left: 40px;"> <tr> <td>A</td> <td>=</td> <td>90 – 100</td> <td>- Outstanding</td> <td>4 quality points</td> </tr> <tr> <td>B</td> <td>=</td> <td>80 – 89</td> <td>- Above Average</td> <td>3 quality points</td> </tr> <tr> <td>C</td> <td>=</td> <td>70 – 79</td> <td>- Average</td> <td>2 quality points</td> </tr> <tr> <td>D</td> <td>=</td> <td>60 – 69</td> <td>- Lowest Acceptable</td> <td>1 quality point</td> </tr> <tr> <td>F</td> <td>=</td> <td>0 – 59</td> <td>- Failure</td> <td>0 quality point</td> </tr> <tr> <td>I</td> <td>=</td> <td>No Grade</td> <td>- Incomplete</td> <td></td> </tr> </table>	A	=	90 – 100	- Outstanding	4 quality points	B	=	80 – 89	- Above Average	3 quality points	C	=	70 – 79	- Average	2 quality points	D	=	60 – 69	- Lowest Acceptable	1 quality point	F	=	0 – 59	- Failure	0 quality point	I	=	No Grade	- Incomplete	
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I-5.2.7	<p>Adult Secondary Courses</p> <p><u>Procedure</u></p> <p>Adult secondary education shall include courses at or above the ninth grade level for adults and include review courses in preparation for taking the General Educational Development test as well as courses for high school credit leading to the award of a high school diploma.</p>																														
I-5.2.8	<p><u>Procedure</u></p> <p>Adult secondary education courses will be equivalent in competencies to those required of other students in public high schools in the district and are contained in the current Course Code Directory. Program entrance and exit opportunities shall be permitted at any time during the year. The granting of course credit shall be based on demonstrated mastery of performance standards. (Legal Reference: SBE 6A-6.013)</p>																														
I-5.2.9	<p><u>Procedure</u></p> <p>An adult student must earn a minimum of two credits in residence to be eligible for an adult high school diploma.</p>																														

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I-5.2.10	<p>Required Course of Study</p> <p><u>Procedure</u></p> <p>A minimum of 24 credits is required to earn an adult high school diploma. (Legal Reference: FS 1003.43)</p> <ul style="list-style-type: none"> 4 credits in English 3 credits in Mathematics, one of which must be Algebra I or its equivalent 3 credits in Science, of which 2 must have a laboratory component. The laboratory component requirement is waived when such facilities are inaccessible or do not exist. 1 credit in American History 1 credit in World History including a comparative study of the history, doctrines and objectives of all major political systems. <ul style="list-style-type: none"> ½ credit in Economics, including a comparative study of the history, doctrines and objectives of all major economics systems ½ credit in American Government * ½ credit in Practical Arts Vocations * ½ credit in Performing Fine Arts <ul style="list-style-type: none"> * or one full credit in either ½ credit in Health - Life Management Skills including nutrition, drug education, consumer education, cardiopulmonary resuscitation and hazards of smoking, and parenting skills ½ credit in Reading for students entering the ninth grade level during the 2003-2004 school year and thereafter. 9 credits in electives or selected technical/ career field subjects
I-5.2.10.1	<p>Health Education and Substance Abuse Instruction</p> <p><u>Procedure</u></p> <p>The progression plan specifies a minimum number of hours of instruction in health education and substance abuse prevention appropriate for each grade level K-12.</p> <p>Health education at the secondary level is governed by a comprehensive and sequentially School Board approved set of objectives. The objectives are outlined in the following course of study for Grades 9-12: Health 1 – Life Management Skills.</p>
I-5.2.11	<p><u>Procedure</u></p> <p>Students must achieve a 1.5 cumulative grade point average (GPA) on all courses completed prior to July 1, 1997. Students must achieve a 2.0 cumulative GPA on all courses completed after July 1, 1997.</p>
I-5.2.12	<p><u>Procedure</u></p> <p>A student must take and successfully complete Algebra I or a series of courses equivalent to Algebra I as one (1) of the 3 required mathematics credits.</p>
I-5.2.13	<p>Acceptance of Work Completed or Credits Earned in Other Schools</p> <p><u>Procedure</u></p> <p>Work done or credits earned in schools that are state or regionally accredited shall be accepted subject to policies of the School Board. Work done or credits earned in non-accredited schools shall be validated. Credits may be accepted subject to other existing School Board policies.</p>

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<p>I-5.2.14</p>	<p><u>Grade Enhancement:</u></p> <p><u>Procedure:</u></p> <p>For students entering the ninth grade level during the 2000-2001 school year and thereafter, grade enhancement for required courses shall be limited to replacing a grade of D or F with a grade of C or higher, earned subsequently in the same or comparable course. Grade enhancement policies for elective courses shall be limited to replacing a grade of D or F with a grade of C or higher earned subsequently in any course. The state GPA required for graduation will be calculated by including all grades that the student attempted, including all D's and F's, unless enhanced. This policy does not affect the district GPA calculation of rank in class, which includes all courses attempted.</p> <p>Students entering the ninth grade level prior to the 2000-2001 school year who receive a grade of D or F in any course may retake the same course and a passing grade will replace the D or F grade in the state GPA calculation for the graduation requirement. The state GPA required for graduation is determined by calculating the grades from required courses and then including the best grades from elective courses to total twenty-four credits. This policy does not affect the district GPA calculation of rank in class, which includes all courses attempted.</p>
<p>I-5.2.15</p>	<p>Graduation Requirements</p> <p><u>Procedure</u></p> <p>Adult high school students who earn the twenty-four required credits, have a 2.0 grade point average, pass the FCAT, and meet credit requirements will be awarded an adult high school diploma.</p>
<p>I-5.2.16</p>	<p>Remediation</p> <p><u>Procedure</u></p> <p>Students who fail the FCAT will be strongly encouraged to enroll in a FCAT remediation course prior to retesting.</p>
<p>I-5.2.17</p>	<p>Certificate of Completion</p> <p><u>Procedure</u></p> <p>Any student who meets credit requirements but does not earn a passing score on the FCAT will receive a Certificate of Completion. After passing the FCAT the student who received a Certificate of Completion may exchange it for a diploma.</p>
<p>I-5.2.18</p>	<p>Students From Foreign Countries With No Records</p> <p><u>Procedure</u></p> <p>Students from foreign countries with no records who are sixteen years of age and older and who wish to enroll in the adult high school program shall be interviewed by a counselor. The counselor shall explain the adult high curriculum and requirements for graduation. The student shall earn a total of 12 credits including the following, meet state assessment requirements, and attain the required grade point average.</p> <ul style="list-style-type: none"> 2 English 2 Mathematics 2 Science 2 Social Studies (1-American History, ½ Amer. Govt., ½ Econ.) ½ Life Management Skills * ½ Performing Fine Arts * ½ Practical Arts <li style="padding-left: 20px;">* or one full credit in either ½ Reading 2 Credits in electives or selected Career/Technical field subjects

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I-5.3	STATE OF FLORIDA HIGH SCHOOL DIPLOMA (GED) PROCEDURE STATEMENTS
I-5.3.1	<p><u>Procedure</u></p> <p>Any candidate for a state of Florida High School Diploma (GED) shall be at least 18 years of age on the date of the examination, except that in extraordinary circumstances as provided for in rules of the School Board of the district in which the candidate resides or attends school; said candidate may take the examination after reaching the age of 16. (Legal Reference: FS1003.435)</p> <p>Sixteen or seventeen year old students with extraordinary circumstances are defined as those having economic hardships, medical hardships or testing requests from armed forces recruiters.</p> <p>Sixteen and seventeen year old enrollees in adult educational programs where traditional schooling would not be available, may be considered as having extraordinary circumstances, i.e., Migrant Youth, Tampa Marine Institute, Drug Abuse Comprehension Coordinating Office, Transition School, Center for Women, etc.</p> <p>Students that are at least 16 years of age may attend a district approved Under-Age PreGED/GED program offered through the Department of Adult and Community Education. Under-Age GED students must meet the program entry and exit requirements to be eligible to take the GED Test prior to their 18th birthday.</p>
I-5.4	SPECIAL DIPLOMA FOR ADULT EXCEPTIONAL STUDENTS PROCEDURE STATEMENTS (Legal Reference: FS 1003.438)
I-5.4.1	<p><u>Procedure</u></p> <p>Eligible adult exceptional students shall complete and sign a registration form. They shall be accepted at any given time during any scheduled term. A program of studies will be prescribed at the time of entry and progression will be based upon demonstrated mastery of performance standards.</p>
I-5.4.2	<p>Definition of Credit</p> <p><u>Procedure</u></p> <p>Credit shall be granted in the adult secondary special diploma program when an adult exceptional student has demonstrated mastery of the course performance standards.</p>
I-5.4.3	<p><u>Procedure</u></p> <p>One-half credit shall be granted when the adult exceptional student successfully masters those performance standards that have been identified as being in the first semester or second semester of the school district's course performance standards.</p>
I-5.4.3.1	<p><u>Procedure</u></p> <p>An adult exceptional student enrolling in a course will receive a list of the performance standards that must be mastered and an explanation of mastery criteria as stated on the student's Individual Educational Plan (IEP).</p>
I-5.4.3.2	<p><u>Procedure</u></p> <p>An adult exceptional student's mastery of the adopted performance standards will be assessed through teacher observation, classroom assignments, and examinations or other appropriate methods.</p>
I-5.4.4	<p><u>Procedure</u></p> <p>An adult exceptional student must earn a minimum of two credits in residence to be eligible for an adult high school special diploma.</p>

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I-5.4.5	<p><u>Procedure</u></p> <p>Twenty-four credits are required. These are the minimum basic requirements for an adult exceptional student to graduate with an adult high school special diploma. Additional subjects are selected based on the interests, abilities, and aptitudes of the individual students.</p> <p>Minimum courses required are:</p> <table style="margin-left: 20px;"> <tr> <td>Language Arts</td> <td>3 Units</td> </tr> <tr> <td>Mathematics</td> <td>3 Units</td> </tr> <tr> <td>Health/Science</td> <td>2 Units</td> </tr> <tr> <td>Social Studies</td> <td>1 Unit</td> </tr> <tr> <td>Employability Skills</td> <td>2 Units or Work Experience *</td> </tr> </table> <p>* (2 Units previously earned in Grades 9-12 may be substituted for Employability Skills for Physically Impaired, Specific Learning Disabilities, Emotionally Handicapped, Visually Impaired, or Severely Emotionally Disturbed students.)</p> <p>Electives – 13 Units (May be work experience, career/technical, and/or academic courses.)</p>	Language Arts	3 Units	Mathematics	3 Units	Health/Science	2 Units	Social Studies	1 Unit	Employability Skills	2 Units or Work Experience *
Language Arts	3 Units										
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Health/Science	2 Units										
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Employability Skills	2 Units or Work Experience *										
I-5.4.5.1	<p><u>Procedure</u></p> <p>Elective requirements may be satisfied by completing a successful work experience or successful performance in Career/Technical Education and/or academic classes. An adult exceptional student may work part-time or full-time during the school year. Placement and supervision in work experience will be the responsibility of a certified instructor.</p>										
I-5.4.6	<p><u>Procedure</u></p> <p>Adult exceptional students must achieve a 1.5 cumulative grade point average (GPA) on all courses completed prior to July 1, 1997. Adult students must have a 2.0 cumulative GPA on all courses taken after July 1, 1997.</p>										
I-5.4.7	<p>Grade Enhancement</p> <p><u>Procedure</u></p> <p>For students entering the ninth grade level during the 2000-2001 school year and thereafter, grade enhancement for required courses shall be limited to replacing a grade of D or F with a grade of C or higher, earned subsequently in the same or comparable course. Grade enhancement policies for elective courses shall be limited to replacing a grade of D or F with a grade of C or higher earned subsequently in any course. The state GPA required for graduation will be calculated by including all grades that the student attempted, including all D's and F's, unless enhanced. This policy does not affect the district GPA calculation of rank in class, which includes all courses attempted.</p> <p>Students entering the ninth grade level prior to the 2000-2001 school year who receive a grade of D or F in any course may retake the same course and a passing grade will replace the D or F grade in the state GPA calculation for the graduation requirement. The state GPA required for graduation is determined by calculating the grades from required courses and then including the best grades from elective courses to total twenty-four credits. This policy does not affect the district GPA calculation of rank in class, which includes all courses attempted.</p>										
I-5.4.8	<p>Graduation Requirements</p> <p><u>Procedure</u></p> <p>An adult high school special diploma will be awarded to adult exceptional students who meet the credit and GPA requirements.</p>										
I-5.4.9	<p><u>Procedure</u></p> <p>Credits earned in exceptional education convert to elective credits for a regular high school diploma or an adult high school diploma.</p>										

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I-6.0	Exceptional Student Education (ESE)
I-6.0.1	<p>Pre-School Procedure</p> <p>Children aged three to five that are determined eligible for an ESE program may be served in an exceptional education classroom. Individual Educational Plans (IEPs) are reviewed at least annually. Students who become age-eligible for Kindergarten, i.e., five years old by September 1 are re-evaluated, and/or have their IEPs reviewed to determine the most appropriate Kindergarten services.</p>
I-6.0.2	<p>Exceptional Education Students In Grades Procedure</p> <p>ESE students in Grades K-12 who follow the general education curriculum will parallel the requirements for promotion and retention based on the recommendations of the School Placement Committee with input from the IEP Team.</p> <p>Students in Grades K-12 who require a modified or different curriculum and/or learning environment will strive toward acquisition of student performance standards as specified on the student's IEP. Promotion/retention is based on the recommendations of the IEP team in conjunction with the School Placement Committee. Refer to section I-6.2.4.</p> <p>The decision whether a student chooses a course of study leading to a standard diploma or to a special diploma must be made by the Individual Educational Plan (IEP) committee during the student's eighth grade year or the IEP developed prior to the student's 14th birthday, whichever occurs first. This decision must be reviewed annually. (State Board of Education Rule (SBER): 6A-1.0996).</p>
I-6.1.0	<p>Requirements for Standard Diploma for ESE Students Procedure</p> <p>ESE students who are working toward a standard diploma must meet all the benchmarks and graduation requirements of a standard diploma.</p> <p>Sunshine State Standards are incorporated into appropriate courses in all subject areas in Grades 9-12. (SBER 6A-6.0312 and 6A-1.0943)</p>
I-6.1.1	<p>Procedure</p> <p>District school boards are authorized to make accommodations/modifications for students with disabilities who are enrolled in basic and Career/Technical courses. Appropriate accommodations/modifications are addressed in the student's IEP.</p> <p>"A district school board may require specific courses and programs of study within the minimum credit requirements for high school graduation and shall modify basic courses, as necessary, to assure exceptional students the opportunity to meet the graduation requirements for a standard diploma, using one or the following strategies:</p> <ol style="list-style-type: none"> (1) Assignment of the exceptional student to an exceptional education class for instruction in a basic course with the same student performance standards as those required of non-exceptional students in the district student progression plan; or (2) Assignment of the exceptional student to a basic education class for instruction that is modified to accommodate the student's exceptionality. <p>The district shall determine which of these strategies to employ based upon an assessment of the student's needs and shall reflect this decision in the student's individual educational plan." (Legal Reference: FS 1003.43)</p>

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I-6.1.2	<p><u>Procedure</u></p> <p>District must make provisions for course accommodations/modifications when necessary to ensure students with exceptionalities have access to a standard diploma.</p> <p>Course Modifications for Exceptional Students: School boards shall modify basic courses, as necessary, to assure exceptional students the opportunity to meet the graduation requirements for a standard diploma. School boards shall modify career/technical courses and programs of study, as necessary, to assure handicapped students the opportunity to meet graduation requirements for a standard or a special diploma. Modifications to basic courses shall not include modifications to the curriculum frameworks or student performance standards. When modifying career/technical courses, the particular outcomes and student performance standards that a student must master to earn credit must be specified on the student's individual educational plan. (SBER: 6A-6.0312(1)).</p>
I-6.1.3	<p><u>Procedure</u></p> <p>Accommodations/modifications to basic or career/technical courses (SBER 6A-6.0312(2)(a-d) may include the following:</p> <ul style="list-style-type: none"> • Instructional time may be increased or decreased; • Instructional methodology may be varied; • Special communications systems may be used by the teacher or the student; or • Classroom and district test administration procedures and other evaluation procedures may be modified as specified in SBER: 6A-1.0943, FAC to accommodate the student's disability.
I-6.1.4	<p><u>Procedure</u></p> <p>The purpose for implementing curriculum and/or assessment accommodations is to enable an ESE student to demonstrate course content mastery and to assist the teacher in measuring the degree of mastery. The accommodations utilized will vary depending upon the student's disability. The need for curriculum and/or test accommodations will be noted on the student's IEP. Accommodations do not alter course content or achievement of grade-level benchmarks.</p>
I-6.1.5	<p><u>Procedure</u></p> <p>ESE courses may be taken by ESE students who are working towards a standard diploma as elective courses to meet the District's elective requirements.</p>
I-6.1.6	<p><u>Procedure</u></p> <p>Accommodations in the administration of district and state assessments are allowable as specified in the administrative manual of the test. If documented on student's IEP, participation is required for mild and moderately disabled students with appropriate accommodations. Exemptions must be documented by the IEP team. Parents must give their written consent for the use of instructional accommodations when those accommodations are not allowable on state assessments.</p>
I-6.1.7	<p><u>Procedure</u></p> <p>ESE students access the general education curriculum whenever possible and, in that regard, meet the District Benchmarks and participate in the required statewide assessment tests as specified on the student's IEP.</p>
I-6.1.8	<p><u>Procedure</u></p> <p>Any ESE student pursuing a standard diploma who does not meet the Hillsborough County Public School's levels of performance in reading, writing, science, and mathematics or who does not meet the specific level of performance on statewide assessments as determined by the Commissioner of Education must be provided remediation or be retained.</p>

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I-6.1.9	<p><u>Procedure</u></p> <p>Recommendations for promotion/retention for ESE students will be based upon student skills development at the appropriate level using the following criteria:</p> <ul style="list-style-type: none"> • IEP Goals and Objectives; • Hillsborough County Benchmarks; • Sunshine State Standards; and/or • Florida Course Descriptions for ESE Grades 6-12 <p>The School Placement Committee with input from the IEP team, will make the recommendation, except in Grade 3, regarding promotion/retention for students with disabilities.</p> <p>Established strategies regarding instructional accommodations/ modifications and assessment will apply. (SBER: 6A-6.0312 and 6A-1.0943)</p>
I.6.1.10	<p><u>Procedure</u></p> <p>Any ESE student pursuing a standard diploma that has met district graduation requirements including 24 credits, and has a minimum of a 2.0 GPA, but has not made a passing score on the FCAT, may be eligible for an FCAT wavier. The recommendation of the FCAT Wavier will be decided by the student's IEP team. (Legal Reference: FS 1003.43(11)(b))</p>
I-6.1.11	<p><u>Procedure</u></p> <p>Participation in Extended School Year (ESY) services is determined by the IEP Team. Recommendations will be made based upon one or more of the following:</p> <ul style="list-style-type: none"> • regression of skills; • recoupment of skills; and • critical emerging skills. <p>These skills must be addressed in the student's IEP goals.</p>
I-6.2.0	<p>Requirements for a Special Diploma for ESE Students</p> <p>Nothing contained in SBER: 6.A-1.0996 shall be construed to limit or restrict the right of an ESE student solely to a special diploma.</p>
I-6.2.1	<p><u>Procedure</u></p> <p>ESE students must demonstrate proficiency at the Independent, Supported, or Participatory level of each Sunshine State Standards for Special Diploma prescribed in SBER: 6A-1.09401 (1)(h) as determined through the IEP process to receive a Special Diploma Option 1 (A, B, or C).</p>

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<p>I-6.2.2</p>	<p><u>Procedure</u></p> <p>Students who have been properly identified as educable mentally handicapped, trainable mentally handicapped, deaf and hard of hearing, specific learning disabled, physically impaired, language impaired or emotionally handicapped may be eligible for a special diploma. Profoundly handicapped students are classified in SBER: 6A-6.03021, FAC, for the purposes of funding as profound mentally handicapped, dual sensory impaired and autistic. Any such student who meets all special requirements of the district school board for exceptionality, but is unable to meet the appropriate special state minimum requirements, shall be awarded a Certificate of Completion or Special Certificate of Completion in a form prescribed by the commissioner. A student who has been properly classified as "profoundly handicapped" and who meets the special requirements of the district school board for a special diploma in accordance with requirements for any exceptional student identified in this section shall be awarded a special diploma; however, such a student shall alternatively be eligible for a certificate of completion or special certificate of completion, in a form prescribed by the commissioner, if all school requirements for students who are "profoundly handicapped" have been met. However, this section does not limit or restrict the right of an exceptional student solely to a Special Diploma, certificate of completion or special certificate of completion. Any such student shall, upon proper request, be afforded the opportunity to fully meet all requirements of s.1003.43, FS through the standard procedures established therein and thereby to qualify for a standard diploma upon graduation. (Legal Reference: FS 1003.43)</p> <p>District will make Free Appropriate Public Education (FAPE) available to all students through the school year in which the students turn 22 and who have not earned a regular high school diploma. Individuals with Disabilities Education Act (IDEA) Part B and Regulations: 34 CFR300: Graduation.</p>
<p>I-6.2.3</p>	<p><u>Procedure</u></p> <p>The appropriate Special Diploma Option is selected and documented through the IEP process. Two Special Diploma Options will be available for exceptional students: Option 1 (A, B, and C and T) and Option 2.</p> <p>(1) <u>Special Diploma Option 1A:</u> The same total number of credits and grade point average for graduation for a standard diploma are required for a Special Diploma Option 1A. Identified ESE students who follow this option may be scheduled into regular academic classes, Career and Technical classes, or ESE classes. ESE students must meet the Sunshine State Standards for Special Diploma. Required course work includes:</p> <ul style="list-style-type: none"> 3 English 2 Social Studies 0.5 Health 1 or Life Management Skills* 3 Mathematic 0.5 Reading*** 2-6 Career and Technical** 2 Science 0.5 Physical Education 7-11 Electives <p>All ESE courses are multiple credit courses.</p> <p>* May include Health and Safety 9-12 or Life Management and Transition 9-12. ** May include ESE courses: Career Preparation, Career Experiences, and/or Career Placement. *** Beginning in 2005-2006 ninth grade students.</p> <p>(2) <u>Special Diploma Option 1B:</u> ESE students must meet the Sunshine State Standards for Special Diploma. ESE students may be scheduled into regular academic classes, Career and Technical classes, or ESE classes. A minimum of 15 credits is required under this option. Students may not graduate before their Kindergarten cohorts. Exceptions must be approved by the District Special Diploma Committee. Required course work includes:</p> <p><u>Minimum Academic:</u></p> <ul style="list-style-type: none"> • 7 credits, may include but not be limited to English, Mathematics, and Reading • .5 credit in Health I or Life Management Skills** • .5 credit in Reading*** <p><u>Career and Technical:</u></p> <ul style="list-style-type: none"> • From 2 - 6.5 credits Career and Technical with a minimum of 2 sequential credits in a program area leading to at least an Occupational Completion Point A (OCPA) • 1 credit career exploration course, such as: Career Preparation (ESE), Career Experiences (ESE) or Blueprint for Professional Success

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<p>I-6.2.3 (Cont.)</p>	<p><u>Electives:</u></p> <ul style="list-style-type: none"> • Up to 4.5 credits • May include Health and Safety 9-12 or Life Management and Transition 9-12. <p>(3) <u>Special Diploma Option 1C:</u></p> <p><u>Supported and Participatory Levels</u></p> <ul style="list-style-type: none"> • Sunshine State Standards for Special Diploma • 24 credits • Curriculum Based Assessment (CBA) • IEP documentation <p><u>Supportive Levels: 9-12</u></p> <ul style="list-style-type: none"> • 1-4 Specially Designed Physical Education • 4-7 Electives • 1-4 Reading • Minimum of 16 supported credits to include: Communication Skills for Functional Living Academic Skills for Functional Living Personal and Home Skills for Functional Living Leisure and Recreation Skills for Functional Living Community and Social Skills for Functional Living <p><u>Participatory Levels: 9-12</u></p> <ul style="list-style-type: none"> • 1-4 Specially Designed Physical Education • 4-7 - Electives • Minimum of 16 participatory credits to include: Cognitive and Linguistic Skills Life Sustaining and Environmental Interaction Skills Leisure/Recreation Skills for Improvement of Quality of Life Developmental-Functional Motor and Sensory Skills <p>(4) <u>Special Diploma Option 1T:</u> ESE students enrolled in a Career Center may select this option but may not graduate before their Kindergarten cohorts.</p> <p>Requirements include:</p> <ul style="list-style-type: none"> • Satisfy Sunshine State Standards for Special Diploma at the Independent Level by achieving at least a level 3 on the Grade 10 Florida Alternate Assessment Report, and • Demonstrate proficiency at the Independent Level of the Sunshine State Standards for Special Diplomas as documented on the ESE student's IEP, and • Successfully complete 2 or more sequential credits in a Career and Technical program leading to an Occupational Completion Point (OCP). <p>(5) <u>Special Diploma Option 2:</u> Prior to selecting Special Diploma Option 2, a student must be at least 16 years of age and must have completed 4 credits in regular academic classes, Career and Technical classes, or ESE classes. Exceptions may be made at the discretion of the District Special Diploma Committee. A Training Plan (or Graduation Plan) must be developed and written for each ESE student following this option. The student must be employed for at least 18 consecutive weeks and for a minimum of 32 hours per week with one employer. All ESE students being considered for this option must meet established criteria and be approved by the District Special Diploma Committee.</p>
<p>I-6.2.4</p>	<p><u>Procedure</u></p> <p>Recommendations for promotion/retention for ESE students pursuing a special diploma will be based upon student skill development at the appropriate level using the following criterion:</p> <ul style="list-style-type: none"> • IEP Goals and Objectives • The Sunshine State Standards for Special Diploma. <p>The School Placement Committee, with input from the IEP team, will make the recommendation regarding retention/promotion for ESE students.</p> <p>Established strategies regarding instructional accommodations/ modifications and assessments will apply (SBER: 6A-6.0312 and 6A-1.0943).</p>

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I-6.2.5	<p><u>Procedure</u></p> <p>The IEP team will determine the extent of the ESE student's participation in state and district assessment or alternate assessment. Accommodations in the administration of district and state assessments are allowable as specified in the administrative manual of the test. The IEP team will identify appropriate accommodations for the student.</p>
I-6.2.6	<p><u>Procedure</u></p> <p>Participation in Extended School Year (ESY) services is determined by the IEP Team. Recommendations will be made based upon one or more of the following:</p> <ul style="list-style-type: none"> • regression of skills; • recoupment of skills; and/or • critical emerging skills <p>These skills must be addressed in the student's IEP goals.</p>
I-6.3.0	<p>Movement Between Diploma Options</p> <p>Once the diploma option has been chosen (during student's eighth grade year or prior to 14th birthday) the decision must be reviewed annually. Students may move between standard diploma, Special Diploma Option 1 (A, B, or C), and Option 2. The decision to move between diploma options will be addressed by the IEP team (SBER: 6A-1.0996(2)). Diploma Option 2 also requires approval by the District Special Diploma Committee based on established criteria.</p>
I-6.3.1	<p><u>Procedure</u></p> <p>Students moving from a standard diploma to a special diploma must follow the procedures listed under I-6.2, I-6.2.1, and I-6.2.3.</p>
I-6.3.2	<p><u>Procedure</u></p> <p>Students moving from Special Diploma Option 1 (A, B, or C) or Special Diploma Option 2 to standard diploma may require additional time in school. Students will:</p> <ul style="list-style-type: none"> • Receive elective credit for passing ESE courses; and • Be required to meet all requirements for a standard diploma outline in the Student Progression Plan.
I-6.3.3	<p><u>Procedure</u></p> <p>Students moving from Special Diploma Option 1 (A, B, or C) to Special Diploma Option 2 will:</p> <ul style="list-style-type: none"> • Meet all eligibility requirements and established criteria for Special Diploma Option 2; and • Master his or her prescribed set of employment and community competencies, regardless of the number and type of credits previously earned. <p>Mastery of the Sunshine State Standards for Special Diploma is not required for Special Diploma Option 2.</p>
I-6.3.4	<p><u>Procedure</u></p> <p>Students moving from Special Diploma Option 2 to Special Diploma Option 1 (A, B, or C) will:</p> <ul style="list-style-type: none"> • Be required to meet the course requirements as outlined in the Student Progression Plan; • Apply any credits earned under Option 2 to elective or course requirements under the provisions for Option 1; and • Be required to meet the Sunshine State Standards for Special Diploma for his or her primary functional level.

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I-6.3.5	<p><u>Procedure</u></p> <p>Students moving within Special Diploma Option 1 (A, B, or C) will:</p> <ul style="list-style-type: none"> • Be required to meet the course requirements as outlined in the Student Progression Plan; • Apply credits earned under Option 1 (A, B, or C) as appropriate to the new selection under Option 1; and • Be required to meet the Sunshine State Standards for Special Diploma for his or her primary functional level.
I-6.4.0	<p>Certificate of Completion or Special Certificate of Completion for ESE Students</p> <p>A Certificate of Completion or a Special Certificate of Completion may be awarded to an ESE student.</p>
I-6.4.1	<p><u>Procedure</u></p> <p>ESE students whose grade point average is less than the required grade point average for a Special Diploma Option 1A, but who pass credit requirements and all other graduation standards, shall be awarded a Certificate of Completion.</p> <p>An ESE student pursuing a standard diploma who does not make a passing score on the FCAT or does not qualify for an FCAT Wavier, and/or does not master all of the revised graduation standards and benchmarks, yet meets all course work required for graduation, may select a Special Diploma Option or a Certificate of Completion.</p>
I-6.4.2	<p><u>Procedure</u></p> <p>An ESE student pursuing a special diploma who is unable to meet the minimum graduation requirements for a special diploma may be awarded a Special Certificate of Completion.</p>
I-6.5.0	<p>Transition Program for Students with Disabilities</p>
I-6.5.1	<p><u>Procedure</u></p> <p>ESE students should have the opportunity to participate in work experiences as appropriate and if indicated on their Transition IEP.</p>
I-6.5.2	<p><u>Procedure</u></p> <p>Credits may be earned by securing employment. These students may work part-time or full-time for one semester or the entire school year.</p>
I-6.6.0	<p>Specific ESE Program Requirements</p> <p>The following is a list of ESE Programs and the requirements for obtaining a Standard Diploma, Special Diploma, and Certificate of Completion or Special Certificate of Completion.</p>
I-6.6.1	<p><u>Procedure</u></p> <p>Autistic Deaf or Heard of Hearing Educable Mentally Handicapped Emotionally Handicapped (including Severely Emotionally Disturbed) Language Impaired Physically Impaired (including Other Health Impaired and Traumatic Brain Injured) Severe/Profound Mentally Handicapped Specific Learning Disabled Trainable Mentally Handicapped</p> <p>(1) See Section: I-6.1 "Requirements for standard diploma for Exceptional Students." (2) See Section: I-6.2 "Requirements for Special Diploma for Exceptional Students." (3) See Section: I-6.4 "Requirements for Certificate of Completion or Special Certificate of Completion."</p>

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<p>I-6.6.2</p>	<p>Homebound/Hospital (H/H)</p> <p><u>Procedure</u></p> <p>Students in the program for Homebound/Hospitalized meet general education requirements except when they have been identified as having additional disabilities. In that case, they meet the graduation requirements as outlined by other ESE program for which they are eligible. (See Section: "Requirements for a Standard Diploma")</p> <p>Countywide testing programs will be implemented when the student is physically able to perform. Parent or guardian notification and agreement for the exemption from required testing is required.</p> <p>Homebound/Hospital (H/H) students in Grades 9-12 shall continue to be awarded credits towards graduation through participation in the H/H program. In the event that a student's absence from school exceeds the minimum hours required by the state of Florida, credit will be awarded based upon the completion of the goals and objectives of the courses included in the student's Individual Education Plan (IEP). In order to receive credit, the students must demonstrate mastery of the standards in the courses taken through the H/H Program. Demonstration of mastery will be based on the Homebound/Hospital teacher's evaluation of the student that shall include teacher observations oral and written tests. H/H students may be granted credit for courses not included on the IEP through the usual procedures as outlined in the District's Student Progression Plan.</p> <p>Promotion/retention is a collaborative decision between the base school's administration and the H/H program. The determination of the diploma earned is the responsibility of the administration from the graduating school.</p>
<p>I-6.6.3</p>	<p>Visually Impaired</p> <p><u>Procedure</u></p> <p>Students in the Program for the Visually Impaired must meet standard requirements for graduation. Students with visual impairments may earn a special diploma only if they are eligible and served in another ESE program (SBER: 6A-1.95(4))* . In that case, they must meet the Student Progression Plan as outlined by the ESE program in which they are eligible and served.</p> <p>(1) See Section: I-6.1 "Requirements for Standard Diploma for Exceptional Students." *(2) See Section: I-6.2 "Requirements for Special Diploma for Exceptional Students." (3) See Section: I-6.4 "Requirements for Certificate of Completion or Special Certificate of Completion."</p>
<p>I-6.6.4</p>	<p>Deaf-Blind</p> <p><u>Procedure</u></p> <p>Students served in the Deaf-Blind program are reviewed annually and progress through an un-graded program. Upon completion of the program the student receives a Certificate of Completion, Special Diploma, or Standard Diploma.</p> <p>(1) See Section: I-6.1 "Requirements for Standard Diploma for Exceptional Students." (2) See Section: I-6.2 "Requirements for Special Diploma for Exceptional Students." (3) See Section: I-6.4 "Requirements for Certificate of Completion or Special Certificate of Completion."</p>
<p>I-6.6.5</p>	<p>Speech Impaired</p> <p><u>Procedure</u></p> <p>Students in the Program for the Speech Impaired meet standard requirements for graduation. Students with speech impairments may earn a special diploma only if they are eligible and served in another ESE program (SBER: 6A-1.95(4))* . In that case, they must meet the Student Progression Plan as outlined by the ESE programs in which they are eligible and served.</p> <p>(1) See Section: I-6.1 "Requirements for Standard Diploma for Exceptional Students." *(2) See Section: I-6.2 "Requirements for Special Diploma for Exceptional Students." (3) See Section: I-6.4 "Requirements for Certificate of Completion or Special Certificate of Completion."</p>

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I-6.7	<p>Access to Postsecondary Education and Meaningful Careers for Students with Disabilities (ENNOBLES) Act</p> <p><u>Procedure</u></p> <p>Students with disabilities who have properly been identified as mentally handicapped, deaf and hard of hearing, specific learning disabled, physically impaired, speech or language impaired, visually impaired, emotionally handicapped, severely emotionally handicapped, autistic spectrum, traumatic brain injured, dyslexia, dyscalculia, or developmental aphasia, shall have access to postsecondary education, career counseling, and/or services. (Legal Reference: FS 1007.02)</p>