

**STUDENT PROGRESSION PLAN
CALHOUN COUNTY SCHOOL DISTRICT
2024-2025**

DATE APPROVED: November 19, 2024

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Vision – Calhoun County School District strives to be a world class system by preparing today’s students for tomorrow’s world.

Mission – Calhoun County School District is committed to excellence, ensuring that each student achieves his or her highest potential in a global society.

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INTRODUCTION

Included within this plan are policies and procedures relative to enrollment, promotion, retention, accelerated/decelerated placement, transfers, instructional programs, acceleration programs, extended year programs, dropout prevention programs, student assessment and exceptional student education.

Calhoun County School District is committed to the implementation of a Multi-Tiered System of Student Supports framework to integrate/align efforts to improve educational outcomes and meet the academic/behavioral needs of all students. The district will provide high quality instruction/intervention matched to student needs and use learning rate and level of performance to inform instructional decisions-including decisions regarding promotion, acceleration, retention, and remediation. The Multi-Tiered System of Student Support is a “data-based decision making” process applied to education. Problem solving methods and the systematic use of assessment data, at the district, school, grade, class, and individual level, will guide decisions about the allocation of resources and intensity of instruction and/or interventions needed to improve learning and/or behavior.

Faculty, staff and administrative personnel are encouraged to become familiar with the contents of this plan. Recommendations for future changes are encouraged from all concerned. The administrative staff at all schools and the district office is available to receive any questions or concerns connected with the policies or procedures presented.

PURPOSE

The Calhoun County School District is dedicated to the continuous development of each student. The purpose of instructional programs used in schools in the Calhoun County School District is to enable students to perform academically at their expected level or higher. In recognition of the wide range of students’ abilities, motivation, interests, and development, the Student Progression Plan establishes procedures that are to be implemented to provide each student with the opportunity to succeed in school.

The Student Progression Plan for the Calhoun County School District provides school personnel, parents/guardians, students, and other interested citizens the administrative procedures necessary to implement state legislative and local student progression requirements.

GOALS

The goal of the Student Progression Plan is to facilitate public awareness of the requirements for each step of the educational process from prekindergarten through graduation. The plan encourages programs that provide for the attainment of district, state, and national standards; it provides for options for those students who do not accomplish certain standards within a specified time period.

It is the intent of the Florida Legislature that each student’s progression from one grade to another be determined, in part, upon proficiency in reading, writing, science, social studies, and mathematics; that district school board policies facilitate such proficiency; and that each student and his or her parent be informed of that student’s academic progress. It is the ultimate goal of the legislature that every student read at or above grade level.

RESPONSIBILITIES

In developing and implementing the Student Progression Plan, the following responsibilities should be understood:

- A.** It is the responsibility of the School Board and the Administration of Calhoun County School District to provide all students with access to research-based curriculum so that educators can use it to facilitate instruction. District school boards shall also assist schools and teachers to implement research-based reading activities that have been shown to be successful in teaching reading to low-performing students. Such programs will monitor progress, promote continuous achievement, and make provisions for individual differences.
- B.** District Boards shall allocate remedial and supplemental instructional resources to students in the following priority:
 - Students who are deficient in reading by the end of grade 3;
 - Students who are deficient in math by the end of grade 4;
 - Students who fail to meet performance levels required for promotion consistent with the district school board's plan for student progression.
- C.** The Board, through its administrators, will accept the responsibilities of assisting teachers with resources and staff development to accomplish identified goals and will establish procedures for record keeping to certify the accomplishment of state and district requirements.
- D.** The principal shall assume administrative responsibility for all required records and reports regarding students that transfer in the school, and for promotion or retention of students.
- E.** Teachers are responsible for providing effective instruction and remediation. Effectiveness will be based on evidence of academic progress, the implementation of the State Academic Standards, the Florida Standards, B.E.S.T. standards, the Calhoun District curriculum, and the establishment of a productive learning environment, e.g. good discipline, fair treatment, development of positive incentives, etc.
- F.** Students must assume the responsibilities for learning commensurate with their age and level of maturity. Educational responsibility commensurate with age and maturity must be accepted. Students must be accountable for being at school and in class. Courtesy and good conduct are expected of all students.

GENERAL PROVISION-GRADES K-12

REQUIRED INSTRUCTION – 6A-1.094124

1. Florida Standards/Next Generation Sunshine State Standards.

As provided in Section 1003.42(2), F.S., instructional staff in public schools must teach the required instruction topics efficiently and faithfully, using materials that meet the highest standards of professionalism and historical accuracy. Schools will provide appropriate instruction to assist students in the mastery of the of the State Academic and the Florida/B.E.S.T. Standards for English Language Arts, Mathematics, Science, Social Studies, Foreign Languages, the Arts and Health/Physical Education. These standards form the basis for curriculum, instruction, and evaluation of student performance.

2. Constitution of the United States

Instruction in the history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the constitution provides the structure of government. Included also will be the arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers, along with flag education, including proper flag display and flag salute. The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its countries, municipalities, school districts, and special districts. September 17 is designated as Constitution Day and Citizenship Day. Constitution Day and Citizenship Day commemorate the formation and signing on September 17, 1787, of the Constitution and recognize all who, by coming of age or by naturalization, have become citizens.

3. Declaration of Independence

The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the philosophical foundation of our government. **F.S. 1003.421** requires that in the last full week of classes in September all schools celebrate “Freedom Week.” During this week at least three hours of in-depth instruction on the intent, meaning, and importance of the Declaration of Independence must be included in each social studies class. In addition, at the beginning of each school day or in homeroom during this week, principals and teachers must conduct an oral recitation by students of the following portion of the Declaration of Independence:

“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain inalienable rights, that among these are life, liberty, and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed.”

4. United States/American History

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

5. African American History

Instruction in the history of African Americans will include the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Students shall develop an understanding of the ramifications of prejudice, racism, and stereotyping on individual freedoms, and examine what it means to be a responsible and respectful person, for the purpose of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions. Instruction shall include the roles and contributions of individuals from all walks of life and

their endeavors to learn and thrive throughout history as artists, scientists, educators, businesspeople, influential thinkers, members of the faith community, and political and governmental leaders and the courageous steps they took to fulfill the promise of democracy and unite the nation. Instructional materials shall include the vital contributions of African Americans to build and strengthen American society and celebrate the inspirational stories of African Americans who prospered, even in the most difficult circumstances. Instructional personnel may facilitate discussions and use curricula to address, in an age-appropriate manner, how the individual freedoms of persons have been infringed by slavery, racial oppression, racial segregation, and racial discrimination, as well as topics relating to the enactment and enforcement of laws resulting in racial oppression, racial segregation, and racial discrimination and how recognition of these freedoms has overturned these unjust laws. However, classroom instruction and curriculum may not be used to indoctrinate or persuade students to a particular point of view inconsistent with the principles enumerated in subsection (3) or the state academic standards. Instructional materials shall include the contributions of African Americans to American society.

6. The Holocaust

The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions. s.1003.42 F.S., designates the second week in November as “Holocaust Education Week” in Florida to recognize the anniversary of Kristallnacht, which is widely recognized as a precipitating event that led to the Holocaust.

“Victims of Communism Day” – November 7 - This day is must be observed in public schools to honor “the 100 million people who have fallen victim to communist regimes across the world.” Beginning with the 2023-2024 school year, students in U.S. Government classes must receive at least 45 minutes of instruction on different communist regimes and how people suffered through poverty, starvation, lethal violence, and suppression of speech under them.

7. Character Development Program, F.S. 1003.42

The character development program shall be required of all grades K-12 and will be secular in nature. This program should stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

The character-development curriculum for grades 9 through 12 shall, at a minimum, should include instruction on developing leadership skills, interpersonal skills, organization skills, and research skills; creating a resume; developing and practicing the skills necessary for employment interviews; conflict resolution, workplace ethics, and workplace law; managing stress and expectations; and developing skills that enable students to become more resilient and self-motivated.

Eleventh and twelfth grade students shall include instruction on voting rights using the uniform primary and general election ballot described in s. 101.151(9)

8. Comprehensive Health Education

Comprehensive Health Education will address concepts of community health; consumer health; environmental health; family life, including an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy; mental and emotional health; injury prevention and safety; Internet safety; nutrition; personal health; prevention and control of disease; and substance use and abuse. The health education curriculum for students in grades 7 through 12 shall include a teen dating violence and abuse component that includes, but is not limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse. (FS 1003.42 (2)(n))

Instruction in Acquired Immune Deficiency Syndrome (FS 1003.46):

- 1) Each district school board may provide instruction in acquired immune deficiency syndrome education as a specific area of health education. Such instruction may include, but is not limited to, the known modes of transmission, signs and symptoms, risk factors associated with acquired immune deficiency syndrome, and means used to control the spread of acquired immune deficiency syndrome. The instruction shall be appropriate for the grade and age of the student and shall reflect current theory, knowledge, and practice regarding acquired immune deficiency syndrome and its prevention.
- 2) Throughout instruction in acquired immune deficiency syndrome, sexually transmitted diseases, or health education, when such instruction and course material contains instruction in human sexuality, a school shall:
 - a) Teach abstinence from sexual activity outside of marriage as the expected standard for all school-age students while teaching the benefits of monogamous heterosexual marriage.
 - b) Emphasize that abstinence from sexual activity is a certain way to avoid out-of-wedlock pregnancy, sexually transmitted diseases, including acquired immune deficiency syndrome, and other associated health problems.
 - c) Teach that each student has the power to control personal behavior and encourage students to base actions on reasoning, self-esteem, and respect for others.
 - d) Provide instruction and material that is appropriate for the grade and age of the student.

Health Education – K-5

Comprehensive age-appropriate and developmentally appropriate K-5 health education that addresses concepts of community health, consumer health, environmental health, and family life, including:

- a. Mental and emotional health
- b. Injury prevention and safety
- c. Internet safety
- d. Nutrition
- e. Personal Health
- f. Prevention and control of disease
- g. Substance abuse; and
- h. Prevention of child sexual abuse, exploitation, and human trafficking.

The process to request an exemption will also be posted on the district's website homepage.

A parent may make a written request to the school principal to exempt his or her student from the teaching of reproductive health or any disease, including HIV/AIDS.

Health Education 6th – 8th

Comprehensive age-appropriate and developmentally appropriate 6th-8th health education that addresses concepts of community health, consumer health, environmental health, and family life, including:

- a. Mental and emotional health
- b. Injury prevention and safety
- c. Internet safety
- d. Nutrition

- e. Personal Health
- f. Prevention and control of disease
- g. Substance abuse; and
- h. Prevention of child sexual abuse, exploitation, and human trafficking.

The health education curriculum shall include an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy.

The process to request an exemption will also be posted on the district's website homepage. A parent may make a written request to the school principal to exempt his or her student from the teaching of reproductive health or any disease, including HIV/AIDS.

9. Physical Education

It is the responsibility of the district school board to develop a physical education program that stresses physical fitness and encourages healthful, active lifestyles and to encourage all students in prekindergarten through grade 12 to participate in physical education. Physical education shall consist of physical activities of at least a moderate intensity level and for a duration sufficient to provide a significant health benefit to students, subject to the differing capabilities of students. All physical education programs and curricula must be reviewed by a certified physical education instructor. Calhoun County has developed a Physical Education Plan (Appendix B).

Elementary Recess - In addition to PE requirements, the district will provide at least 100 minutes each week of supervised, safe and unstructured free-play recess for students in Kindergarten through Grade 5. This will allot at least 20 minutes of free-play recess per day. **F.S. 1003.455 (6)**

10. Disability History and Awareness Weeks

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

11. Other required instruction

In appropriate classes throughout the K-12 curriculum, schools will teach the following: the elementary principals of agriculture; the true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind; kindness to animals; the history of the state; conservation of natural resources; the study of Hispanic contributions to the United States; the study of women's contributions to the United States; the nature and importance of free enterprise to the U.S. economy; the sacrifices that veterans have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Veteran's Day and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans when practical.

12. Required Instruction for Middle School/High School Only

a. Teen Dating Violence

The health education curriculum should provide instruction for students in grades 7 through 12 that includes a teen dating violence and abuse component that includes, but is not limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse. **F.S. 1006.148**

b. AIDS Education

The school centers containing grades 9 - 12 will be required to teach ninth grade students the facts

about AIDS, its dangers and how it is contracted.

13. Art in the Capitol – Middle School Only (HB 701)

The district will hold an Art in the Capitol competition for all public, private, and home education students in grades 6-8. Submissions shall be judged by a selection committee consisting of art teachers whose students have not submitted artwork for consideration.

A submission may not violate copyright laws and must:

- a. Be two dimensional
- b. Be no larger than 28 inches wide by 28 inches long by 4 inches thick
- c. Weigh less than 15 pounds
- d. Be original in concept, design, and execution
- e. Each submission must include the student's name, grade, and school of enrollment and the city in which the school is located
- f. Each winning submission shall be provided to the legislator of the legislative district in which the student resides no later than 60 days before the start of each legislative session. The legislator shall provide the winning submission to the Department of Management Services.

14. American Founder's Month – Section 14.s.683.1455, F.S. – September has been designated as "American Founder's Month. All grade levels are to provide instruction and/or coordinate patriotic programs related to our nation's founding fathers.

15. Medal of Honor's Day – HB 729 Sections 250.483, 497.393, 683.147 – March 25 each year will be designated as "Medal of Honor Day". Schools will honor participants that have received a Medal of Honor. References will also be added to instruction relating to patriotism. Additionally, references will also be added to a character development program that incorporates the values of the recipients of the Medal of Honor. This instruction will be offered as part of a social studies lesson, an English Language Arts lesson, or other character building and Veteran awareness initiatives.

16. First Aid Training/CPR

Students in grades 9th and 11th must receive basic training in first aid, including cardiopulmonary resuscitation. This training must be based on a one-hour, nationally recognized program that uses the most current evidence-based emergency cardiovascular care guidelines. This mandatory instruction must allow students "to practice the psychomotor skills associated with performing CPR" and if the district has the equipment, to learn how to use an AED. 1003.453,F.S.

17. Documentation

Documentation for all required instruction will be lesson plans, course outlines, projects, papers, portfolios, performance tasks, examinations, other relevant instructional materials or products of any combination of types of evidence.

18. 9/11 Heroes' Day

Public schools need to recognize and observe September 11th each year. Students enrolled in Civics or U.S. Government classes must receive at least 45 minutes of instruction on topics involving the history and significance of September 11, 2001. This includes recognizing the sacrifices of military personnel, government employees, civilians, and first responders both on September 11, 2001 and afterwards. Other topics include the historical context of global terrorism; a timeline of events on September 11, 2001; the acts of heroism of first responders and the passengers of United Airlines Flight 93; the national and global outpouring of support and humanitarian aid following the attack; the global response to terrorism; and the "importance of respecting civil liberties while ensuring safety and security."

19. History of Asian Americans and Pacific Islanders - The history of Asian Americans and Pacific Islanders, including the history of Japanese internment camps and the incarcerations of Japanese Americans during World War II; the immigration, citizenship, civil rights, identity, and culture of 635 Asian Americans and

Pacific Islanders; and the contributions of Asian Americans and Pacific Islanders to American society. Instructional materials shall include the contributions of Asian Americans and Pacific Islanders to American society.

20. Required Instruction Planning and Reporting – F.A.C. 6A-1.09401

(1) School districts must annually provide a minimum of five (5) hours of instruction to students in grades 6-12 related to civic and character education and life skills education through resiliency education using the health education standards.

(2) Using the resiliency education standards adopted in Rule 6A-1.09401, F.A.C., Student Performance Standards, the instruction for youth mental and emotional health will advance each year through developmentally appropriate instruction and skill building and must address, at a minimum, the following topics:

(a). Strategies specific to demonstrating resiliency through adversity, including the benefits of service to the community through volunteerism;

(b). Strategies to develop healthy characteristics that reinforce positive core values and foster resiliency such as:

1. Empathy, perseverance, grit, gratitude and responsibility;
2. Critical thinking, problem solving and responsible decision-making;
3. Self-awareness and self-management;
4. Mentorship and citizenship; and
5. Honesty.

(c). Recognition of signs and symptoms of mental health concerns;

(d). Promotion of resiliency to empower youth to persevere and reverse the harmful stigma of mental health by reframing the approach from mental health education to resiliency education;

(e). Strategies to support a peer, friend, or family member through adversity;

(f). Prevention of suicide;

(g). Prevention of the abuse of and addiction to alcohol, nicotine, and drugs; and

(h). Awareness of local school and community resources and the process for accessing assistance.

(6) Substance Use and Abuse Health Education.

(7) Child Trafficking Prevention Education.

a. Recognition of signs of human trafficking;

b. Awareness of resources, including national, state and local resources;

c. Prevention of the abuse of and addiction to alcohol, nicotine, and drugs;

d. Information on the prevalence, nature, and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance; and

e. Information on how social media and mobile device applications are used for human trafficking.

ATTENDANCE

All children who have attained the age of six years or who will have attained the age of six years by February 1 of any school year, or who are older than six years of age but who have not attained the age of 16 years, are required to attend school regularly during the entire school term.

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

The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and that driving privileges may be withheld or terminated. The declaration must be signed by the student and the student's parent. The school district must notify the student's parent of receipt of the student's declaration of intent to terminate school enrollment. The student's guidance counselor or other school personnel must conduct an exit interview with the student to determine the reasons for the student's decision to terminate school enrollment and actions that could be taken to keep the student in school. The student must be informed of opportunities to continue his or her education in a different environment, including, but not limited to, adult education and GED test preparation.

Additionally, the student must complete a survey in a format prescribed by the Department of Education to provide data on student reasons for terminating enrollment and actions taken by schools to keep students enrolled.

Attendance and Truancy Procedures

Each parent of a child within the compulsory attendance age shall be responsible for such child's school attendance as required by **F.S. 1003.24**. Florida Statute 1003.26 requires the parent of a student to justify each absence of the student. The justification will be evaluated based on adopted district school board policies that define excused and unexcused absences.

Excused absences may only be used for the following legitimate, documented reasons:

- Illness and/or medical care
- Death in the Family
- Legal Reasons
- Religious Holidays or instruction
- Financial or other insurmountable circumstances as determined by the prior approval of the principal
- Head lice, a maximum of two days for each occurrence
- Planned absence approved in advance by the principal/designee

Examples of unexcused absences may include:

- Missing the school bus
- Oversleeping
- Shopping and/or pleasure trips
- Excessive illness (without physician verification that medical condition justifies a pattern)
- Failure to communicate the reason for the absence with the school

It is the responsibility of the parent(s) or guardian(s) to provide a written statement indicating the reason for **ALL** absences within **three (3) days** of the student's return to school.

A parent note will be accepted for **any three (3)** absences during the grading period. Any other absences will only be excused with a note from a doctor, dentist, school health nurse/aid, funeral program of an immediate family member, or documentation for a legal reason. Final determination of whether an absence or early dismissal is excused or unexcused is the responsibility of the local school principal/designee. Any planned absences, other than medical appointments, must be approved in advance by the principal/designee.

Make-Up Work

- Student must contact their teacher upon returning to school for make-up and assignments
- Make-up work must be turned in within 5 school days from the absence
- When given advance notice of a test or assignment, it must be turned in on the day the student returns to school after the absence
- Missing work due to an absence will be given a grade of "1" until the work is made up. When the make-up period has expired and the work is incomplete, the grade will be changed to "0"
- If the teacher is absent when a student returns to school from an absence, the time to make up work may be extended

- Extension of the amount of time to make work up can be approved by the principal

For students in grades 6-12, when attending a school sponsored club event or field trip, they must be present the day before the trip and the day after the trip for the school sponsored trip to be an excused absence. The principal may excuse the absence for a legitimate, documented reason.

Recurring Illness

When a student has a recurring or chronic illness, parents will be required to have their medical doctor certify the extent of the illness during grading period. **F.S. 1003.24** states, *“if a student is continually sick and repeatedly absent from school, he or she must be under the supervision of a physician in order to receive an excuse from attendance. Such excuse provides that a student’s condition justifies absence from more than the number of days permitted by the district school board.”* The **Physician’s Certification Form** must be picked up from the school principal.

Any parent of a public-school student may request and be granted permission, for a student’s absence, from school for treatment of autism spectrum disorder by a licensed health care practitioner, or a certified behavior analyst. HB 7069 amends ss. 1002.20, 1003.21, and 1003.24 F.S.

Tardiness

Students are expected to be in class on time and remain in class until the end of the class period. Students who arrive to class 10 minutes late or leave class 10 minutes early will be issued a Late Absence for that period. The school principal will determine if the Late Absence is excused or unexcused. Three unexcused Late Absences in a grading period will be considered an unexcused absence for that period.

Incentives for good attendance are encouraged, but will be at the discretion of the individual school principals.

Students with a continued pattern of absence will be referred to Truancy Court.

SCHOOL RESPONSIBILITY AND AUTHORITY RELATED TO TRUANCY

If a student has had at least five (5) unexcused absences, or absences for which the reason is unknown, within a calendar month or ten (10) unexcused absences, or absences for which the reason is unknown, within a 90-calendar day period, the student’s primary teacher shall report to the school principal/designee that the student may be exhibiting a pattern of non-attendance.

The principal shall, unless there is clear evidence that the absences are not a pattern of nonattendance, refer the case to the school’s child study team to determine if early patterns of truancy are developing.

If the child study team finds that a pattern of nonattendance is developing, whether the absences are excused or not, a meeting with the parent must be scheduled to identify potential remedies.

After fifteen (15) unexcused absences accumulate within any ninety (90) calendar days, the District will determine the appropriate steps for the enforcement of the Florida Compulsory Attendance Statute, **Florida Statute 1003.21**.

Early Warning System

A school that serves any students in Kindergarten through Grade 8 shall implement an early warning system to identify students in such grades who need additional support to improve academic performance and stay engaged in school. The early warning system must include the following early warning indicators;

- Attendance below 90%, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school;
- Course failure in English Language Arts or mathematics during any grading period; and

- A Level 1 score on the statewide, standardized assessments in ELA or mathematics or, for students in kindergarten through grade 3, identified as having a substantial reading deficiency under s. 1008.25(5)(a), F.S.

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

The school MTSS team will be responsible for monitoring the data from the early warning system. When a student exhibits two (2) or more early warning indicators, the MTSS team, in consultation with the student's parent, shall determine appropriate intervention strategies for the student unless the student is already being served by an intervention program. Data and information relating to a student's early warning indicators must be used to inform any intervention strategies provided to the student.

TRANSFER STUDENTS

Students who enter a Florida public school at the eleventh or twelfth grade from out of state or from a foreign country shall not be required to spend additional time in a Florida public school in order to meet the high school course requirements if the student has met all requirements of the school district, state, or country from which he or she is transferring. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition. However, to receive a standard high school diploma, a transfer student must earn a 2.0 grade point average and meet assessment requirements. **(F.S. 1003.433)**

If a student transfers into a Calhoun County High School from out of the country, out of state, a private school, or a home education program, and that student's transcript shows a credit in Algebra 1, the student must pass the statewide, standardized Algebra 1 EOC assessment in order to earn a standard high school diploma unless the student has earned a comparative statewide assessment score administered by the transferring entity.

If a student's transcript shows a credit in high school reading or English Language Arts II or III, in order to earn a standard high school diploma, the student must take and pass statewide, standardized Grade 10 ELA FAST assessment, or earn a concordant score. **(F.S. 1003.4282) (8)**

If a transfer student's transcript shows a final course grade and course credit in Algebra 1, Geometry, Biology 1, or United States History, the transferring course final grade and credit shall be honored without the student taking the requisite statewide, standardized EOC assessment and without the assessment results constituting 30 percent of the student's course grade.

Students entering Calhoun District Schools during the last nine weeks of a school year shall be promoted, retained, promoted for good cause, or recommended for summer school, if available, based on grades that were obtained from the student's out of district school as well as Calhoun County School District grades.

A transfer student will be given special consideration consisting primarily of awarding half credits if former school assigned half credits. **SBR 6A -1.09941**

Private school and out-of-state students who will enroll in a Florida public school the following year may participate in the Algebra 1, Biology 1 and Geometry EOC assessments.

An MTSS Problem Solving Team will convene for transfer students 18 years old or older who come to Calhoun County Schools and are in danger of not meeting graduation requirements set forth by the state of Florida. This team, in collaboration with the parent, guardian, and/or child will determine the student's appropriate placement.

ENGLISH LANGUAGE LEARNERS (ELL)

Students in the English for Speakers of Other Languages (ESOL program are commonly referred to as English Language Learners (ELLs), shall receive instruction in the English language, with instruction designed to

develop the student's mastery of the four language skills, including listening, speaking, reading, and writing, as rapidly as possible.

The district will seek to document the prior schooling experience of English Language Learners (ELLs) by means of school records, transcripts and other evidence of educational experiences, and take such experience into account in planning and providing appropriate instruction to such students. The district shall award equal credit for courses taken in another country or a language other than English as they would the same courses taken in the United States or taken in English. For foreign-born students, the same district adopted policies regarding age appropriate placement shall be followed as are followed for students born in the United States.

Placement

The ELL Committee, which is composed of the principal or designee, guidance counselor, and any other instructional personnel responsible for the instruction of ELLs, shall make recommendations concerning the appropriate placement, promotion, and retention of ELLs. Parents or guardians of students being reviewed shall be invited to participate in meetings.

Criteria to be utilized in making appropriate placement decisions include the following:

- a. Academic performance and progress of a student based on formal and/or alternate assessments in English and/or the student's native language,
- b. Progress, attendance and retention reports, and number of years the student has been enrolled in the ESOL program.

The Calhoun County District ELL Plan may be accessed under Resources at the district website: <http://www.calhounflschools.org/>.

Assessment

In general, all ELLs participate in the statewide assessment. As part of the No Child Left Behind legislation, all ELLs shall be assessed annually in reading, writing, listening and speaking.

Students who have been enrolled in an ESOL program for less than two school years and have met all requirements for the standard high school diploma except for passage of the Grade 10 FAST ELA Assessment or an alternate ELA assessment shall be eligible for compensatory education for a "thirteenth year" as provided in Section 1003.433 F.S. Students receiving such instruction are eligible to take the Grade 10 FAST ELA Assessment or an alternate assessment and receive a standard high school diploma upon passage of the Grade 10 FAST ELA Assessment or the alternate assessment. This section will be implemented to the extent funding is provided in the General Appropriations Act.

Beginning with the 2022-2023 school year, a student may meet the requirements to pass the statewide, standardized Grade 10 FAST ELA Assessment by satisfactorily demonstrating grade level expectations on formative assessments in accordance with state board rule.

Promotion

Promotion of an ELL is based on satisfactory student performance in reading, writing, mathematics, and other requirements as set by the district and the state. ELLs not meeting district promotion criteria due to Limited English Proficiency may be recommended for promotion with input from the ELL Committee. The student's parent or guardian shall be invited to attend.

Retention

Retention of an ELL is based on unsatisfactory performance in reading, writing, and mathematics as determined by the teacher and principal and in conjunction with the ELL Committee. Students cannot be retained based solely on English language acquisition.

EXCEPTIONAL STUDENT EDUCATION

Students with disabilities are placed in appropriate programs by a staffing/ IEP eligibility committee. Specific eligibility criteria for placement in programs will be followed based on state board rules. The procedures for

placement in exceptional education programs are prescribed in the Special Programs and Procedures Document.

Evaluation and staffing is required before a student can qualify for services under Section 504. Once eligibility has been determined, the student may receive accommodations and/or related services in the regular classroom setting.

Extended School Year (ESY) refers to additional special education and/or related services for students with disabilities to supplement the normal school year of 180 days. The IEP team, consisting of (at a minimum) the ESE teacher, regular education teacher, parent and LEA, must determine eligibility. Extended school year services are required if the IEP team has reason to believe that the provision of FAPE for an individual student would be jeopardized without such services. ESY is not the same as summer school--grades, nor credits, will be given.

END OF YEAR ACADEMIC PROGRESS

F.S. 1008.25(8)(a) requires that each district annually report to the parent of each student the progress of the student towards achieving state and district expectations for proficiency in English Language Arts, science, social studies, and mathematics. The district school board must report to the parent the student's results on each statewide, standardized assessment. The evaluation of each student's progress must be based upon the students' classroom work, observations, tests, district and state assessments, and other relevant information.

At the elementary level, social studies is integrated into other subjects. Students who meet expectations in other academic areas are considered meeting the expectations for social studies.

The criteria used for student's academic progress in achieving state and district expectations for English Language Arts, science, social studies, and mathematics are as follows:

Grade 1 Language Arts –final grade of “C” or better and teacher judgment based on classroom work for writing
Math – final grade of “C” or better
Science – final grade of “S” or better

Grades 2-5 Language Arts –final grade of “C” or better
Math –final grade of “C” or better
Science – final grade of “C” or better

Grades 6-8 ELA/Reading –final grade of “C” or better in ELA and Reading
Math –final grade of “C” or better.
Science -final grade of “C” or better
Social Studies-final grade of “C” or better

Grades 9-12 ELA/Reading final grade of “C” or better in ELA and Reading, if taken
Math –final grade of “C” or better in the current math class
Science –final grade of “C” or better, if taken
Social Studies-- final grade of “C” or better, if taken

Each final report card will have the following comment, *“Students with a final grade of “C” or above have met district expectations for that course.”*

STUDENT ASSESSMENT PROGRAM (PURSUANT TO F.S.1008.22 OR F.S. 1008.25(8))

Every student must participate in district progress monitoring and statewide assessments required by 1008.22F.S. or 1008.25(8)F.S., including students enrolled in a virtual instruction program and students in Department of Juvenile Justice education programs, except as otherwise provided by law.

If any student is provided with classroom accommodations and/or instructional modifications that are not allowable during the administration of state assessments, the district must inform the parent/guardian in writing, and the parent/guardian must provide signed consent for a student to receive classroom accommodations and/or instructional modifications that would not be permitted on the statewide assessments.

Kindergarten Screening and Progress Monitoring

The statewide kindergarten screening shall provide objective data concerning each student's readiness for kindergarten and progress in attaining the performance standards. F.S. 1002.67(1) Student data from the screening, along with other available data, must be used to identify students in need of intervention and support pursuant to F.S. 1008.25(5).

The primary purpose of the student assessment program is to provide student academic achievement and learning gains data to students, parents, teachers, school administrators, and school district staff. This data is to be used by the district to improve instruction for students. Teachers use the data to guide instruction, close learning gaps, and accelerate learning.

The program must be designed to:

1. Assess the achievement level and learning gains of each student in ELA, and Mathematics as well as the achievement level in all other subjects assessed;
2. Provide data for making decisions regarding school accountability, recognition, and improvement of operations and management;
3. Identify the educational strengths and needs of students and the readiness of students to be promoted to the next grade level or to graduate from high school;
4. Assess how well educational goals and curricular standards are met;
5. Provide information to aid in the evaluation and development of educational programs and policies;
6. When available, provide instructional personnel with information on student achievement of standards and benchmarks in order to improve instruction.

The results of statewide, standardized assessment in ELA, math, science, and social studies, including assessment retakes, shall be reported in an easy-to-read and understandable format and delivered ~~in time~~ to provide useful, actionable information to students, parents, and each student's current teacher of record and teacher of record for the subsequent school year.

In accordance with s.1008.22, F.S., the right of the parent to review statewide, standardized assessment results is provided via the parent's login to his/her account in FOCUS (student information system) and/or the Individual Student Score Reports published and distributed to school districts by the Florida Department of Education. The report provides general information about the Florida Statewide Assessment program and the student's assessment results, including the student's scale score, performance level, previous performance, and reporting category scores. The report also indicates how the student's performance compares to that of other students who took the same test in the same school, district, and the state, and provides a list of helpful resources. The information on this report is presented in English, Spanish, and Haitian Creole. Parents may contact their child's school principal for a copy of this report and for guidance on how to login to FOCUS.

Florida Assessment of Student Thinking (FAST) / Coordinated Screening and Progress Monitoring System (CSPM) Subjects/Grade Levels Tested

- FAST: Grades 3–10 English Language Arts (Writing component in grades 4–10)
- FAST: Grades 3–8 Mathematics
- CSPM: VPK-2

End-of-Course (EOC) Assessments and other Grade Level/Subject Areas Tested

- Grades 5 and 8 Statewide Science Assessment
- Biology EOC Assessment

- US History EOC Assessment
- Civics EOC Assessment
- Algebra 1 EOC Assessment
- Geometry EOC Assessment

English Language Learner (ELL) and Exceptional Student Education (ESE) students, enrolled in the tested grade levels, participate in the CSPM, FAST, EOC, and other grade level/subject area test administrations. Administration accommodations are provided to eligible students based on ELL, 504, and ESE Plans.

Florida Alternate Assessment (FAA) Per Rule 6A-1.0943

The Florida Alternate Assessment (FAA) is designed for students whose participation in the general statewide assessment program (Florida Assessment of Student Thinking, Statewide Science Assessment, Next Generation Sunshine State Standards End-of-Course Assessments) is not appropriate, even with accommodations, assistive technology or accessible instructional materials. The FAA measures student academic performance on the Access Points – Alternate Academic Achievement Standards (AP-AAAS) in Language Arts, Mathematics, Science, and Social Studies. Access Points are academic expectations written specifically for students with the most significant cognitive disabilities. They reflect the essence or core intent of the standards that apply to all students in the same grade, but at reduced levels of complexity

ASSESSMENT AND SUPPORT F.S. 1008.25(4)(A)(B)

All students must participate in the statewide, standardized assessment program required under s. 1008.22 and the coordinated screening and progress monitoring system. A student who does not achieve a Level 3 (indicating grade-level performance) or above on the statewide, standardized English Language Arts assessment, the statewide, standardized mathematics assessment, or the Algebra 1 EOC assessment must be evaluated to determine the nature of the student’s difficulty, the areas of academic need, and strategies for providing academic supports to improve the student’s performance. Targeted instructional support to students with identified deficiencies in English Language Arts, mathematics, science, and social studies will be provided. A student who is not meeting the school district or state requirements for grade-level performance in English Language Arts and mathematics must be covered by one of the following plans, pursuant to s. 1008.22:

1. a federally required student plan such as an individual education plan (IEP);
2. a school wide system of progress monitoring for all students, except a student who scores Level 4 or above in the specific subject area statewide assessment may be exempted from participation by the principal; or
3. an individualized progress monitoring plan

*A student who has a substantial reading deficiency or a substantial mathematics deficiency must be covered by a federally required student plan or an individualized progress monitoring plan, or both, as necessary.

The individualized progress monitoring plan shall include, at a minimum:

1. The student's specific, identified reading or mathematics skill deficiency.
2. Goals and benchmarks for student growth in reading or mathematics.
3. A description of the specific measures that will be used to evaluate and monitor the student's reading or mathematics progress.
4. For a substantial reading deficiency, the specific evidence-based literacy instruction grounded in the science of reading which the student will receive.
5. For a substantial mathematics deficiency, the intensive interventions that will be provided to the student and/or a description of the current services.
6. Strategies, resources, and materials that will be provided to the student's parent to support the student to make reading or mathematics progress.
7. Any additional services the student's teacher deems available and appropriate to accelerate the student's reading or mathematics skill development.

The areas of academic need and intervention strategies are identified through a problem-solving, response to intervention process. MTSS/RtI services are implemented to support a student’s path to academic proficiency. Students’ needing remediation or additional instructional support will receive intensive intervention services

to support specific academic needs in order to close the gap-

The PSAT/PreACT Test will be offered to all students enrolled in grade 10 in high school, alternative sites, and centers of the Department of Juvenile Justice. Parents/guardians will receive notification of the test that includes the option to exempt their child from participating. The PSAT/PreACT testing program will measure students' achievement in key subject ~~matter~~ areas: English, mathematics, reading, and science. The results obtained will provide schools with information for program evaluation, accreditation, guidance, and educational/career planning. It will provide students with information they need to prepare for future academic and career success.

The Post Secondary Readiness Test(PERT) will be available for students who desire to take dual enrollment classes.

PROMOTION/RETENTION

At the beginning of the second semester, elementary, middle school and high school teachers must notify parents/guardians of students who are in danger of being retained the following year.

The *Student Progression Staffing Form for K-5 (Appendix A)*, is required for all students in grades K-5, who are retained or placed for good cause. A staffing committee consisting of the principal/designee, the guidance counselor, the student's classroom teacher(s), and any other personnel deemed necessary, shall review the student's records to determine if retention should occur. The committee members should be in agreement that decisions made are in the best interest of the student, and that all other alternatives have been exhausted. In cases, where evidence received, supports that retention would not be in the best interest of the student, the student may be placed for good cause.

Prior to the time that a student is placed or retained, contact with the parent or legal guardian will be held to review the student's progress, Progress Monitoring Plan or Individual Education Plan. Retention will only be made following a parent conference. If parent contact is impossible, the principal must approve the recommended placement.

UNIFORM GRADING SYSTEM/GRADE BOOKS

Elementary, middle, and high school students will regularly be issued report cards. These report cards must clearly depict and grade the student's academic performance in each class or course in Grades 1 through 12 based on examinations as well as written papers, class participation, and other academic performance criteria, and must include the student's performance or nonperformance at his or her grade level; the student's conduct and behavior; and the student's attendance, including absences and tardiness.

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

Schools shall not exempt students from academic performance requirements, based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement. **(F.S.1003.33)(2)**

Grades

Kindergarten -- Students in kindergarten, a standards-based report card will be used to measure progress. The grading code will be as follows:

- 0-Not Yet Demonstrating
- 1-Emerging
- 2-Progressing
- 3-Meets Standard

Kindergarten students will not receive a PE or music grade. Teachers will only record attendance in FOCUS,

therefore, parents of KG students will not need a FOCUS account. Teachers will be responsible for keeping parents informed of the progress of their students.

Grade 1--the grading code will be as follows:

- Language Arts - Numerical Grade
- Math - Numerical Grade
- All other subjects: E-Excellent, S-Satisfactory, N-Needs Improvement,
- U-Unsatisfactory

Grades 2-5--numerical grades will be used in all subjects except Music and Physical Education (E, S, N, U code)

Grade Range for Students 1-12

The school must conform to the grading scale mandated in **F.S. 1003.437**, which is as follows:

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

Grade Determination

Each grading period, when a numerical grade is given, the average grade in each subject shall be derived as follows:

- Minimum of 13 recorded grades in each grading period;
- At least nine of the thirteen should be daily grades;
- At least four of the thirteen should be derived from tests, reports, notebooks, book reports, projects and special assignments.
- The daily grade average will count as 1/3 of the final grade;
- The average of the tests, reports, notebooks, book reports, projects, and special assignments shall count as 2/3 of the final grade.

Elementary P.E., elementary music grades, and high school peer counseling grades, will be determined by the student’s participation and conduct and do not require the minimum 13 recorded grades in each grading period.

Transfer of Grades

It is the policy of the Calhoun County School Board to accept transfer credit from state recognized private or other public schools based upon the official transcript authenticated by the proper school authority. If the grading scale of the sending school is equivalent to Calhoun County Schools’ grading scale, the numeric grade will be recorded. If the grading scale of the sending school is different, then the alpha grade (A, B, C, D, & F) will be the one recorded by the Calhoun County Schools.

When a student transfers in during a grading period, his or her average grade from the sending school should be calculated with what he or she earns while at the receiving school as a weighted grade. For example: if a student transfers in after 3 weeks with an 80 and earns a 60 for the remaining 6 weeks, one would multiply 3 X 80 = 240, 6 X 60 = 360, (360+240) divided by 9 = 66.666 = 67. The final grade at the end of the grading period would need to be an override and it would also need to be communicated with parents that what they view on FOCUS is not the most accurate average because of the transfer grade needing to be averaged in.

Explanation of Daily Grades

Examples of daily grades are routine homework assignments both written and/or reading assignments, daily papers done in class, participation when discussions are held in class or when a question and answer session is taking place, evidence of diligent study when reading assignments are made in a class, or a brief daily test.

When deemed necessary, teachers should keep samples of daily work in order to document the quality of work being done and the daily grades being given. **At least one daily grade will be recorded each week of the grading period to reflect that week's work.**

Procedures for Make-Up Work

When a student is absent from school and wishes to make up a test or work missed, the student must contact the teacher upon returning to school unless the teacher is absent, in which case each day of the teacher's absence would extend the time allowed for a student to request make-up work. Make-up work must be done within 5 school days or extended with administrator approval.

If a student has been given advance notice of a test or assignment the student must take the test and hand in the assignments on the day of his/her return to school.

Cases involving extenuating circumstances may be appealed to the school administrator within five days of the absence.

Semester & Final Grades

The semester average grade shall be determined by averaging each grading period. Each grading period will be 50%. When a final grade is given for a subject at the end of the school year such grades shall be derived by averaging the semester grades. Semester exams will no longer be given.

At the teacher's discretion, extra credit points may be earned by a student during grading period in a subject. From 1 - 3 points may be earned by each student for an assigned project, report or other special assignment which is approved by the teacher in advance, provided the assignment relates to appropriate classroom studies. Special assignments must be above and beyond any other classroom assignments made during the nine weeks grading period. Extra points are to be added to the average grade for the grading period.

Reporting Student Academic Progress – F. S. 1003.33

Each district school board shall establish and publish policies requiring the content and regular issuance of student report cards for all elementary school, middle school, and high school students. These report cards must clearly depict and grade:

The report card must clearly depict on each grading period:

- The student's academic performance in each class or course, in grades 1-12, must be based upon written papers, class participation, tests, and other academic performance criteria and must include the student's performance or nonperformance at his or her grade level
- The student's conduct and behavior;
- The student's attendance, including absences and tardiness;
- A student's final report card for a school year shall contain a statement indicating end-of-the-year status regarding performance or nonperformance at grade level, acceptable or unacceptable behavior and attendance, and promotion or non-promotion.

Class Records and Grade Books

FOCUS is the teacher's official record of each student's work and class attendance. FOCUS should be kept up-to-date so that students, parents, and administration can access up to date information.

Reporting to Parents Regarding Grades

- a. Parents will have access to FOCUS so that they can stay up to date on their child's academic progress.
- b. Parents will be notified by the middle of each grading period if their child is having difficulty or is in danger of failing the course.
- c. Parents of students in K-12 will be notified in writing by the end of the first semester (or the middle of the semester for semester courses) if the student is having difficulty and may fail the course or the grade. After this date, each student must continue to satisfactorily complete assignments to assure

- promotion or course completion.
- d. Parents of students in grades K-5 will be notified in writing at the end of the school year if, on recommendation of the staffing committee the student is recommended for retention or required to attend summer school, if available, as a condition for promotion or for remediation.

OUT-OF-FIELD TEACHERS F.S. 1012.42

Any parent whose child is being taught by a teacher teaching out-of-field shall be notified in writing. Each school district shall report out-of-field teachers on the district's website within 30 days before the beginning of each semester. A parent whose student is assigned an out-of-field teacher may request that his or her child be transferred to an in-field classroom teacher within the school and grade in which the student is currently enrolled. The school district must approve or deny the parent's request and transfer the student to a different classroom teacher within a reasonable period of time, not to exceed 2 weeks, if an in-field teacher for that course or grade level is employed by the school and the transfer does not violate maximum class size pursuant to s. [1003.03](#) and s. 1, Art. IX of the State Constitution. If a request for transfer is denied, the school must notify the parent and specify the reasons for the denial. An explanation of the transfer process must be made available in the student handbook or a similar publication. This subsection does not provide a parent the right to choose a specific teacher.

ANNUAL REPORTING

District School Board will annually publish in local newspaper and on the district website the following information on the prior school year:

- Provisions of the law relating to public school student progression and the district school board's policies and procedures on student retention and promotion
- By grade, the number/percentage of all students in Grades 3-10 performing at levels 1 and 2 on the statewide, standardized English Language Arts assessment
- By grade, the number/percentage of all students retained in KG through grade 10
- Information on the total number of students who were promoted for good cause, by each category of good cause.
- Any revisions to the district school board's policy on retention/promotion from the prior year.

ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING (ACCEL)

Academically Challenging Curriculum to Enhance Learning (ACCEL) options provide for accelerated instruction to eligible public-school students grades K-12.

ACCEL options may include:

- Whole grade and midyear promotion
- Subject acceleration
- Virtual instruction in higher grade level subjects
- Credit Acceleration Programs

Students' eligibility requirements include:

- Above average performance on statewide, standardized assessments (Level 4 or 5)
- Record of at least three years of above grade level performance
- Grade point average of 3.5 or higher in core courses
- Attendance and conduct records review
- Recommendation from the student's principal or assistant principal
- Approval of a district administrator

At the parent/guardian's request, a review committee of school and district administrators will determine ACCEL eligibility. Any student who meets eligibility criteria and participates in an ACCEL option will do so with a performance contract executed by the parent/guardian, the student, and the school principal/designee.

VIRTUAL EDUCATION

Calhoun County School District will provide eligible students the option of participating in a virtual instruction

program. The school district virtual instruction program shall provide the following:

- Full-time virtual instruction for students enrolled in kindergarten through grades 12
- Part-time virtual instruction for students in Kindergarten through 12 courses that are measured by an evaluation method developed by DOE
- Full-time or part-time virtual instruction for students who are enrolled in dropout prevention and academic intervention programs, DJJ education programs, core-curricula courses to meet class size requirements, or community colleges

Calhoun County School Virtual Instruction Program will be offered by the following providers:

- Florida Virtual School will provide instruction for students in grades K-12
- Calhoun County Virtual School will provide instruction for students in grades 6-12

Students who are attending Calhoun County Virtual Instruction Program may only enter or withdraw from a course at the beginning or end of a semester. Students will have 5 days into the semester to enter or withdraw from a course. Students attending Calhoun County Virtual Instruction Program must sign an agreement when entering the program acknowledging that students will not be allowed to return to a Calhoun County brick and mortar school until the beginning of the next semester. Public school students receiving part-time instruction through virtual instruction in courses requiring statewide end-of-course assessments must take all required statewide end-of-course assessments. All statewide assessments must be taken within the school district which the student resides.

To participate in interscholastic extracurricular activities, a student in the Calhoun County Virtual Instruction Program student must

- meet specific academic and conduct requirements during the period of participation
- meet any additional requirements
- meet the same residency requirements as other students in the school at which he or she participates
- meet the same standards of acceptance, behavior, and performance as required of other students in extracurricular activities
- must register his or her intent to participate in interscholastic activities with the school before the beginning date of the season for the activity in which he or she wishes to participate
- Students are not eligible for Beta induction because the chapter is specific to Altha School or Blountstown High School.

A student may participate in virtual instruction in the school district in which he or she resides if:

- The student has spent the prior school year in attendance at a public school in this state and was enrolled and reported by a public-school district for funding during the preceding October and February for purposes of the FEFP surveys
- The student is a dependent child of a member of the United States Armed Forces who was transferred within the last 12 months to this state from another state or from a foreign country pursuant to the parent's permanent change of station orders
- The student was enrolled during the prior school year in a virtual instruction program under **F.S. 1002.45**, the K-8 Virtual School Program under **F.S. 1002.415**, or a full-time FLVS program under **F.S. 1002.87 (8)(a)**
- The student has a sibling who is currently enrolled in a virtual instruction program and the sibling was enrolled in that program at the end of the prior school year
- The student is eligible to enter kindergarten or first grade
- The student is eligible to enter grades 2 through 5 and is enrolled full-time in a school district instructional program, virtual charter school, or Florida Virtual School

Students who graduate from Calhoun County Virtual School have the following options:

- receive their diploma and forego graduation exercise
- walk in graduation exercises with their home school

Driver's Education will only be offered through the virtual school program during the school year. Students

may use the virtual school program to complete this course for one-half credit.

Academic Integrity

Calhoun County Virtual Instruction Program expects a full commitment to academic integrity from each student. Academic Integrity means:

- Your work on each assignment will be completely your own.
- Your collaboration with another classmate on any assignment will be pre-approved by your instructor.
- You will not practice plagiarism in any form.
- You will not allow others to copy your work.
- You will not misuse content from the Internet.

***It is unlawful for any person to knowingly and willfully take an online course or examination on behalf of another person for compensation. Any person who violates this subsection commits a misdemeanor of the second degree, punishable as provided in s. 775.082 or s. 775.083.**

Florida Virtual School (DPS: 2016-113)

Florida Virtual School (FLVS) provides online options for students, parents, school districts and schools. Through FLVS, parents and students have expanded access to courses and school districts are able to provide additional course and acceleration opportunities for their students. In addition, the Florida K-20 Education Code establishes FLVS as an educational choice and acceleration option for parents and students.

Pursuant to section 1002.37(3)(c), Florida Statutes, school districts may not limit student access to courses offered through the FLVS. For example, districts may not:

- Expressly limit a student from enrolling in FLVS courses at any time, or require students to withdraw or drop FLVS courses;
- Require students to enroll in district courses in the same subjects as FLVS courses (even in the case of graduation requirements in the final year or semester);
- Require public school students to pay for FLVS courses;
- Require students to take FLVS courses in addition to a full-time schedule at the school;
- Restrict students from taking FLVS courses for core subjects (allowing students to take FLVS courses only for electives); or
- Limit the number of FLVS courses in which a student may enroll.

HOME EDUCATION

Home Education is a parent-directed educational option that satisfies the requirement for regular school attendance. Parents have the freedom to determine their child's educational path and the plan for reaching their goals. Students have the opportunity to explore and learn at their own pace, in any location or at any time. Home education students are able to enter institutions of higher learning and are eligible to participate in the Florida Bright Futures Scholarship Program.

To enroll in a home education program, a parent/guardian must notify the Superintendent of Schools, in writing, of the intent to provide home education for the student. A copy of the notification of intent to provide home education must be taken to the brick and mortar school in which the student is enrolled in order for the student to be withdrawn.

A student entering a Calhoun County school for the first time, or transferring, from a home education program shall provide evidence of the immunization and medical requirement stated in School board policies. A student entering initially or reentering from a home education program shall provide results of portfolio assessment and/or achievement tests for each year that the student was enrolled in the home education program.

Validation of credits shall be based upon performance in classes at the receiving school. Transferring students shall be placed at the appropriate sequential course level and will be awarded credit for previous courses if they earn a "C" at the end of the first grade period.

Students transferring from a private school or home education program who did not take the statewide, standardized English Language Arts assessment at grade 3 or grade 4 may be assessed using iReady or STAR Reading prior to grade placement to determine their reading proficiency. If testing reveals that the student is not proficient in reading (according to the state concordant iReady or STAR Reading score), he/she may be placed at a lower grade level.

Eligible home education students may participate in dual enrollment, early admission, credit by examination and Florida Virtual School programs. Credit earned by home education students through dual enrollment shall apply toward the completion of a home education program.

If a student transfers into a Calhoun County high school from a home education program, and that student's transcript shows mathematics credit in a course that requires passage of a statewide, standardized assessment in order to earn a standard high school diploma, the student must pass the assessment unless the student earned a concordant score on a state approved assessment or passed a statewide assessment in that subject administered by the transferring entity, used to satisfy the requirements of the Elementary and Secondary Education Act.

If a student's transcript shows a credit in high school reading or English Language Arts II or III, the student must take and pass FAST English Language Arts Reading Grade 10 Assessment or earn a concordant score on the CLT, SAT, or ACT as specified by state board rule. (1003.4282 (8))

Florida students who receive instruction at home and are registered appropriately with their district office as Home Education Program students are eligible to participate in statewide assessments. If parents or guardians have identified an EOC assessment as a selected measure of their child's annual progress, Home Education Program students may participate in the EOC assessment administration, as directed by the district assessment coordinator.

An individual home education student is eligible to participate at the public school in interscholastic extracurricular activities to which the student would be assigned according to district school board attendance area policies, provided the following conditions are met:

1. The home education student must meet the requirements of the home education program.
2. During the period of participation at a school, the home education student must demonstrate educational progress in all subjects taken in the home education program.
3. The home education student must meet the same residency requirements as other students in the school at which he or she participates.
4. The home education student must meet the same standards of acceptance, behavior, and performance as required of other students in extracurricular activities.
5. The student must register with the school his or her intent to participate in interscholastic extracurricular activities as a representative of the school before the beginning date of the season for the activity in which he or she wishes to participate. A home education student must be able to participate in curricular activities if that is a requirement for an extracurricular activity.
6. The student who transfers from a home education program to a public school before or during the first grading period of the school year is academically eligible to participate in interscholastic extracurricular activities during the first grading period provided the student has a successful evaluation from the previous school year.
7. Any public school or private school student who has been unable to maintain academic eligibility for participation in interscholastic extracurricular activities is ineligible to participate in such activities as a home education student until the student has successfully complete one grading period in home education.

INTERSTATE COMPACT ON EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN (ICEOMC) (F.S. 1000.36)

Florida is a participating state in the ICEOMC, therefore, Calhoun District Schools adhere as much as possible to the guidelines of the compact. The purpose of the compact is to remove barriers to educational success

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

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

A student whose parent is transferred or is pending transfer to a military installation within a school district while on active military duty pursuant to an official military order shall be considered a resident of the school district for purposes of enrollment when the order is submitted to the school district and shall be provided preferential treatment in the controlled open enrollment process of the school district pursuant to s. [1002.31](#)

1. Applicability

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

2. Records, Enrollment, and Eligibility

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

3. Placement and Attendance

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

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

4. Graduation

To enable transitioning military students to graduate from high school on time, the compact requires states and LEAs to waive courses required for graduation if similar coursework was previously completed or provide alternative means for such students to satisfy coursework requirements. States must also accept exit exams, end-of-course exams, or other testing required for graduation in the student's former state. For military students who transfer before or during their senior year and who are not eligible to

graduate from the receiving state, the current and former LEAs must arrange for the student to receive a diploma from the student's form LEA.

ASSISTANCE TO TRANSITIONING STUDENTS FROM MILITARY FAMILIES

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

ELEMENTARY PROGRAMS-GRADES PreK-5

VOLUNTARY PRE-KINDERGARTEN THROUGH FIRST GRADE

1. Voluntary Pre-K Entry

A child who will have attained the age of four years old on or before September 1 of the school year is eligible for VPK during either that school year or the following school year. The child remains eligible until the child is admitted to kindergarten, or unless he or she will have attained the age of 6 years old by February 1 of any school year. The Early Learning Coalition of Northwest Florida will issue a certificate of eligibility for the VPK program. The VPK certificate may be used at a public or private school. Elementary schools in Calhoun County that offer the VPK program have a limited number of slots available which are on a first come, first serve basis. VPK students may be removed from the program if they have more than 2 unexcused absences per month. Parents must send notes or doctors' excuses when their child is absent. In county students, as well as children of employees, will be given priority for available VPK slots. Any out of county student who is accepted for VPK must complete the out of county enrollment plan. Morning VPK services are provided at no cost to parents/guardians. Extended day VPK services are available for a fee of \$50 per week.

2. Pre-Kindergarten Handicapped Entry

Child Find screenings are held routinely in Calhoun County to help identify children with a delay or disability who may be eligible for the PK Handicapped program. Children must be evaluated and determined eligible by a staffing/eligibility team in order to attend the PK Handicapped program in Calhoun County.

SB290 – Allows the parent of student with disabilities, Pre-K ESE, to retain the student in Pre-K at age 4 after consulting with the IEP team. Any such student who has been retained, and has a demonstrated deficiency in early literacy skills, must receive instruction in early literacy skills. This retention will count as one of the two allowed for a good cause exemption to promote students from 3rd to 4th grade.

3. Kindergarten Entry

Children who have attained the age of five years on or before September 1 of the school year are eligible for admission to public kindergarten during that school year. Before admitting a child to kindergarten, the principal shall require evidence that the child has attained the lawful age for admittance.

A statewide kindergarten screening must be administered to each kindergarten student in the school district within the first 30 days of each school year. The statewide kindergarten screening, FAST/STAR Early Literacy assesses the readiness of each student for kindergarten based upon the performance standards adopted by the DOE under **F.S. 1002.67(1)**, for the Voluntary Pre-Kindergarten Program. Data, from the kindergarten screening, along with other available information, must be used in identifying students in need of intervention and support. **F.S. 1002.69**

4. First Grade Entry

Any child who has attained the age of six years on or before September 1 of the school year and who has

been enrolled in a public school, or who has attained the age of six years on or before September 1 and has satisfactorily completed the requirements for kindergarten in a private school from which the district school board accepts transfer of academic credit, or who otherwise meets the criteria for admission or transfer in a manner similar or applicable to other grades, shall progress to first grade.

5. Kindergarten and First Grade Out-of-State Transfers

Any student who transfers from an out-of-state public school and who does not meet regular age requirements for admission to Florida public schools shall be admitted upon presentation of required data.

Any student who transfers from an out-of-state nonpublic school and who does not meet regular age requirements for admission to Florida public schools may be admitted if the student meets age requirements for public schools within the state from which he or she is transferring, and if the transfer of the student's academic credit is acceptable under rules of the school board. Prior to admission, the parent or guardian must also provide required data.

In order to be admitted to Florida schools, such a student transferring from an out-of-state school must provide the following data:

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

ELEMENTARY CURRICULUM PROVISIONS

The core curriculum used in each elementary schools has been approved by the state of Florida, recognized by the accreditation standards of Cognia, and selected by a team of parents, teachers, and administrators.

The district school board shall provide 150 minutes of physical education each week for students in grades Kindergarten through grade 5. Students in grade 6 who are enrolled in a school that contains one or more elementary grades so that on any day during which physical education instruction is conducted there are at least 30 consecutive minutes per day.

Students in grades K-8 are eligible to waive the physical education requirement if they meet any of the following criteria:

- The student is enrolled or required to enroll in a remedial course.
- The student's parent indicates in writing to the school that;
 - The parent requests that the student enroll in another course from among those courses offered as options by the school district; or
 - The student is participating in physical activities outside the school day, which are equal to or in excess of the mandated requirement.

ASSESSMENT & REMEDIATION

Each student must participate in the statewide progress monitoring program. Each student who does not meet specific levels of performance on the required assessments or who score below level 3 on statewide, standardized English language arts or mathematics assessment must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction.

Calhoun County has a school wide system of progress monitoring for all students in addition to the statewide progress monitoring system. Additional progress monitoring of students is designed to assist teachers, students, and parents on the strengths and weaknesses of each child. Reports are used to help guide

instruction in order for teachers to provide differentiated instruction so that students are able to achieve proficiency on state and district assessments. 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 be provided to meet the desired levels of performance. Upon subsequent evaluation, if the documented deficiency has not been remediated, the student may be retained. Each student who does not meet the minimum performance expectations for the statewide assessments in reading, writing, science, social studies, and mathematics must continue to be provided with remedial or supplemental instruction until the expectations are met.

READING DEFICIENCY & PARENTAL NOTIFICATION

Any student who exhibits a substantial deficiency in reading, based upon locally determined or statewide assessments, conducted in VPK through third grade or through teacher observations, must be given intensive reading instruction immediately following the identification of the reading deficiency. The student's reading proficiency must be monitored and the intensive instruction must continue until the student demonstrates grade level proficiency in a manner determined by the district, which may include achieving a Level 3 on the statewide, standardized English Language Arts assessment.

To be promoted to grade 4, a student must score a Level 2 or higher on the statewide, standardized English Language Arts assessment required under s. 1008.22 for grade 3.

If a student's reading deficiency is not remediated by the end of grade 3, as demonstrated by scoring Level 2 or higher on the statewide standardized assessment, the student must be retained, unless exempt from mandatory retention for good cause.

The parent of any student who exhibits a substantial deficiency in reading, must be notified in writing of the following:

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 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, including multisensory strategies, through a read-at-home plan the parent can use in helping his or her child succeed in reading.
6. That the statewide, standardized English Language Arts assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and reading for grade promotion.
7. The district's specific criteria and policies for student portfolios and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. A school must immediately begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first.

Portfolio Guidance - To promote a student to grade 4 using a student portfolio as a good cause exemption, there must be evidence that demonstrates the student's mastery of the B.E.S.T. ELA Standards is equal to at least a Level 2 performance on the grade 3 statewide standardized English Language Arts assessment. Such evidence shall be an organized collection of the student's mastery of the B.E.S.T. ELA Standards. A school must immediately begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first. The portfolio must meet the following criteria:

- Be selected by the student's teacher.
- Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom and include evidence that the benchmarks assessed by the grade 3 standardized ELA assessment have been met. Evidence collected should include reading passages that are

50% literary text and 50% informational text, and that are between 100-700 words with an average of 500 words in length. Such evidence can include chapter or unit tests from a district/school's core reading curriculum or teacher-prepared assessments that are aligned with the B.E.S.T ELA Standards.

- Be an organized collection of evidence of the student's mastery of the B.E.S.T. ELA Standards that are assessed by the grade 3 statewide standardized ELA assessment. For each benchmark, there must be at least eight items (questions) assessed and the student must demonstrate 70% mastery for all items assessed per benchmark.
 - Be signed by the teacher and principal as an accurate assessment of the required reading skills.
8. The district's specific criteria and policies for midyear promotion. Midyear promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.
 9. Information about the student's eligibility for the New Worlds Reading Initiative under s. 1003.485, F.S., and information on parent training modules and other reading engagement resources available through the initiative.

MATHEMATICS DEFICIENCIES AND PARENTAL NOTIFICATION (CH. 2023-108)

Any student in Prekindergarten through grade 4 who exhibits a substantial deficiency in mathematics, or the characteristics of dyscalculia based upon screening, diagnostic, progress monitoring, or assessment data' statewide assessments; or teacher-observations:

1. Immediately following the identification of the mathematics deficiency, be provided systematic and explicit mathematics instruction to address his or her specific deficiencies through either: daily, targeted small group mathematics intervention based on student need; or supplemental, evidenced based mathematics interventions before or after school, or both, delivered by a highly qualified teacher of mathematics or a trained tutor. Any student identified as having characteristics of dyscalculia shall undergo further screening.
2. The performance of a student receiving mathematics instruction under subparagraph 1 must be monitored and instruction must be adjusted based on the student's need.
3. A school may not wait for a student to receive a failing grade at the end of a grading period or wait until a plan under paragraph 4(b) is developed to identify the student as having a substantial mathematics deficiency and initiate intensive mathematics interventions. In addition, a school may not wait until an evaluation conducted pursuant to s. 1003.57 is completed to provide appropriate, evidenced based interventions for a student whose parent submits documentation from a professional licensed under chapter 490 which demonstrates that the student has been diagnosed with dyscalculia. Such interventions must be initiated upon receipt of the documentation and based on the student's specific areas of difficulty as identified by the licensed professional.
4. The mathematics proficiency of a student receiving additional mathematics supports must be monitored and the intensive interventions must continue until the student demonstrates grade level proficiency in a manner determined by the district, which may include achieving a Level 3 on the statewide, standardized Mathematics assessment. The State Board of Education shall identify by rule guidelines for determining whether a student in kindergarten through grade 4 has a substantial deficiency in mathematics.
5. The parent of a student who exhibits a substantial deficiency in mathematics, as described in paragraph (a), must be notified in writing of the following:
 - I. That his or her child has been identified as having a substantial deficiency in mathematics, including a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in mathematics.
 - II. A description of the current services that are provided to the child.
 - III. A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of the mathematics deficiency.
 - IV. Strategies, including multisensory strategies and programming, through a home-based plan

the a parent can use in helping his or her child succeed in mathematics. The home-based plan must provide access to the resources identified in paragraph (e).

V. After the initial notification, the school shall apprise the parent at least monthly of the student's progress in response to the intensive interventions and supports. Such communications must be in writing and must explain any additional interventions and supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement.

LANGUAGE ARTS GRADES

Reading is no longer a standalone subject in elementary school. The language arts grade will include reading, writing, spelling and grammar. Students in language arts will have a minimum of 13 grades in each grading period. At least 4 of the 13 should be derived from tests, reports, notebooks, book reports, projects, and special assignments. In grades, 1-5, three test grades will come from weekly assessments. One test grade must come from a writing assignment. Spelling tests will count as daily grades.

PROMOTION/RETENTION

Students must demonstrate satisfactory performance of Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for English Language Arts and Mathematics/Next Generation Sunshine State Standards in the district's core curriculum for reading, math, science, social and language arts.

To be promoted to the next instructional level the following requirements must be met:

- Students in grades 1-2 must receive a grade "C" or above on the report card in language arts
- Students in grades 3-5 must receive a grade "D" or above on the report card in language arts
- Students in grades 1-5 must receive a grade "D" or above on the report card in mathematics.
- Students in grades 4-5 must receive a grade "D" or above on the report card in science.

To be promoted from Kindergarten to the next instructional level, the following requirements must be met:

- The student has mastered 14 out of 18 Mathematics Standards
- The student has mastered 13 out of 17 ELA Standards
- Know 100% of the following: Letter Recognition (Upper and Lowercase), Letter Sounds and Short Vowel Sounds, Long Vowel Sounds, and Number Recognition 0-20
- Teacher judgment will always be considered

GOOD CAUSE EXEMPTIONS FOR GRADE 3 READING

The district school board may only exempt students from mandatory retention, as provided in **F.S. 1008.25(6)(b)**, for good cause. A student who is promoted to grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention that include specialized diagnostic information and specific reading strategies to meet the needs of each student so promoted. The school district shall assist schools and teachers with the implementation of reading strategies for students promoted with a good cause exemption which research has shown to be successful in improving reading among students who have reading difficulties. Good cause exemptions shall be limited to the following:

1. Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Languages program based on the initial date of entry into a school in the United States.
2. Students with disabilities whose IEP indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule. 1008.212, F.S.
3. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment that has been approved by the Department of Education, administered after the required grade 3 statewide standardized English Language Arts assessment under Section 1008.22, F.S. The required percentile passing score for each approved alternative standardized reading assessment will be determined by the Department of Education.
4. Students who demonstrate, through a student portfolio, that they are reading on grade level as evidenced by demonstration of mastery of the State Standards in reading equal to at least a Level 2 performance on

required state assessment. To demonstrate mastery of the required reading skills, the student portfolio must:

- be selected by the student's teacher;
- be an accurate picture of the student's ability and include only student work that has been independently produced in the classroom;
- include evidence that the benchmarks assessed by the grade 3 statewide, standardized English Language Arts assessment have been met. Evidence is to include grade-level passages that are approximately 50% literary text and 50% informational text, and that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum or teacher-prepared assessments that are aligned with the B.E.S.T. English Language Arts Standards;
- be an organized collection of evidence of the student's mastery of the B.E.S.T. English Language Arts Standards that are assessed by the grade 3 statewide, standardized English Language Arts assessment. For each benchmark, there must be at least 8 items assessed and the student must demonstrate seventy (70) percent mastery for all items assessed per benchmark; and
- be signed by the teacher and principal as an accurate assessment of the required reading skills.

A school must immediately begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first.

5. Students with disabilities who take the statewide, standardized English Language Arts assessment and who have an IEP or a Section 504 plan that reflects that the student has received intensive instruction in reading and English Language Arts for more than 2 years but still demonstrates a deficiency in reading and was previously retained in prekindergarten, kindergarten, grade 1, grade 2, or grade 3.
6. Students who have received intensive reading intervention for two or more years but still demonstrate a deficiency in reading and who were previously retained in grade KG, grade 1, grade 2, or grade of 3 for a total of two years. A student may not be retained more than once in grade 3.

Requests for Good Cause Exemptions for students from the mandatory retention requirement shall be made consistent with the following:

- Documentation shall be submitted from the student's teacher to the school principal that indicates that the promotion of the student is appropriate and based on student's academic record;
- The school principal shall review and discuss with the teacher and make the determination as to whether the student should be promoted or retained;
- If the school principal determines that the student should be promoted, the school principal shall make such recommendation in writing to the district school superintendent;
- The district school superintendent shall accept or reject the school principal's recommendation in writing.

REMEDIATION

1. Students who score at Achievement Level I on the statewide, standardized ELA and Mathematics assessments may be required to receive remediation or may be retained.
2. Upon subsequent evaluation, if the documented deficiency has not been remediated in accordance with the Progress Monitoring Plan, the student may be retained. Each student who does not meet the minimum performance expectations defined by the Student Progression Plan for statewide and district assessment tests in reading, writing, science, and mathematics must continue to be provided with remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance.

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

- remediate before the beginning of the next school year and promote;
- promote and remediate during the following year with more intensive intervention and remediation strategies specified; or

- retain and remediate in a different program

SUCCESSFUL PROGRESSION FOR RETAINED THIRD GRADE STUDENTS F.S. 1008.25(7)

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

- Effective instructional strategies;
- Participation in the district’s summer reading camp; and
- Appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level, and ready for promotion to the next grade.

Retained third grade students must be provided with intensive instructional services and supports to remediate the identified areas of reading deficiency, including participation in the school district’s summer reading camp; a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction which includes phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district, which may include, but are not limited to:

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

Parents of a student who is retained must be provided written notification that his or her child has not met the proficiency level required for promotion and the reasons the child is not eligible for a good cause exemption. The notification must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency.

Mid-Year Promotion

The district will implement a policy for the mid-year promotion of a student retained in third grade who can demonstrate that he or she is a successful and independent reader and performing at or above grade level in reading and English Language Arts. Tools that may be used in reevaluating a student retained may include subsequent assessments, alternative assessments, and portfolio reviews, in accordance with rules of the State Board of Education. Students must be promoted prior to November 1 and must demonstrate proficiency levels in reading on the PM1 FAST ELA Assessment of the retained third grade year.

Students who are retained must be provided with a highly effective teacher as determined by teacher’s performance evaluation. The teacher must be certified in Reading or Reading Endorsed. These students must be provided intensive interventions grounded in the Science of Reading.

PROGRESSION FOR STUDENTS WITH DISABILITIES

Promotion

The Individual Education Plan (IEP) will specify the type of progression plan a student will follow based upon the individual needs of the student. A student with a disability must meet the same district proficiency levels required for a non-disabled student unless the IEP team determined that the student is:

- One for whom the Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for English Language Arts and Mathematics/Next Generation Sunshine State Standards are not appropriate standards, and
- The student meets the exception criteria as set forth in the District Special Programs and Procedures Document for FL Assessments/FAST, end of course exam, and/or other standardized assessments.

Appropriate accommodations for the state and district-wide assessments are determined by the IEP team as allowed by Florida’s Statewide Testing Program, end of course exam, and other required standardized tests

administered by the district. (Accommodations are designed to allow students with disabilities access to the general curriculum as well as state and district assessments without changing the content or the intended outcomes of the course or assessment.)

Retention

If a student with a disability does not score a Level 2 or higher on the grade 3 FAST English Language Arts assessment, the student must be retained, unless good cause exemptions are met.

For students with disabilities in grades other than those in grade 3, retention should be based upon the same district proficiency levels unless the exemption criteria set forth in the previous section is met or IEP teams determine otherwise.

GENERAL PROVISIONS-GRADES 6-12

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

CURRICULUM FRAMEWORKS/COURSE CODE DESCRIPTIONS

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

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

EXTRA-CURRICULAR ACTIVITIES PARTICIPATION

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

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

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

Private School Students Participating in Public School Sports

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

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

DROPOUT PREVENTION

ALC is the Calhoun County School District's Dropout Prevention Discipline Program. ALC is for eligible students in grades 6-12. Additional district-approved dropout prevention programs, which differ from regular educational programs, may be implemented for students who, through screening procedures, are determined

to be unmotivated, unsuccessful, and/or disruptive and are properly staffed into the program. School sites, eligibility criteria, grade placement, and progression will be specified at the schools where these programs are implemented.

REMEDIAL INSTRUCTION

A student who has a deficiency in reading and/or math may be enrolled in an intensive remedial course the following year or be placed in a content area course that includes remediation of skills not acquired by the student.

CREDIT RECOVERY

Students enrolled in credit recovery must have previously attempted the corresponding course (and/or End of course assessment) since the course requirements for the Credit Recovery courses are exactly the same as the previously attempted corresponding course. Credit Recovery courses are not bound by a minimum number of hours of instruction since the student would have previously attempted successful completion of the corresponding course. Credit recovery courses will be delivered through an on-line platform. Credit Recovery courses can only be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.

FORGIVENESS POLICY

Forgiveness policies 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.

Forgiveness 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 another course.

Students in middle grades who take any high school course for high school credit and earn a grade of "C," "D," or "F" must be allowed to replace the grade with a grade of "C" or higher earned subsequently in the same of comparable course.

In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student's grade point average. Any course grade not replaced according to a district school board forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation. (1003.4282 (6))

The school district will keep a record of courses taken and a record of achievement, such as grades, unit, or certification of competence. Student records cannot be altered at any time unless it has been determined that the information is inaccurate or in violation of the privacy or other rights of the student. All courses and grades must be included on the student's transcript. The authority for the school board to adopt a forgiveness policy does not provide the authority to alter a student's record to delete the forgiven course and grade. The forgiveness policy authorization is for the express purpose of assisting students in meeting the requirements necessary to graduate from high school, including a minimum grade point average and successful completion of academic credit or curriculum requirements. The school board does not have the authority to purge that student's record to delete the first grade. All forgiven courses and grades must be included on a student's transcript as an accurate reflection of the student's record of achievement.

Middle School Programs-Grades 6-8

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

MIDDLE GRADES PROMOTION GENERAL REQUIREMENTS

Students in Grade 6-8 must successfully complete with a grade of 60 or higher		
MJ English Language Arts	3 middle school or higher courses These courses must emphasize literature, composition, and technical text.	
Mathematics	3 middle grades or higher courses <ul style="list-style-type: none"> ▪ Must offer at least one high school level math course for which students may earn for high school credit F.S. 1003.156 *This credit will count toward the student's High School GPA. 	<p>Successful completion of a high school level Algebra 1 or Geometry course is not contingent on a student passing the EOC assessment.</p> <p>To earn high school credit for Algebra 1, the student</p> <ul style="list-style-type: none"> ▪ must take the Algebra 1 EOC Assessment ▪ Pass the course ▪ EOC results constitute 30% of final grade ▪ If a student passes the course but does not pass the Alg. I EOC, the promotion requirement for middle school is met, but the student must pass an Algebra I EOC retake or have earned a comparative/concordant score on a state approved assessment in order to earn a high school diploma. <p>To earn high school credit for Geometry, the student</p> <ul style="list-style-type: none"> ▪ must take the Geometry EOC Assessment ▪ Pass the course ▪ EOC results constitute 30% of final grade
Science	3 middle grades or higher courses	<p>Successful completion of a high school level Biology 1 course is not contingent on a student passing the EOC assessment.</p> <p>To earn high school credit for Biology 1, the student</p> <ul style="list-style-type: none"> ▪ must take the Biology 1 EOC Assessment ▪ Pass the course ▪ EOC results constitute 30% of final grade
Social Studies	3 middle grades or higher courses	Civics Education Course

	<ul style="list-style-type: none"> One of these courses must be at least a one-semester civics education course that a student successfully completes. **Civics course must include the roles and responsibilities of federal, state, and local governments; the structures and functions of the legislative, executive, and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States. F.S.(c) 1003.4156 	<ul style="list-style-type: none"> EOC results constitute 30% of the final course grade. <p>Out of State Transfer Student – F.S. 1003.4156 If a middle grades student who transfers into a FL public school after the beginning of the 2nd term of 8th grade is not required to meet the Civics education requirement for promotion if the student’s transcript documents</p> <ul style="list-style-type: none"> Passage of 3 courses in social studies Or 2 year-long courses in social studies that include coverage of civics education <p>If this is not the case, the student must be immediately enrolled in Civics, participate in the Civics EOC and the results of the EOC must constitute 30% of the course grade.</p>
Physical Education	One semester of physical education for each year a student is enrolled in grades 6-8	Students may waive PE requirement if they meet the following criteria <ul style="list-style-type: none"> Enrolled in a remedial course Student’s parents indicated in writing <ul style="list-style-type: none"> Request student enroll in another course Student is participating in physical activities outside of the school day, which is equal to or in excess of the mandated requirement
ELA Intensive	<ul style="list-style-type: none"> Students who transfer into the district may be exempt Students in virtual instruction may be exempt 	Students must earn a Level 3 or higher on the FAST ELA assessment. Students who do not meet this criterion may be required to receive enhanced reading remediation/instruction through a course that will assist in building the student’s skills and in mastering standards. Refer to K12 Reading Plan for additional guidance.
Career and Education Planning	<ul style="list-style-type: none"> One course in career and education planning to be completed in 6th, 7th, or 8th grade. The course may be implemented as a stand-alone course or integrated into another course or courses. Xello will be used in the course. The course must be Internet based, customizable to each student, and include research-based assessments to assist students in determining educational and career options and goals. 	The required personalized academic and career plan must inform students of high school graduation requirements, including a detailed explanation of the requirements for earning a high school diploma designation under s. 1003.4285; the requirements for each scholarship in the Florida Bright Futures Scholarship Program; state university and Florida College System institution admission requirements; available opportunities to earn college credit in high school, including Advanced Placement courses; the International Baccalaureate Program; the Advanced International Certificate of

	<p>o The course must result in a completed personalized academic and career plan for the student that may be revised as the student progresses through middle school and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report under s. 445.07.</p>	<p>Education Program; dual enrollment, including career dual enrollment; and career education courses, including career-themed courses, pre-apprenticeship and apprenticeship programs, and course sequences that lead to industry certification pursuant to s. 1003.492 or s. 1008.44.</p>
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Students who transfer into the district may be exempt from some of the above requirements.

****Computer Science Instruction – s. 1007.2616, F.S.** – Students will be give the opportunity to take a Computer Science class either fact-to-face or virtually. Computer Science is defined as the study of computers and algorithmic processes including their principles, hardware and software designs, applications, and their impact on society, and includes computer coding and computer programming.

Students in Grade 6, 7, or 8 who are not enrolled in schools with a middle grades configuration are subject to the promotion requirements of this section.

The courses offered in grades 6 - 8 will be in conformity with state statutes that relate to Florida's Curriculum Frameworks/Course Code Descriptions adopted by the State Board of Education.

In order to pass a course in grades 6 - 8, a student must earn a grade of 60 or higher as determined by teacher assessment utilizing a combination of any of the following methods:

- Teacher observation
- Classroom Assignments/Lesson Plans
- Individual/group assignments
- Teacher-made Tests
- Comprehensive Examinations
- Progress Tests
- Performance Tasks
- State and District Assessments
- Checklists
- Other Objective Data

Students who do not meet proficiency levels in reading, writing, mathematics, social studies and science as determined by the local school board and the Commissioner of Education, using statewide assessment tests results and district assessments, must be provided with additional diagnostic assessments. The School wide Progress Monitoring Plan will be used to monitor academic growth. Upon subsequent evaluation, if the deficiency is not corrected, the student may be retained. **F.S. 1008.25**

A student in the middle grades who takes any high school course for high school credit and earns a grade of "C", "D", or "F", the district forgiveness policy will allow the replacement of the grade with a grade of "C" or higher, earned subsequently in the same or comparable course.

The school shall specify the required courses of study at each level. A copy of the master schedule will meet this requirement.

Middle grades students enrolled in Algebra 1, Geometry, or Biology 1 must take the statewide, standardized EOC assessment for those courses and shall not take the corresponding subject and grade-level statewide, standardized assessment.

PROMOTION/RETENTION

1. Any student entering grade 6 from a school in Florida, must pass all core courses; mathematics, language arts, social studies and science with a grade of 60 or higher.
2. Students who score below proficient on the statewide, standardized ELA and Mathematics assessments may be required to receive remediation or may be retained.
3. Credit recovery courses may be offered. A score of 70 or above will be required to earn a credit. Students who are more than one credit behind at the end of the summer may be retained.
4. Any student failing to attain the specified district or state levels of performance for student progression on designated district or state assessments in reading, writing, mathematics, social studies, or science must receive remediation or be retained. This evaluation of progress must be based on the student's classroom work, observations, tests, district and state assessments, and other relevant information, as provided in **F.S. 1008.25**. If a student is retained, it must be in a program different from the previous year's program. The new program must take into account the student's learning style.

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

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

PROGRESSION OF STUDENTS WITH DISABILITIES IN GRADES 6-8

Promotion

Consideration for promotion of students with disabilities will be based upon mastery of the standards specified for all content areas for their disability and level, goals, and/or objectives as outlined in each student's Individual Educational Plan (IEP). Consideration may also be given to other factors such as:

- Student's general progress
- Chronological age
- Attendance
- Sense of responsibility
- Mental and physical health
- Maturity
- Work habits
- Behavior

Mastery of student performance standards is determined by the student's teacher through the use of formal assessments, teacher-made tests, or teacher observation, as indicated on their IEP. Student mastery of performance standards may be documented through tracking sheets, checklists, grades, or samples of student work.

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

- One for whom the Florida Standards are not appropriate standards, and
- The student meets the exception criteria as set forth in the District Special Programs and Procedures document for FSA, end of course exams, and/or other standardized assessments.

Retention

Students with disabilities who do not meet established standards, goals, and/or objectives appropriate to their needs and program may be retained.

Special Placement Consideration

Students with disabilities who have not mastered established standards, goals, and/or objectives, and who may not benefit from repeating the same grade, may be assigned to the next higher grade upon recommendation of the Individual Educational Plan (IEP) team.

Diploma Options

A parent of the student with a disability shall, in collaboration with the individual education plan (IEP) team during the transition planning process pursuant to **F.S.1003.5716**, declare an intent for the student to graduate from high school with either a standard high school diploma or a certificate of completion. A student with a disability who does not satisfy the standard high school diploma requirements pursuant to this section shall be awarded a certificate of completion. Students entering 9th grade in the 2014-2015 school year and thereafter, will be working toward a standard high school diploma. There are various graduation options available for students with disabilities to earn a standard diploma. These options are described in the section titled, "Progression and Standards for Graduation of Students with Disabilities in Grades 9-12" of this student progression plan.

High School Programs-Grades 9-12

HIGH SCHOOL CREDIT—F.S. 1003.436 (1)(2)

For the purposes of requirements for high school graduation, one full credit equals a minimum of 135 hours of bona fide instruction in a designated course of study that contains student performance standards, except as otherwise provided through the Credit Acceleration Program (CAP) under **F.S. 1003.4295 (3)**.

In awarding credit for high school graduation, a one-half credit earned system shall include courses provided on a full-year basis. A student enrolled in a full-year course shall receive one-half credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would not result in a passing grade. A student enrolled in a full-year course shall receive a full credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would result in a passing grade, provided that such additional requirements specified in district school board policies, such as class attendance, homework, participation, and other indicators of performance, shall be successfully completed by the student.
FS 1003.436 (1)(2)

ACCELERATION OPTIONS—F.S. 1003.4295

Each high school shall advise each student of courses through which a high school student can earn college credit.

Each high school shall offer at least four courses in dual enrollment or Advanced Placement, including one course each in English, mathematics, science, and social studies.

The Credit Acceleration Program (CAP) is created for the purpose of allowing a student to earn high school credit in Algebra I, Geometry, United States History, or Biology if the student passes the statewide, standardized assessment. A school district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score on the corresponding

end-of-course assessment, Advanced Placement exam, or College Level Examination Program (CLEP test). This bill also provides that home education students, students not enrolled in the course, and students that have not completed the course, be permitted to take an assessment or exam during regular administration of such assessment or exam.

BRIGHT FUTURES

****Bright Futures often changes from year to year. Please follow the link below to find the most current information regarding Bright Futures.**

<https://www.floridastudentfinancialaidsg.org/SAPBFMAIN/SAPBFMAIN>

The school district will annually provide to each high school student a complete and accurate Florida Bright Futures Scholarship Evaluation Report and Key. The report will be disseminated at the beginning of each school year. The report must include all high school coursework attempted, the number of credits earned toward each type of award, and the calculation of the grade point average for each award. The report must also identify all requirements not met per award, including the grade point average requirement, as well as identify the awards for which the student has met the academic requirements. The student report cards must contain a disclosure that the grade point average calculated for purposes of the Florida Bright Futures Scholarship Program may differ from the grade point average on the report card. **(F.S. 1009.531) (4)**

Voluntary Public Service (HB 793-2016) and Paid Work Guidelines (*Florida Statute 1009.534*) Voluntary Public Service (VPS) hours or Paid Work hours are required for all Bright Futures Scholarship Awards - Florida Academic Scholars, Florida Medallion Scholars, Gold Seal Vocational Scholars, and Gold Seal CAPE Scholars. Students may begin logging community service hours the summer before the student enters ninth grade. Community service hours should be documented by logging the hours on the Calhoun County Community Service Verification Form and attaching verification letters that are on letterhead of the place where the hours were served. A Calhoun County Voluntary Public Service Verification Form/Paid Work form and verification letters should be submitted to the guidance office at the end of each school year for grades 9-11 and at the end of each semester for grade 12.

Volunteer Service and Paid Work Guidelines

- **Bright Futures – Florida Academic Scholars Award, Florida Medallion Award, Gold Seal Vocational Award**

To access an award through the Bright Futures Program, a student must complete a program of volunteer service work or, beginning with a high school student graduating in the 2022-2023 academic year and thereafter, paid work, as approved by the school. The student may identify a social or civic issue or a professional area that interests him or her and develop a plan for his or her personal involvement in addressing the problem or learning about the area. The student must, through papers or other presentations, evaluate and reflect upon his or her volunteer or paid work experience. (Florida Statute 1009.534)

Volunteer Service or Paid Work may include, but is not limited to, a business or governmental internship, work for a nonprofit community service organization, or activities on behalf of a candidate for public office. These hours will meet the requirement for the Florida Bright Futures Award Program. Students must satisfy the hours requirement by either completing all volunteer hours **OR** completing 100 paid work hours.

- **Students can use a combination of volunteer and paid work hours to meet the requirement*

Scholarship	Volunteer Hours	OR*	Paid Work Hours
Florida Academic Scholarship	100	OR*	100
Florida Medallion Scholarship	75	OR*	100
Florida Gold Seal Vocational Scholarship	30	OR*	100
Florida Gold Seal CAPE Scholarship	30	OR*	100

Below are some examples Voluntary Public Service:

- Service to a government agency
- Service to a not-for-profit local, national or international organization
 - o When training meetings are required prior to the actual service, a student can receive credit for up to 2 hours of training in addition to the hours for the service.
- Service to a school or school organization – in which credit is not being awarded
- Service to a religious organization
- Participation in not – for – profit Fine Arts performances or exhibitions when hours are being earned in which rehearsal time is required, a student can receive credit for up to 3 hours of rehearsal time for every hour of performance time.
- VPS hours are not earning high school credit
- Non-paid internships at a not-for-profit organization with prior school official approval

Examples are listed below of activities/hours that are not considered eligible for Voluntary Public Service:

- Family related activities
- School related activities that have required attendance and/or are a part of the course requirement to earn credit
- Attendance at meetings which are required as part of membership in a club or organization
- An activity where there is no leader or responsible adult on site to evaluate and confirm student performance

Civics – FCLE Exam

Beginning with the 2021-2022 school year, students taking U.S. Government are required to take the Florida Civics Literacy Exam. It is an assessment of civic literacy identified by the State Board of Education pursuant to s. 1007.25 (4). Students earning a passing score on this assessment are exempt from the postsecondary civic literacy assessment required by s. 1007.25 (4).

HIGH SCHOOL GRADE LEVEL DETERMINATIONS – STUDENTS THAT HAVE NOT EARNED ALL CREDITS REQUIRED FOR GRADUATION WILL NOT BE ALLOWED TO WALK AT GRADUATION.

The following will be used to determine high school grade placement for students on the 24 credit option-

1. A student's first year in high school they are classified as a 9th grader.
2. A student who has completed one year in high school is classified as a 10th grader.
3. Upon completion of 12 credits a student will be classified as an 11th grader.
4. Upon completion of 18 credits a student will be classified as a 12th grader. *(These classifications do not apply to junior/senior privileges.)*

Graduation - 18 Credit Option

Students who plan to graduate with the 18 credit option must declare no later than September 1 of their junior year. Each high school has a contract that must be signed and returned by September 1 to the guidance counselor in order to be considered for the 18 credit option for graduation.

Senior status for students on the 18 credit option will be determined by the school administration.

Senior privileges are only given for one year.

High school report cards will not be stamped with promotion status.

Mid-year promotion may occur when students have met credit requirements.

STANDARD DIPLOMA DESIGNATIONS – A Standard Diploma shall be awarded when a student has successfully completed the graduation requirements as described in this Student Progression Plan. Schools may attach a Florida Gold Seal endorsement to a Standard Diploma or award differentiated diplomas to students exceeding the prescribed minimums (1003.43 F.S.).

Standard High School Diploma Designations 1003.4285 F.S., 1003.432 F.S.

Each standard high school diploma shall include, as applicable:

- Industry Scholar designation – In addition to the requirements of s. 4282, in order to earn the Industry Scholar designation, a student must attain one or more industry certifications from the list established under s. 1003.492
- Scholar Designation for 9th grade cohorts 2014-2015 and forward – in addition to meeting the 24-credit standard high school diploma requirements, a student must:
 - earn 1 credit in Algebra 2 or an equally rigorous math course 4285, F.S.
 - pass the Geometry EOC
 - earn 1 credit in Statistics or an equally rigorous math course 4285, F.S.
 - pass the Biology EOC*
 - earn 1 credit in Chemistry or Physics
 - earn 1 credit in a course equally rigorous to Chemistry or Physics
 - pass the U.S. History EOC*
 - earn 2 credits in the same world language
 - earn at least 1 credit in AP, IB, AICE or dual enrollment course

*For the Scholar Designation, a student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB, or AICE Biology I or U.S. History course and (1) takes the respective AP, IB, or AICE assessment and (2) earns the minimum score to earn college credit.

Florida Seal of Biliteracy (1003.432 F.S.)

Beginning in the 2016-2017 and forward – denoting attainment of a high level of competency in listening, speaking, reading, and writing in one or more foreign languages in addition to English, which is signified on the high school diploma and transcript as either a Gold Seal of Biliteracy or a Silver Seal of Biliteracy. A student must satisfy the following criteria:

- Silver Seal of Biliteracy
 - earn four foreign language course credits in the same foreign language with a cumulative 3.0 GPA
 - achieve a score of 600 or higher on the Scholastic Achievement Test (SAT) II foreign language exam
 - pass a foreign language Advanced Placement exam (including American Sign Language) with a score of 3 or higher
- Gold Seal of Biliteracy
 - earn four foreign language course credits in the same foreign language with a cumulative 3.0 GPA, and Level 4 or higher on the Grade 10 English Language Arts (ELA) Florida Assessment of Student Thinking (FAST)
 - achieve a score of 700 or higher on the Scholastic Achievement Test (SAT) II foreign language exam

- pass a foreign language Advanced Placement exam (including American Sign Language) with a score of 4 or higher.

Additional exam options and performance levels are designated in State Board Rule [6A-1.09951](#).

Florida Seal of Fine Arts

Florida Statute 1003.4321, beginning with the 2024-2025 school year, the Florida Seal of Fine Arts shall be awarded to a high school student who has earned a standard high school diploma; successfully completed at least three year-long courses in dance, music, theatre, or the visual arts with a grade of “A” or higher in each course or earned three sequential course credits in such courses with a grade of “A” or higher in each course; and meets a minimum of two of the following requirements:

1. Successfully completes a fine arts International Baccalaureate, advanced placement, dual enrollment, or honors course in the subjects listed in the paragraph above with a grade of “B” or higher.
2. Participates in a district or statewide organization’s juried event as a selected student participant for 2 or more years.
3. Records at least 25 volunteer hours of arts-related community service in his or her community and presents a comprehensive presentation on his or her experiences.
4. Meets the requirements of a portfolio-based program identifying the student as an exemplary practitioner of the fine arts.
5. Receives district, state or national recognition for the creation and submission of an original work of art. The term “work of art” means a musical or theatrical composition, visual artwork, or choreographed routine or performance.

Financial Literacy – s. 1003.4282.F.S – Students will be given the opportunity to take a financial literacy course consisting of at least one half credit as an elective.

Computer Science Instruction – s. 1007.2616, F.S.

Students will be given the opportunity to take a Computer Science class either fact-to-face or virtually. Computer Science is defined as the study of computers and algorithmic processes including principles, hardware and software designs, applications, and their impact on society, and includes computer coding, and computer programming.

CERTIFICATE OF COMPLETION F.S. 1003.428(7)(b)

A **certificate of completion** shall be granted after a minimum of at least twelve years of formal education, excluding kindergarten, to a student who has successfully completed the district and state requirements for graduation, but has failed to pass the statewide, standardized assessment or applicable EOC or maintain a cumulative grade point average of 2.0. If the student refuses the Certificate of Completion, he may enroll in a full or part-time “13th year program”. If the student accepts the Certificate of Completion, he/she may be remediated in either regular or adult school. If the student passes the statewide, standardized assessment, applicable EOC or state approved concordant and completes the district requirement of a grade point average of 2.0, then the student can exchange his/her Certificate of Completion for a Standard Diploma.

ADVANCED PLACEMENT

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

Credit by examination shall be the program through which postsecondary credit is earned based on the receipt of a specified minimum score on nationally standardized general or subject area examinations. The State Board of Education states minimum scores required for an award of credit in the statewide articulation agreement.

DUAL ENROLLMENT

Students who have completed grade nine and who demonstrate a readiness to engage in post secondary level academic work will be provided with advanced instruction in cooperation with a post secondary institution as prescribed by a comprehensive articulation agreement between the Calhoun County School Board and the post secondary institution for higher learning. Dual enrollment courses taught at high school sites are college courses, which earn college credit and therefore, must conform to college grading policy.

Additional dual enrollment classes are offered virtually.

The district school board shall inform all secondary students and their parents of dual enrollment as an educational option and mechanism for acceleration. Students and their parents shall be informed of eligibility requirements, the option for taking dual enrollment courses beyond the regular school year, and the minimum academic credits required for graduation. Alternative grade calculation, weighting systems, and information regarding student education options that discriminate against dual enrollment courses are prohibited.

A student must express intent to the principal to pursue a post secondary degree to be eligible to participate in these programs. In order to participate, the student must also have written approval of the high school principal, acceptable grade point average, and acceptable college admission test scores. (Refer to Appendix F, Articulation Agreement.)

Students who meet the eligibility requirements of s. 1007.271, F.S., and who choose to participate in dual enrollment programs are exempt from the payment of registration, tuition, and laboratory fees.

The Calhoun County School District will **NOT** pay for the first summer session at any post secondary institution of higher learning in May for outgoing/graduating seniors.

Early Admission

Early Admission is a form of dual enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis in courses that are creditable toward the high school diploma and the associate or baccalaureate degree. A student must enroll in a minimum of 12 college credit hours per semester or the equivalent to participate in the early admission program. Students enrolled in early admission are exempt from the payment of registration, tuition, and laboratory fees.

To be eligible for enrollment the student must:

1. Be officially enrolled in a public high school located within the college's five county district.
2. Have completed the 11th grade.
3. Have written approval of the high school principal and the district school board.
4. Have test scores on all sections of the ACT, PERT, or SAT that are no more than two years old.
5. Meet same placement test score requirements in applicable areas and chosen program of study as all postsecondary students.
6. Have the requirements listed below:
 - a. Academic Program
 - passing test scores on all sections of the ACT, CLT, PERT, or SAT no more than two years old, and
 - have a minimum un-weighted cumulative high school grade point average of 3.00
 - b. Workforce Development Program
 - passing scores on all sections of the ACT, CLT, PERT, or SAT no more than two years old, and
 - have a minimum un-weighted cumulative high school grade point average of 2.00

Students enrolled in the Early Admission Program are eligible to participate in clubs, but are restricted from holding office.

CAREER TECHNICAL EDUCATION GRADUATE PATHWAY OPTIONS

Beginning with the 2019-2020 school year, a student may earn a standard high school diploma through the Career and Technical Education (CTE) pathway option.

To earn a standard high school diploma through this pathway option, a student must:

- Successfully complete a minimum of 18 credits.
- Have a minimum, cumulative GPA of at least a 2.0 on a 4.0 scale.
- Meet the requirements of
 - 4 English credits (including the statewide grade 10 Reading assessment or the grade 10 ELA assessment, or earn a concordant score)
 - 4 Math credits (including the statewide Algebra I EOC assessment, or earn a comparative score)
 - 3 Science credits
 - 3 Social studies credits
- Complete two credits in career and technical education. The courses must result in a program completion and an industry certification.
- Complete two credits in work-based learning programs. A student may substitute up to two credits of electives, including one-half credit in financial literacy, for work-based learning program courses to fulfill this requirement.

Each district school board must incorporate the CTE pathway option into the student progression plan required under 1008.2 F.S.

HONOR GRADUATES

Beginning with the 2016-2017 SY graduating class, courses used to determine the GPA for honor graduates will be the same courses used for any Bright Futures determination. Honor graduates will have a weighted GPA of 3.5 based on Bright Futures determination.

SALUTATORIAN /VALEDICTORIAN

Courses used to determine the GPA for salutatorian and valedictorian will be the same courses used for Bright Futures Academic determination, which are as follows:

Language Arts credits which must include 4 of the following

- ELA I, II, III, or IV
- ELA I, II, III, or IV Honors
- AP ELA I, II, III, or IV
- ENC 1101 or
- ENC 1102

Four (4) Mathematics credits

- Algebra 1, Algebra 1 Honors or AP Algebra 1 (required)
- Geometry, Geometry Honors or AP Geometry (required)
- 2 elective math credits which may include dual enrollment courses

Three (3) Science credits

- Biology 1, Biology 1 Honors or AP Biology (required)
- 2 science credits which may include dual enrollment courses
- 2 science credits must have a laboratory component
- 2 science credits must be equally rigorous

Three (3) Social Science credits (required)

- World History, World History Honors, AP World History or Dual Enrollment World History
- US History, US History Honors, AP US History or Dual Enrollment US History
- ½ credit-US Government, US Government Honors, AP US Government or Dual Enrollment US Government

- ½ credit-Economics with Financial Literacy, Economics with Financial Literacy Honors, AP Economics with Financial Literacy or Dual Enrollment Economics with Financial Literacy

Two (2) World Language credits (*sequential, in same language*)

To be eligible for designation as Valedictorian or Salutatorian of Altha Public School or Blountstown High School, a student must:

- Have completed a full year (4 nine weeks) at Altha Public School or Blountstown High School during ninth or tenth grade and
- Be enrolled in Altha Public School or Blountstown High School by September 1 of their 11th grade year
- Be enrolled at Altha Public School or Blountstown High School by September 1 of their 12th grade year and complete their 12th grade year at his or her school of enrollment as of September 1.
- Complete 18 – 24 credits in 4 years or less to be considered as Valedictorian or Salutatorian

In the event of a tie, of the student’s weighted GPA of the 16 core courses, Calhoun County School District shall apply the following criteria in the following order:

1. The product of each student’s weighted GPA on the 16 core courses and best combined SAT (excluding the writing section) or equivalent ACT (excluding the writing section) score.
2. The highest total combined SAT(excluding writing) or equivalent ACT(excluding writing) at a single administration.
3. The higher of the total number of academic high school credits earned.

**The best combined SAT or ACT score is calculated by combining the highest score achieved on each individual subsection of the test, excluding the writing section, to create the highest possible composite score.*

PROGRESSION AND STANDARDS FOR GRADUATION OF STUDENTS WITH DISABILITIES IN GRADES 9-12

Students with disabilities can earn a standard high school diploma using any high school graduation option that is available to all students, including those described in sections 1003.4282(1)-(9) and 1002.3105 (5), Florida Statutes (F.S.)

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

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

- 24-credit Standard Diploma (may choose either Scholar or Merit Designation)
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum
- Standard Diploma via Access courses

Any change to the high school graduation option specified in the student’s IEP must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent as provided in s. 1003.572.

A student with a disability who meets the standard high school diploma requirements in this section may defer the receipt of a standard high school diploma if the student:

1. Has an IEP that prescribes special education, transition services, or related services through age 21; and
2. Is enrolled in accelerated college credit instruction pursuant to s 1007.27, industry certification courses that lead to college credit, a collegiate high school program, courses necessary to satisfy the Scholar designation requirements, or a structured work-study, internship, or pre-apprenticeship program.

A student with a disability who receives a certificate of completion and has an IEP that prescribes special education, transition planning, transition services, or related services through 21 years of age may continue to receive the specified instruction and services.

Any waiver of the statewide, standardized assessment requirements by the IEP team, pursuant to s. 1008.22 (3) (c), must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent as provided for in s. 1003.572.

The following high school graduation requirements are available for students with significant cognitive disabilities:

1. For students with disabilities for whom the IEP team has determined that the Florida Standards Alternate Assessment is the most appropriate measure of the student's skills:
 - a. A combination of course substitutions, assessments, industry certifications, other accelerated options, or occupational completion points appropriate to the student's unique skills and abilities that meet the criteria established by the State Board of Education rule.
 - b. A portfolio of quantifiable evidence that documents a student's mastery of academic standards through rigorous metrics established by State Board of Education rule. A portfolio may include, but not be limited to, documentation of work experience, internships, community service, and postsecondary credit.
2. For a student with a disability for whom the IEP team has determined that mastery of academic and employment competencies is the most appropriate way for a student to demonstrate his/her skills:
 - a. Documented completion of the minimum high school graduation requirements, including the number of course credits prescribed by rules of the State Board of Education.
 - b. Documented achievement of all annual goals and short-term objectives for academic and employment competencies, industry certifications, and occupational completion points specified in the student's transition plan. The documentation must be verified by the IEP team.
 - c. Documented successful employment for the number of hours per week specified in the student's transition plan, for the equivalent of 1 semester, and payment of a minimum wage in compliance with the requirements of the federal Fair Labor Standards Act.
 - d. Documented mastery of the academic and employment competencies, industry certifications, and occupational competition points specified in the student's transition plan. The documentation must be verified by the IEP team, the employer, and the teacher. The transition plan must be developed and signed by the student, parent, teacher, and employer before placement in employment and must identify the following:
 - 1) The expected academic and employment competencies, industry certifications, and occupational competition points;
 - 2) The criteria for determining and certifying mastery of the competencies;
 - 3) The work schedule and the minimum number of hours to be worked per week; and
 - 4) A description of the supervision to be provided by the school district.

Students entering grade 9 in the 2014-2015 school year (and all subsequent years) who are working toward a standard diploma via access courses must meet the following graduation requirements:

Subject	Course Name	Course Code	Credits
ELA	Access English 1/2 Access English 3/4 Access English 1 Access English 2 Access English 3 Access English 4	7910111 7910112 7910120 7910125 7910130 7910135	4 credits
Mathematics	Access Algebra 1A Access Algebra 1B Access Algebra 1 Access Geometry Access Liberal Arts Math	7912080 7912090 7912075 7912065 7912070	4 credits <ul style="list-style-type: none"> • 1 credit must be Algebra 1 or Algebra 1A or 1B • 1 credit must be Geometry
Science	Access Biology Access Earth/Space Science Access Integrated Science 1 Access Chemistry	7920015 7920020 7920025 7920011	3 credits <ul style="list-style-type: none"> • 1 credit must be Biology
Social Studies	Access World History Access U.S. History Access U.S. Government Access Economics w/ Financial Literacy Access Economics	7921030 7921025 7921015 7921022 7921020	3 credits <ul style="list-style-type: none"> • 1 credit in World History • 1 credit in U.S. History • ½ credit in U.S. Government • ½ credit in Economics w/ Financial Literacy
Fine Arts and Performing Arts/Practical Arts	Access Visual/Performing Arts Access Drawing 1 Access Theater 1 Access 2D Studio Art	7967010 7967015 7967020 7967025	1 credit
Physical Education w/ Health Integrated	Access HOPE 9-12 Access Personal Fitness	7915015 7915020	1 credit
Elective Credits	See Course Code Directory		8 credits

****Access courses allow students to earn multiple credits in the same course.****

****More rigorous courses may be substituted to meet the credit requirement for an access course.****

STANDARDS FOR GRADUATION FOR STUDENT WITH DISABILITIES

Waiver of Statewide, Standardized Assessment Results for Students with Disabilities

Section 1008.22(3)(c)1., Florida Statutes (F.S.), requires that school districts provide instruction to prepare students with disabilities to demonstrate satisfactory performance in the core content knowledge and skills necessary for successful grade-to-grade progression and high school graduation. Assessment results may be waived under specific circumstances for students with disabilities for the purpose of receiving a course grade or a standard high school diploma. Specific requirements regarding the waiver process as found in s. 1008.22(3)(c)2., F.S.

To be considered for a statewide, standardized assessment results waiver, the following criteria must be met:

- The student must be identified as a student with a disability, as defined in s. 1007.02, F.S.
- The student must have an individual educational plan (IEP).
- The student must have taken the statewide, standardized assessment with appropriate allowable accommodations at least once.

- In accordance with s. 1008.22(3)(c)2., F.S., the IEP team must make a determination of whether a statewide, standardized assessment accurately measures the student's abilities, taking into consideration all allowable accommodations for students with disabilities.

Parent approval for waiver of statewide, standardized assessment results

Beginning with students entering grade 9 in the 2014-2015 school year... (e) Any waiver of the statewide, standardized assessment requirements by the individual education team, pursuant to s. 1008.22(3)(c), must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent as provided for in s. 1003.572

STATE AND DISTRICT ASSESSMENT OF STUDENTS WITH DISABILITIES

In accordance with section 1008.22(3)(c), Florida Statutes (F.S.), all students enrolled in public schools are required to participate in the statewide, standardized assessment program.

a. Extraordinary Exemptions

A student with a disability who has a circumstance, defined according to s. 1008.202, F.S., may be eligible for an extraordinary exemption from participation in the statewide assessment.

b. Medical Complexity Exemptions

Section 1008.22(9), F.S., establishes criteria to guide the IEP team in making a determination about a student with a disability who has the need for an exemption of the statewide, standardized assessments because of the student's medical complexity.

c. Florida Standards Alternate Assessment

The decision that a student with a significant cognitive disability will participate in the Florida Standards Alternate Assessment as defined in Section 1008.22(3)(c), F.S., is made by the IEP team and recorded on the IEP. The provisions with regard to parental consent for participation in the Florida Standards Alternate Assessment in accordance with subsection 6A-6.0331(10), F.A.C., must be followed. The following criteria must be met:

- 1) Even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials, the student requires modifications, as defined in paragraph 6A-1.03411(1)(z), F.A.C., to the grade-level general state content standards pursuant to Rule 6A-1.09401, F.A.C.; and
- 2) The student requires direct instruction in academic areas of English language arts, math, social studies and science based on access points, pursuant to Rule 6A-1.09401, F.A.C., in order to acquire, generalize, and transfer skills across settings.

d. Testing Accommodations for Students with Disabilities in District and/or State Assessment

Each student with a disability is expected to participate in any state or district assessment of student achievement with accommodations if determined appropriate by the individual education plan (IEP) team and recorded on the student's IEP. Parents will be notified if the classroom accommodations provided in class are not also provided during the FAST/EOC administration. FAST/EOC accommodations cannot be made that jeopardize test validity. Accommodations identified for testing situations shall be those allowable accommodations identified in the test manual. Students may not be given accommodations on the FAST/EOC that are not routinely used in the classroom.

Appendix

CC-64-PPSF
Rev. 9-8-16
Exp. 6-30-25

Appendix A
CALHOUN COUNTY SCHOOL BOARD
STUDENT PROGRESSION STAFFING FORM
GRADES K-2 & 4-5

School: _____ **Date:** _____

Student: _____ **Grade:** _____

Dates of contact with parent: _____

In addition to the criteria for promotion, as outlined in the Student Progression Plan, a review of school records including prior retention records, standardized assessments, progress monitoring assessments, and daily work for the student have been reviewed to determine appropriate placement for the _____ school year.

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

Placement

Retained in grade: _____

Reason for Retention: _____

Reasons for Good Cause Placement:

Staffing Committee:

Principal/Designee _____
Date

Guidance Counselor _____
Date

Teacher(s) _____
Date

Parent/Guardian _____
Date

Parent came to meeting

Contacted parent by phone

Mailed copy to parent

Appendix B
Calhoun County School Board
Student Progression Staffing Form for Third Grade Students

School _____ Date _____

Student _____ Grade – 3

Date/Dates of contact with parent: _____

Brief Summary of Contact: _____

A review of school records indicate _____ has been promoted to Grade 4 for Good Cause for the _____ school year based on criteria for Good Cause outlined below.

Please check the appropriate Good Cause Exemption listed below.

___ 1. Limited English proficient students who have had less than two years of instruction in an English for Speakers of Other Languages (ESOL) program.

___ 2. Students with disabilities whose IEP indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of the State Board of Education rule. 1008.212, F.S.

___ 3. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment that has been approved by the Department of Education, administered after the required grade 3 statewide standardized English Language Arts assessment under Section 1008.22, F.S. The required percentile passing score for each approved alternative standardized reading assessment will be determined by the Department of Education.

___ 4. Students who demonstrate, through a student portfolio, that they are reading on grade level as evidenced by demonstration of mastery of the State Standards in reading equal to at least a Level 2 performance on required state assessment. To demonstrate mastery of the required reading skills, the student portfolio must:

- be selected by the student’s teacher;
- be an accurate picture of the student’s ability and include only student work that has been independently produced in the classroom;
- include evidence that the benchmarks assessed by the grade 3 statewide, standardized English Language Arts assessment have been met. Evidence is to include grade-level passages that are approximately 50% literary text and 50% informational text, and that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the district’s/school’s adopted core reading curriculum or teacher-prepared assessments that are aligned with the B.E.S.T. English Language Arts Standards;
- be an organized collection of evidence of the student’s mastery of the B.E.S.T. English Language Arts Standards that are assessed by the grade 3 statewide, standardized English Language Arts assessment. For each benchmark, there must be at least 8 items assessed and the student must

- demonstrate seventy (70) percent mastery for all items assessed per benchmark; and
- be signed by the teacher and principal as an accurate assessment of the required reading skills.

____ 5. Students with disabilities who take the statewide, standardized FAST ELA assessment and who have an IEP or a 504 plan that reflects that the student has received intensive remediation in reading for more than two years but still demonstrates a deficiency in reading and was previously retained in prekindergarten, kindergarten, grade 1, grade 2 or grade 3.

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

Staffing Committee:

Principal’s Signature _____ Date _____

Guidance Counselor’s Signature _____ Date _____

Teacher’s Signature _____ Date _____

Teacher’s Signature _____ Date _____

Parent/Guardian’s Signature _____ Date _____

____ Parent/Guardian attended meeting

____ Parent/Guardian **DID NOT** attend meeting

____ Contacted Parent by phone

A copy of this form should be mailed with the report card and filed in the child’s cumulative folder.

Appendix C Calhoun County School District Physical Education Plan

Calhoun County has three levels of Physical Education: elementary, middle, and high school. We offer specially designed physical education for students with disabilities and emphasize the same outcomes appropriate for their ability.

Physical Education Requirements for Pre-K – 5

Students in grades K-5 shall participate in a physical education program that stresses physical fitness and encourages healthy, active lifestyles. Senate Bill 610 requires 150 minutes of physical education per week for grades K-5 and for students in grade 6 who are enrolled in a school that contains one or more elementary grades. On any day during which physical education instruction is conducted there must be at least 30 consecutive minutes of physical activities of at least a moderate intensity level.

Elementary Physical Education is staffed for a minimum of thirty minutes of daily physical education. Our schools may elect to offer physical education fewer days but for longer durations of time. The instructional staff is made up of certified physical education instructors and non-certified assistants. The majority of the staff consists of certified instructors. The elementary program is a sequential, well-planned and coordinated program of physical, mental and social activities designed to develop a positive self-image assuring that all students are successful. The instructional program is designed to: develop physical fitness, wellness, and motor skills; foster creativity; emphasize safety; motivate expression and communication; promote self-understanding and acceptance; and stimulate social development. The program must serve the developmental needs of each child.

Students in grades K-8 are eligible to waive the physical education requirement if they meet any of the following criteria:

1. The student is enrolled or required to enroll in a remedial course.
2. The student's parent indicates in writing to the school that;
 - a. The parent requests that the student enroll in another course from among those courses offered as options by the school district; or
 - b. The student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

Physical Education Expected Outcomes for students in Grades Pre-K, K , 1, 2, 3, 4, and 5:

1. The student analyzes the benefits of regular participation in physical activity.
2. The student achieves and maintains a health-enhancing level of physical fitness.
3. The student demonstrates responsible personal and social behavior in physical activity.
4. The student understands how participating in physical activity promotes inclusion and an understanding of the abilities and cultural diversity of people.
5. The student demonstrates competency in many movement forms and proficiency in a few forms of physical activity.

Elementary Recess - In addition to PE requirements, the district will provide at least 100 minutes each week of supervised, safe and unstructured free-play recess for students in Kindergarten through Grade 5. This will allot at least 20 minutes of free-play recess per day. **F.S. 1003.455 (6)**

Physical Education Requirements for Grades 6-8

Students in grades 6-8 shall participate in a physical education program that stresses physical fitness and encourages healthy, active lifestyles. Beginning with the 2009-2010 school year, the equivalent of one class period per day of physical education for one semester of each year is required for students enrolled in grades 6 through 8. All middle school physical education instruction is conducted by certified physical educators. The middle school program emphasizes learning specific skills or groups of skills. Activities become means through which the student

can practice, refine and develop competence in skills. The goal is to develop students who are able to use skills in a variety of contexts and situations. The specific courses consist of locomotor skills, physical fitness, body management, throwing and catching, striking with body parts and striking with objects.

Students in grades K-8 are eligible to waive the physical education requirement if they meet any of the following criteria:

1. The student is enrolled or required to enroll in a remedial course.
2. The student's parent indicates in writing to the school that;
 - a. The parent requests that the student enroll in another course from among those courses offered as options by the school district; or
 - b. The student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

Physical Education Outcomes for students in Grades 6, 7, and 8:

1. The student knows basic skills and safety procedures to participate in outdoor sports.
2. The student describes the principles of training and conditioning for specific physical activities.
3. The student knows how to apply mature patterns of locomotor, non-locomotor, body-management throwing, catching, and striking skills while participating in modified versions of team and individual sports.
4. The student describes the principles of training and conditioning for specific physical activities.
5. The student knows how to sustain an aerobic activity, maintaining target heart rate, to achieve cardiovascular benefits.
6. The student knows the difference between muscular strength and muscular endurance, activities that contribute to the improvement of strength and endurance, and the various types of muscular strength and endurance required to perform different activities.
7. The student knows how to achieve and maintain appropriate cardiovascular fitness, flexibility, muscular strength, endurance and body composition.
8. The student plans and participates in an individualized fitness program, and explores new ways to achieve activity goals in their individual wellness plan.
9. The student knows how to use a journal to document the benefits of participation in physical activity as part of an individual wellness plan.

Physical Education Requirements for Grades 9 -12

The following requirements apply to entering 9th grade students of the 2007-2008 school year and thereafter: 1 credit in physical education to include the integration of health.

Based on the updated Physical Education graduation requirements, Senate Bill 2092 reinstated waiver language associated with Physical Education. The application of waivers is as follows:

1. If the district has chosen the Personal fitness/Physical Education activity elective courses to fulfill the High School Physical Education graduation requirement, then the following waivers apply:
 - a. Participation in two seasons of an interscholastic sport AND passing grade of "C" on the Personal Fitness Competency test replaces both the .5 credit requirement in Personal Fitness and the .5 credit requirement in a Physical Education activity elective for a total of 1 credit in Physical Education.
 - b. Completion of one semester of Marching Band with a passing grade of "C: replaces the .5 credit of the Physical Education activity elective. The student must still take the Personal Fitness class (.5 credit) to complete the 1 credit in Physical Education.
 - c. Participation in a Dance class satisfies the .5 credit of the Physical Education activity elective. The student must still take the Personal fitness class (.5 credit) to complete the 1 credit in Physical Education.
 - d. Completion of two years in a Reserve Officer Training Corps (R.O.T.C.) class satisfies 1 credit of the Physical Education activity electives. However, the student must still take the Personal Fitness class (.5 credit) to satisfy the Physical Education graduation requirement in those districts choosing this option. Students using the ROTC waiver will end up with 1.5 credits in Physical Education.

2. If the district has chosen the Health Opportunities through Physical Education (HOPE) of the HOPE-PE Variation course requirements to fulfill the Physical Education graduation requirement, the following waivers apply:
 - a. Participation in two seasons of an interscholastic sport AND a passing grade of “C” on the Personal Fitness Competency test satisfies the 1 credit Physical Education requirement.
 - b. Completion of two years in a Reserve Officer Training Corps (R. O. T. C.) class satisfies the 1 credit Physical Education requirement.

Physical Education Expected Outcomes for students in Grades 9, 10, 11, and 12:

1. The student knows how to maintain appropriate levels of cardiovascular fitness, muscular strength and endurance, flexibility, and body composition necessary for a healthy lifestyle.
2. The student knows how to apply the results of fitness assessments to guide changes in a personal program of physical activity and develop a training and conditioning program that enhances individual health-related needs.
3. The student uses technology to assess, enhance, and maintain fitness and skills.
4. The student maintains and improves motor skills and knowledge necessary for participation in beneficial physical activity.
5. The student knows how to make changes in an individual wellness plan as lifestyle changes occur.
6. The students know the correlation between obesity, high blood pressure, and increased physical activity.
7. The student knows that physical activity reduces certain health risk factors.
8. The student knows that regular physical activity can relieve the stress of everyday life.
9. The student identifies the effects of age, gender, race, ethnicity, socioeconomic status, and culture upon physical activity preferences and exercise habits.
10. The student knows the role of physical activity in the prevention of disease and the reduction of health-care costs.
11. The student understands the role of physical activity as a potential vehicle for social interaction and cooperative relations within the family and workplace.

Appendix D Graduation Requirements

GENERAL REQUIREMENTS FOR HIGH SCHOOL GRADUATION PROGRAM

Florida students entering high school may choose from the following options to earn a standard diploma:

- 24-credit program
- 18-credit, Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- AICE program
- IB diploma curriculum

All of these graduation paths include opportunities to take rigorous academic courses designed to prepare students for their future academic and career choices. All students, regardless of graduation program, must earn a cumulative GPA of 2.0 on a 4.0 scale and achieve a passing score on the statewide, standardized Grade 10 ELA Assessment or earn a concordant score on the ACT or SAT. Students who entered grade 9 in the 2011-12 or 2012-13 school years must achieve a passing Algebra 1 EOC assessment score or earn a comparative score if enrolled in Algebra 1 after the 2010-11 school year to graduate with a standard diploma. Students who entered grade 9 in 2013-14 and thereafter, must achieve a passing Algebra 1 EOC assessment score or earn a comparative score in order to graduate with a standard diploma.

Students who complete a minimum of 18 credits, achieve a cumulative GPA of a 2.0 on a 4.0 scale and earn a passing score on the statewide assessments required for high school graduation have an option to earn a standard high school diploma. This option requires that a student complete the standard course requirements for the 24-credit program applicable to the student's grade 9 cohort year without the required physical education course, only three elective courses, and without the online course requirement.

Each high school is required to advise each student of courses through which a high school student can earn college credit, including AP, IB, AICE, dual enrollment, early admission and career academy courses and courses that lead to industry certification, as well as the availability of course offerings through virtual instruction. Each high school is also required to advise each student of the early and accelerated graduation options under [s. 1003.4281, F.S.](#) Students must be advised of eligibility requirements for state scholarship programs and postsecondary admission.

Standard Diploma Awarding

	24-Credit Program	ACCEL Program
Credit Requirements	24 credits	18 credits (minimum)
Academic Core	4-English/Language Arts 4-Mathematics 3-Science 3-Social Studies 1-Fine Arts	4-English/Language Arts 4-Mathematics 3-Science 3-Social Studies 1-Fine Arts
Physical Education	1 credit	Not required
Electives	8 credits	3 credits
Assessment Requirements	Same	Same
GPA Requirements	2.0 on a 4.0 scale	2.0 on a 4.0 scale

Please follow the links below for the most up-to-date information regarding graduation requirements.

<https://www.fldoe.org/core/fileparse.php/7764/urlt/aaflyer-2324thereafter.pdf>

<https://www.fldoe.org/core/fileparse.php/7764/urlt/aaflyer-prior2324.pdf>

Appendix E

Volunteer/Community Service Certification Form

*This form is on the following page.



CALHOUN COUNTY SCHOOL DISTRICT
Volunteer/Community Service Certification Form

Return form to Guidance Office immediately after service.
 If you have any questions, please contact your Guidance Counselor.
 Charlene Yon, Altha Public School
 Nicole Purvis, Blountstown High School

One form must be completed for each activity/agency

Student: _____

School Year: _____ Grade: _____ Hours Earned: _____

Organization/
 Agency: _____

Address: _____

Agency Contact Person (Please print): _____

Contact Phone Number: _____

To receive service hours credit, you must complete both sides of the form.

List EACH Day separately– including times worked and hours worked each day

DATE SERVICE PERFORMED	HOURS WORKED ON THIS DAY	TYPE OF WORK PERFORMED	SUPERVISOR'S SIGNATURE

- By signing this form, you verify that the community service hours above were
- Voluntary—for which student did not benefit financially or materially for their service;
 - A service for benefit of school, non-profit community organization, or individual(s) in need;
 - Service was not a direct or personal service to family member(s).

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Parent/Guardian Name: _____

<u>FOR OFFICE USE ONLY</u>			
Hours Entered: _____	New Total: _____	Date Entered: _____	By: _____



CALHOUN COUNTY SCHOOL DISTRICT

Payable/Work Service Certification Form

Return form to Guidance Office immediately after service.
 If you have any questions, please contact your Guidance Counselor.
 Charlene Yon, Altha Public School
 Nicole Purvis, Blountstown High School

Student: _____

School Year: _____ Grade: _____ Hours Earned: _____

Place of Employment: _____

Address: _____

Employer/Supervisor's Name (Please print): _____

Contact Phone Number: _____

One form must be completed for each place of employment. 100 Work Hours will satisfy ALL Bright Future Scholarships.			
DATE (s) OF SERVICE (WEEK/MONTH)	HOURS WORKED	JOB TITLE	SUPERVISOR'S SIGNATURE

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Parent/Guardian Name: _____

To receive service hours credit, you must complete both sides of the form.

FOR OFFICE USE ONLY			
Hours Entered: _____	New Total: _____	Date Entered: _____	By: _____

