

STUDENT PROGRESSION PLAN
FOR
JACKSON COUNTY PUBLIC SCHOOLS

Revised July, 2018



THE SCHOOL BOARD OF JACKSON COUNTY
MARIANNA, FLORIDA
32447

***THE SCHOOL DISTRICT OF JACKSON COUNTY
MARIANNA, FLORIDA 32447***

***THE STUDENT PROGRESSION PLAN
FOR
JACKSON COUNTY***

Revised July, 2018

Jackson County Contact Person for the Student Progression Plan

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CERTIFICATION

The Student Progression Plan was reviewed and approved by the Jackson County School Board on the 24th day of July 2018.

***H. Larry Moore
Superintendent of Schools***

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I. PURPOSE

The purpose of this document, the Student Progression Plan for Jackson District Schools, is to present to school personnel, parents, students, and other interested citizens, the Board rule and administrative procedures required for implementation in accordance with statutes and Jackson County School Board policies.

In June 1976, the Florida State Legislature passed into law the Educational Accountability Act of 1976, which includes a statutory requirement that each school district in Florida establish a comprehensive program for pupil progression. Each student's progression from one grade to another shall be determined, in part, upon proficiency in reading, writing, science and mathematics. District school board policies shall facilitate such proficiency and each student and his or her parent will be informed of that student's academic progress. This Act and Florida Statute 1008.25 specifically require the following:

- A. Each District School Board shall establish a comprehensive program for student progression, which must include:
 - 1. F.S.1008.25(a) Standards for evaluating each student's performance, including how well he or she masters the performance standards approved by the State Board of Education.
 - 2. F.S.1008.25(b) Specific levels of performance in reading, writing, science, and mathematics for each grade level, including the levels of performance on statewide assessments as defined by the Commissioner, below which a student must receive remediation, or be retained within an intensive program that is different from the previous year's program and that takes into account the student's learning style.
 - 3. F.S.1008.25(c) Appropriate alternative placement for a student who has been retained 2 or more years.
- B. The district plan for student progression shall be based upon local goals and objectives which are compatible with the state's plan for education and which supplement the Next Generation State Standards/Florida Standards, approved by the State Board of Education. Particular emphasis, however, shall be placed upon the pupil's mastery of reading at grades 1, 2, and 3. The district shall be in compliance with mandates set forth in F.S. 1008.25 as they relate to resources, assessment, remediation, reading deficiency and parental notification.
- C. Beginning with the 1978-79 school year, each District School Board shall establish standards for graduation from its secondary schools. Such

standards shall include, but not be limited to, mastery of the basic skills and satisfactory performance on Florida Standards Assessment (FSA), a minimum GPA, as determined by the State Board of Education, and the completion of the minimum number of credits required by the district School Board. Each district shall develop procedures for the remediation of those students who are unable to meet such standards. Jackson County School Board has determined that, at a minimum, students scoring at Level 1 on the Florida Standards Assessment (FSA) in reading and math must receive remediation. Beginning with students entering 9th grade 2014-2015, based on these standards, each district shall provide for the awarding of certificates of completion, or a standard diploma.

Students must earn a passing score on the grade 10 (FSA) Florida Standards Assessment, including passing appropriate (EOC) End of Course Exam(s), or obtain a concordant score as outlined by DOE (1008.22). Jackson County Schools must provide instruction based on the Florida Next Generation State Standards/Florida Standards, to prepare students to demonstrate proficiency in the skills and competencies needed for promotion and graduation. **(See Appendix A Graduation Requirements)**

NOTE: School procedures and policies developed in cooperation with School Councils and within guidelines set forth in Florida Statute 1001.452 may contain language contradictory to the Jackson County School Board Policies and/or the Student Progression Plan for Jackson County Schools. Only when prescribed procedure is followed and written permission has been received from the appropriate governing authority, may a school set aside Board policy and/or Student Progression Plan procedure for which the waiver is obtained. F.S. 1008.32 eliminates the authority of the Commissioner of Education to grant statutory waivers to school districts.

The goal of the Student Progression Plan is to provide direction for students to learn. It is not to encourage or prescribe failure, but rather prevent it. The plan encourages programs that provide for the attainment of district standards; and also assists those students who do not accomplish certain standards within a specific time period.

II. GENERAL PROCEDURES FOR STUDENT PROGRESSION PLAN

- A. State and District-wide standards for promotion are delineated in this Student Progression Plan. The Jackson County School Board has incorporated the/Next Generation State Standards Florida Standards as a part of the district Student Progression Plan.

- B. In an effort to promote maximum achievement for all students in both academic and or behavioral domains, Response to Intervention (RtI) will be implemented throughout the district. Response to Intervention (RtI) provides a framework for implementing a multi-tiered system of supports that matches supports and interventions to student needs. Response to Intervention (RtI) or Multi-Tiered System of Supports (MTSS), are both terms used to describe a proactive process which employs data-based problem solving to integrate academic and behavioral instruction and intervention. This process is based on a three-tiered model that targets specific skill deficits and applies increasingly more intensive instruction/intervention at each tier. School based student support teams (SST), utilize a problem solving method to link student(s) needs with appropriate interventions. School based student support teams place high importance on seeking the input and involvement of parents/guardians and other key staff members needed to support student learning.
- C. For entering ESOL students in grades K-8, when deemed necessary by the ESOL committee, grades for ESOL students will be recorded as satisfactory, needs improvement or unsatisfactory (S,N,U). Placement decisions for students entering Jackson District Schools during the last grading period of school shall be made based on grades which were obtained from the student's out-of-district school. (It is understood that district standards will also be met.)
- D. A language survey is administered to every student upon registration at each grade level. Procedures outlined in the Jackson County Handbook for English for Speakers of Other Languages will be followed for any student whose response is affirmative to a minimum of one Language survey question.

III. 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 Jackson County Schools to provide all students with instructional and remedial programs. Such programs will monitor progress, promote continuous achievement, and make provision for individual differences.
- B. The Jackson District School Board, through its administrators, will accept the responsibility of assisting teachers with the resources and staff development to accomplish these goals, and will establish procedures for record keeping to certify the accomplishment of state and district standards.

- C. The principal shall assume administrative responsibility for all required records and reports regarding students, the transfer of students in the school, and for promotion or retention of students.
- D. Teachers are responsible for providing effective instruction and remediation. Effectiveness will be based upon evidence of academic progress, the implementation of the Jackson District curriculum, and the establishment of a productive learning environment; e.g., discipline, fair treatment, development of positive incentives.
- E. Students must assume the responsibility for learning. 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 is are expected of all students.
- F. Parents are responsible for their children's attendance in school and for promoting an interest in learning. They are also responsible for the conduct of their child until the student graduates or terminates enrollment.

The district shall follow procedures set forth in F.S. 1003.26 for a student, who has at least five unexcused absences, or absences for which the reasons are unknown, within a calendar month, or 10 unexcused absences, or absences for which the reasons are unknown, within a 90-calendar-day period pursuant to section 1003.26, F.S. Habitual truants, as defined in sections 984.03,(27), 1003.27 may be subject to the authority of the Department of Highway Safety and Motor Vehicles to withhold issuance of or suspend the driver's license or learner's driver's license of any minor who fails to satisfy school attendance requirements.

Students who are absent without school permission are subject to school disciplinary actions and/or referral to court. (Reference: Jackson County Code of Student Conduct and Discipline and the Cooperative Agreement Between the Jackson County Sheriff's Office, The Police Department/s, The School Board of Jackson County, Florida, The Department of Juvenile Justice, The Department of Children and Family Services, and the State Attorney of the Fourteenth Judicial Circuit of Florida.) (School Board Approval August 16, 1994).

- G. The Jackson County School Board requires each student at the time of initial registration for school in the school district, to note on the district registration form previous school expulsions, arrests resulting in a charge, and juvenile justice actions the student has had. F.S.1006.07 (1) (b)

IV. SCREENING AND TESTING

- A. All prekindergarten students (Head Start, Voluntary Pre-K and Readiness) shall be screened during the first eight weeks of school, utilizing the Galileo Accuscreen or other district-approved screening instrument(s).
- B. F.S.1002.69 upon initial entry into kindergarten, The Florida Kindergarten Readiness Screener (FLKRS) will be administered to students within 30 school days of the district's first day of school. The FLKRS will consist of the screening instrument, known as the Florida Kindergarten Readiness Screener (FLKRS), must be administered to all public-school kindergarten students upon initial entry into K, within the first 30 days of each year. The results of this screening provide valuable information about a child's readiness for school, helps teachers develop lesson plans to meet each child's individual needs, and offer useful information to parents. Beginning with the 2017-2018 school year, the FLKRS assessment will be administered through Star Early Literacy. The Star Early Literacy assessment is an online, adaptive instrument that students complete independently in approximately 15-20 minutes. This test will provide valid, reliable tools to assist teachers in understanding the skills and abilities of their students in order to promote school success for all learners. Additionally, this information will assist in improving school readiness programs and services for children prior to school entry age.
- C. A district-approved instrument is used to identify specific skills for which kindergarten students need instruction.
- D. Children who enter public school for the first time in first grade must be administered the school readiness uniform screening adopted for use in first grade.
- E. Any student K-12 who demonstrates a dominant learning strength or severe weakness shall be referred for consultation and/or evaluation in areas such as, but not limited to: intelligence, speech, language, hearing and vision, as well as physical, social and emotional. Further assessment and evaluation shall be made as needed to insure appropriate program placement and services for the students.
- F. Screening will be administered to any student whose response is affirmative to a minimum of one language survey question.
- G. The Statewide Assessment Program includes the following:
 - 1. Florida Standards Assessment (FSA)

- a. Grades 3-10, tests designed to measure student achievement of selected Florida Standards benchmarks in reading/Language Arts.
 - b. Grades 3-8 tests designed to measure student achievement of selected Florida Standards benchmarks in math.
 - c. Grades 5, 8, tests designed to measure student achievement of selected Next Generation State Standards/Florida Standards benchmarks in science.
 - d. End of Course Exams as mandated by FLDOE
2. Florida Writing Assessment (Grades 4-10)

This assessment program is based upon context from the course descriptions and accompanying standards in all subject areas which comprise the Next Generation State Standards/Florida Standards. These standards indicate what students should know and be able to do after completion of each grade. Standards will be assessed both at the classroom level by the teacher and through statewide tests in English Language Arts, writing, mathematics and science. These tests, listed above, will be administered as a part of the state's educational accountability program.

Students must earn a passing score on the grade 10 (FSA) Florida Standards Assessment in English Language Arts and the state assessments required in mathematics to qualify for a regular high school diploma. Beginning with the entering 2014-2015 ninth graders, see Appendix A for state assessments and graduation requirements. Jackson County Schools must provide instruction based on the Next Generation Sunshine State Standards/Florida Standards, as applicable, to prepare students to demonstrate proficiency in the skills and competencies needed for promotion and graduation.

Appropriate test accommodations should be utilized during assessment of all exceptional students according to State Board Regulations 6A-1.0943 and the Accountability Policy for Students with Disabilities (Policy Paper, DOE, July, 1997).

- H. Participation in the testing program is mandatory for all students attending public school, except as otherwise prescribed by the commissioner. If a student does not participate in the statewide assessment, the district must notify the student's parent and provide the parent with information regarding the implications of such nonparticipation. If modifications are made in the student's instruction to provide accommodations that would not be permitted on the statewide assessment tests, the district must notify

the student's parent of the implications of such instructional modifications (JC-073A). A parent must provide signed consent for a student to receive instructional modifications that would not be permitted on the statewide assessments and must acknowledge, in writing, that he or she understands the implications of such accommodations regarding the impact on the student's ability to meet expected proficiency levels in reading, writing and math. Accommodations that negate the validity of a statewide assessment are not allowable.

- I. A student seeking an adult high school diploma must meet the same testing requirements that a regular high school student must meet.

V. GUIDELINES FOR DETERMINING APPROPRIATE ACCOMMODATIONS

Determination of appropriate accommodations in assessment situations for students with disabilities shall be based on the individual needs of each student and decisions shall be made at IEP meetings and recorded on the IEP. It is appropriate to orient students to testing format and procedures near test time. Guidelines to consider are as follows:

- A. Accommodations should facilitate an accurate demonstration of what the student knows or can do.
- B. Accommodations should not provide the student with an unfair advantage or interfere with the validity of a test.
- C. Accommodations must be the same or nearly the same as adaptations used by the student in completing classroom instruction and assessment activities.
- D. Accommodations must be necessary for enabling the student to demonstrate knowledge, ability, skill or mastery.

VI. GUIDELINES FOR STATE AND DISTRICT ASSESSMENT OF STUDENTS WITH DISABILITIES

The general expectation of state and district assessment systems is that all students participate in Florida Standards Assessment (FSA) for accountability purposes. However, a student's disability may be such that (FSA) or the Stanford 10 assessment may not be appropriate for that individual student. The decision to assess the student using an alternate assessment must be made at the IEP meeting and reflected on the IEP. If alternate assessment is the decision, the rationale should be included on the IEP and decisions revisited annually. Alternate

assessment may be permitted only when all of the following criteria are met as documented on the JC-435.

- A. The student has a significant cognitive disability.
- B. The student is unable to master the grade-level, general state content standards even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials.
- C. The student is participating in a curriculum based on Florida Standards Access Points for all academic areas.

Alternate Assessment Guidelines

The use of alternate assessment is an individual decision for students who have cognitive disabilities that limit their ability to achieve the Next Generation State Standards/Florida Standards. Alternate assessment should assess the 4 Functional Academic standards.

VII. ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES FOR STATEWIDE AND DISTRICT TESTING

Rule 6A-1.0943, FAC, provides the basis for accommodations to Florida's statewide assessment system for students with disabilities. In addition, the test administrator's manual for each statewide assessment provides a listing of allowable accommodations that can be used for students with disabilities. Such accommodations include:

- A. Flexible scheduling - students may take a session of the test during several brief periods, within one school day; however, a session of the test must be completed within one school day and cannot exceed the total time allowed for that session.
- B. Flexible setting - students may take the test individually, or in a small group setting, under a proctor's supervision. Some students may require a flexible setting to accommodate special lighting, furniture, equipment or acoustic needs. Other students may need calming background music, freedom to move about as needed or a space that is comfortable for them.
- C. Flexible timing – some students may need extended/additional time to complete the testing process; however, a session of the test must be completed within one day.

- D. Flexible responding (recording of answers) – students may provide an oral response, a signed response, a response on a word processor, or a response on a Braille writer. If an oral response is given by the student, the proctor must ask the student to indicate the punctuation, when appropriate. Oral responses, signed responses and responses provided on a word processor must be transcribed by a proctor into the test book assigned to the student (regular or large print). Student responses must not be edited when transcribed. This modification may require a one-on-one test administration in order to avoid distraction for other students.
- E. Flexible presentation (revised format/mechanical aids) – students may use mechanical aids such as a magnifying device, a pointer, a non-calibrated rule or template, or other similar devices to assist in maintaining visual attention to the test book or answer book. Flexible presentation means that a student may need to have directions read to them or summarized for them. Re-reading directions may be necessary. Some language on directions may need to be simplified or the student may need to restate the directions in his/her own words. Proctors may answer student questions about any test directions. Test item language may not be reworded and proctors may not answer student questions about wording or test questions or interpret test questions for students. Reading subtest items and passages may not be read to the student. Science and math questions may be read one part at a time.

Flexible presentation includes the following revised format options:

1. Print versions – students may be tested with enlarged print materials enlarged through mechanical or electronic means. Enlarged material shall be provided only for students who meet eligibility criteria programs for students with visual disabilities. Enlarged or large print may be obtained only through the district Coordinator of Assessment. No permission is given to copy/enlarge tests at the school level.
2. Braille Versions – students may be tested with materials that have been transferred to Braille code, or tested by using devices that permit optical-to-tactile transformations.
3. Auditory and Sign Language Presentations – the test administrator may sign, provide oral interpretations of, or read to students general directions and the math and science items. The reading items and passages designed to test reading skills must be read by the student using visual or tactile means.

VIII. STAFFING FOR PLACEMENT

Educational staffing is defined as the process of reviewing relevant educational data about a student for the purpose of recommending educational placement, instructional strategies, and/or services needed by a student.

A. K-5 School Staffing

School staffing is required for any student in any grade, K-5, who:

1. Has been identified through one or more of the assessment activities as needing remediation or enrichment strategies, or
2. Has been recommended by the teacher as needing a reassignment to remediation or enrichment strategies.

The school staffing committee is appointed by the principal and shall minimally include the curriculum specialist/curriculum resource teacher, the child's classroom teacher(s), the school guidance counselor, and other teachers as appropriate.

B. Remediation

It is the responsibility of school personnel to utilize assessment results to determine which educational alternative for remediation shall be provided to the student to correct deficiencies. Each school shall be responsible for maintaining adequate records to verify that students, including ESE students, who did not meet district/state standards have indeed been provided with a remedial program or alternative, and have been given an appropriate re-evaluation after remediation. Documentation records shall be available for inspection by auditors and other appropriate personnel. Mastery of district/state standards (NGSS/FS) and FSA skills may be documented by, but not limited to, any or a combination of the following:

1. Assessment instruments (students' tests), including state and teacher-made tests and Stanford 10
2. Teachers' recorded observations of student performance
3. Classroom assignment completion data
4. Appropriate evidence of alternative assessment, such as Portfolio/Sampling of student work
5. Other relevant information

C. Exceptional Student Education

Prior to placement of a student in an Exceptional Student Education Program, compliance with the Individuals with Disabilities Education Act (IDEA '04), with procedures set forth in the District Special Programs and Procedures for Exceptional Students and a staffing, to which the parent is invited, are required.

IX. SCHOOL ENTRY AND ATTENDANCE

A. Parents are responsible to ready their children for school and the State of Florida cannot be the guarantor of each individual student's success.

B. Admission to Prekindergarten (Readiness/Head Start/Voluntary Pre-Kindergarten)

1. The entrance age for prekindergarten shall be as prescribed in Florida Statute and by Head Start Policy. Children who will have attained the age of three or four years on or before September 1 of the school year, and who meet the program's selection criteria, will be eligible for admission to the program for which they qualify.

A record of physical examination and evidence of immunizations are required, after program acceptance, and prior to admission to Prekindergarten Head Start, Voluntary Pre-K, or Readiness.

2. Consistent with State Board Rules, children with disabilities who have attained the age of 3 years, shall be eligible for admission to public special education programs and for related services under rules adopted by the district school board. F.S. 1003.21(1)(e)

C. Admission to Kindergarten

1. The entrance age for kindergarten shall be prescribed in Florida Statute 1003.21. Children who will have attained the age of 5 years on or before September 1 of the school year are eligible for admission to public kindergarten during that school year under rules adopted by the district school board.
2. Before admitting a child to kindergarten, the principal shall require evidence that the child has attained the lawful age for admittance. Acceptable forms of evidence are listed in F.S. 1003.21(4)(a-g)

3. Physicals must have been obtained within 12 months prior to initial entry into a school program. F.S. 1003.22
4. Prior to admittance to or attendance in a public or private school, grades kindergarten through 12, each child shall present or have on file, with the school, certification of immunization. Exceptions to this requirement may be approved.
5. Copy of child's social security card. F.S. 1008.386

D. Admission to First Grade

1. Children who have been enrolled in a public school and are six years old on or before September 1, or children who have attained the age of six on or before September 1 and have satisfactorily completed the requirements for kindergarten in a nonpublic school may be admitted to first grade. F.S. 1003.21 (See IV D)

E. Admission to Seventh Grade

1. Upon successful completion of 6th grade and before entering 7th grade, students must submit evidence of required immunization.

F. Compulsory Attendance

1. All children who have attained the age of 6 years or who will have attained the age of 6 years by February 1 of any school year or who are older than 6 years of age but who have not attained the age of 16 years, except as otherwise provided, are required to attend school regularly during the entire school year. F.S. 1003.21
2. Married students and students who are pregnant shall not be prohibited from attending school.
3. Homeless children, as defined in s.1003.01, must have access to a free public education and must be admitted to school in the school district in which they or their families live.
4. A student who attains the age of 16 years during the school year is not subject to compulsory school attendance beyond the date upon which he or she attains that age if the student files a formal declaration of intent to terminate school enrollment with the district school board and completion of Exit Interview JC-178. The declaration must acknowledge that

terminating school enrollment is likely to reduce the student's earning potential and must be signed by the student and the student's parent. The school district must notify the student's parent of receipt of the student's declaration of intent to terminate school enrollment. (JC177)

G. Transfer students

1. Kindergarten and First Grade

Transfers into Jackson District kindergarten and first grade require the following:

- a. That the child has met age requirements for public school within the state from which he or she is transferring.
- b. That the student transferring provides the following data:
 1. 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;
 2. An official letter of transcript from proper school authority which shows record of attendance, academic information, and grade placement of the student;
 3. Evidence of immunization against communicable diseases as required in Section 1003.22, Florida Statutes;
 4. Evidence of date of birth in accordance with Section 1003.21(4), Florida Statutes; (a Social Security card must be requested) F.S. 1008.386
 5. Evidence of a medical examination completed within the last twelve months in accordance with Section 1003.22, Florida Statutes (out-of-state).
- c. That a student who transfers from an out-of-state public school and who does not meet Florida regular age requirements for admission to kindergarten or first grade, 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. Prior to admission, the parent or guardian must also provide the data required in SBR 6A-1.0985.

2. K-Twelve

- a. The principal shall make tentative grade placement pending receipt and acceptance of evidence of previous work completed by the student. All evidence of work or credits offered for acceptance shall be based on the state uniform transfer of high school credits rule.

This process will be implemented for determination of provisional grade placement, grades 1-12, and for awarding of credits, grades 9-12, required for graduation. The number of high school credits transferred from non-accredited schools shall not exceed the number which may be earned under Florida Accreditation Standards in comparable periods of time. Work or credits transferred from other states shall be evaluated in terms of the requirements of the state where such credit was earned provided this is not interpreted to require less than three (3) years attendance above grade 9 and Florida requirements are not retroactive in such cases. The graduation requirements for those students transferring in as a 9th, 10th, or 11th grader, shall be the same as for all Jackson County students. The graduation requirements for those students transferring in as seniors shall be the same as the schools from which the student transferred. However, all seniors must master the State and District Performance Standards and the Florida Standards Assessment or obtain the required concordant score in order to receive a diploma. F.S. 1008.22 Beginning with the 2012-2013 school year, if a student transfers to a Florida public high school from out of country, out of state, a private school or a home school education program, and the student's transcript shows credit in Algebra 1, the student must take and pass the statewide, standardized Algebra 1 EOC assessment or earn a comparative score on another exam as provided for under S. 1008.22(8), F.S., in order to earn a Florida standard high school diploma - unless the student passed the high school mathematics assessment used by the transferring entity, or the student passed the high school mathematics assessment used by the transferring entity to meet ESEA/NCLB requirements. If a student's transcript shows a credit in high school reading or ELA II or III, the student must take and pass 10th grade FCAT Reading or earn a concordant score on the SAT or ACT, or when the state transitions to FSA ELA assessments, earn a passing score on the 10th grade state ELA assessment in order to earn a Florida standard high school diploma.

- b. A home education program is sequentially, progressive instruction of a student directed by his or her parent or guardian in order to satisfy the attendance requirements of F.S. 1002.41, 1003.01(13-

D), and 1003.21. Students who have previously been enrolled in a home education program and who wish to enroll in a public school in Jackson County must meet the same registration and school entry requirements as are required for all entering students. Such students must register and must be a resident of Jackson County or meet the district's school choice guidelines.

The principal shall hold responsibility for awarding of credit and for grade placement decisions. All grades and credits awarded will be entered in the student's cumulative record.

The principal and/or superintendent shall comply with requirements to be followed if a parent or guardian of a child who has been identified as exhibiting a pattern of nonattendance enrolls the child in a home education program pursuant to F.S. 1003.26; 1002.41; 1003.01; and 1003.27.

X. STUDENT PROGRESSION (1008.25 Florida Statutes)

A. Intent

It is the intent of the Legislature that each student's progression from one grade to another be determined, in part, upon proficiency in English Language Arts, writing, science and mathematics.

B. Comprehensive Program

Each school board shall establish a comprehensive program for student progression, which must include:

1. Standards for evaluating each student's performance standards approved by the State Board of Education.
2. Specific levels of performance in English Language Arts, writing, science and mathematics for each grade level, including the levels of performance on statewide assessments as defined by the commissioner, below which a student must receive remediation, or be retained within an intensive program that is different from the previous year's program and that takes into account the student's learning style. FS 1008.25 (2) (b)
3. Appropriate alternative placement for a student who has been retained 2 or more years.
4. Parental Notification F.S.1008.25 (5)(c)

Beginning with the 2004-2005 school year, the parent of any student who exhibits substantial deficiency in reading, as described in paragraph (1), must be immediately notified, in writing, of the following:

- a. His or her child has been identified as having a substantial deficiency in reading.
- b. A description of the current services is provided to the child.
- c. A description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
- d. If the child's reading deficiency is not remediated, the child must be retained unless he or she is exempt from mandatory retention for good cause.
- e. Strategies are provided for parents to use in helping their child succeed in reading proficiency.
- f. The parent must be consulted in the development of a detailed Academic Improvement Plan (AIP).
- g. The parent must be informed that the student will be given intensive reading instruction until the deficiency is corrected.
- h. Florida Standards Assessment or any other single test score is not the sole determiner of promotion.
- i. Additional evaluations, assessments, and/or portfolio reviews are available to assist parents and the district in knowing when a child is reading at or above grade level and ready for grade promotion.

C. Accelerated Options (ACCEL)

1. F.S. 1002.3105 Accelerated Placement

The Jackson County School Board is required to do the following:

Establish options that provide academically challenging curriculum or accelerated instruction to eligible public school students in kindergarten through grade 12.

Offer, at a minimum specific ACCEL options that:

- a. Require principals to establish student eligibility requirements for the ACCEL options offered at the school.
- b. Establish student eligibility and procedural requirements for certain options that would result in a student attending a different school.
- c. Require principals to inform parents and students of the available ACCEL options and the student eligibility requirements.
- d. Require principals to establish a process by which a parent may request student participation in an ACCEL option.
- e. Establish a process by which a parent may request student participation in an ACCEL option that would result in the student attending a different school.
- f. Specify that a performance contract must be executed if a student participates in an ACCEL option by parent request. A performance contract is not required if a principal initiates a student's participation in an ACCEL option.

Mid-year/Whole grade promotion requirements

Parents/guardians must notify the school by deadlines set by the district to initiate ACCEL eligibility. Consideration for whole grade promotion requests must be received no sooner than the end of the 3rd nine week grading period. Consideration for mid-year promotion requests must be received no later than the end of the 1st nine week grading period.

Requests for mid-year acceleration shall be referred to the school principal for consideration. The student shall be given the district assessment for that grade level. The student must score at the 99th percentile level on that assessment. In addition, the school principal may consider office discipline referrals per semester, school suspensions during the current or previous school year, and any truancy issues as outlined by the district attendance policy.

The student's cumulative guidance record and report card should indicate "Accelerated Placement in Grade _____", major reason(s) for the assignment, and the name of the principal who has the responsibility for final grade placement decisions.

Requests for whole grade accelerated placement shall be referred to the school principal, who shall confer with and review information from appropriate school personnel who are involved with the student, including but not limited to, the student's teacher(s), the principal, the curriculum specialist, the curriculum resource teacher, and the school counselor. The assignment of a pupil to a higher grade, which results in the student skipping a grade or part of a grade, should be made on the basis of achievement by the pupil of the maximum standards established by the school and evidence that the pupil will benefit more from the instructional program at the advanced grade level. The probable long range academic, social, and emotional effect of the decision should be considered.

Students in grades 3 through 8 must score level 5 or comparable on FSA or comparable standardized assessment in English Language Arts, math and science, if applicable. Students in grades K through 2 must score at or above the 99th percentile on the determined ~~local~~ standardized assessments in reading, math and science. In addition, the school principal may consider office discipline referrals per semester, school suspensions during the current or previous school year, and any truancy issues as outlined by the district attendance policy.

The student's cumulative guidance record and report card should indicate "Accelerated Placement in Grade _____", major reason(s) for the assignment, and the name of the principal who has the responsibility for final grade placement decisions.

1. Any student participating in an ACCEL option by parental request must do so with a performance contract executed by the student, the parent, and the principal. At a minimum, the performance contract must require compliance with minimum student attendance requirements; minimum student conduct requirements; and ACCEL option requirements established by the principal, which may include participation in extracurricular activities, educational outings, field trips, interscholastic competitions, and other activities related to the ACCEL option selected. A performance contract is not required when a principal initiates student participation but may be used at the discretion of the principal.
2. High School Credit as a Middle School (Grades 6-8) Student

F.S.1003.4295 Accelerated Options

High Schools in Jackson County shall advise each student of programs through which a high school student can earn college credit, including early admission courses.

High Schools in Jackson County shall advise students of the early and accelerated graduation options under ss. 1003.4281

A course taken as a middle school student may be used to satisfy high school graduation requirements provided the student is classified as a high school student for the period in which the student is enrolled in a course designated as a 9-12 grade course. The 9-12 course code number shall be entered on the student's permanent record and the earned credit shall be used simultaneously as meeting both middle school grade and graduation requirements.

3. Accelerated Graduation/Early Admission F.S.1007.27 (1)

Articulated acceleration shall be available and will serve to shorten the time necessary for a student to complete the requirements associated with a high school diploma and a postsecondary degree, broaden the scope of curricular options available to students

or increase the depth of study available for a particular subject. This shall include but not be limited to dual enrollment, early admission, advanced placement, participation in the Credit Acceleration Program (CAP), and the International Baccalaureate Program, and the Advanced International Certificate of Education Program. Credit earned through an approved virtual provider shall provide additional opportunities for early graduation and acceleration.

Any student enrolled in kindergarten through grade 12 may participate in the CAP during regular administration of the statewide, standardized End-of-Course (EOC) assessment in Algebra 1, Geometry, and Biology 1. High school credit will be awarded if the student earns a passing score (Level 3 or above) on a CAP EOC assessment. In addition, an elementary school student, beginning in the 2012-2013 school year, may take the Geometry EOC and the Biology 1 EOC through CAP, and bank the credit if the student passes.

A student who attains their fifth birthday on or before September 1 and who enrolls in kindergarten may be considered for ACCEL options.

A student who has satisfactorily completed a private school Kindergarten and who has not attained their sixth birthday may be considered for the ACCEL options.

The Superintendent of schools and President of the community college shall establish an articulation committee to develop a comprehensive interinstitutional articulation committee to develop a comprehensive interinstitutional articulation agreement for the school district.

The district interinstitutional articulation must be completed prior to fall registration each year. The agreement must include the following minimum requirements:

- a. a ratification of all existing articulation agreements
- b. courses and programs available to eligible dual enrollment students
- c. eligibility criteria for student participation in dual enrollment programs
- d. the process by which students and their parents exercise their option to participate in an articulated acceleration program
- e. high school credits earned for completion of each dual enrollment course
- f. postsecondary courses that meet the criteria for inclusion in the district articulated acceleration program to be counted toward meeting graduation requirements
- g. eligibility criteria for student participation in dual enrollment courses and programs
- h. institutional responsibilities regarding student screening prior to enrollment and monitoring student performance
- i. identify the instructional quality criteria dual enrollment courses and programs are to be judged
- j. delineate institutional responsibilities for assuming the cost of dual enrollment courses and programs including responsibilities for student instructional materials

- k. responsibility for providing student transportation if the dual enrollment is conducted at a facility other than the high school campus
- l. process for converting college credit hours earned through dual enrollment and early admission programs to high school credit based on mastery of course outcomes
- m. Schools must weigh college level dual enrollment courses the same as honors courses and advanced placement courses when grade point averages are calculated.

Students who meet the conditions and requirements of an early admission and advanced studies program as prescribed may be graduated in less than three years in grades 10-12. **Early admissions programs** (F.S. 1007.271) are not restricted to students who have completed six semesters of secondary enrollment. Such programs shall meet the following conditions:

- a. Approval of the School Board
- b. Acceptance of the student by a postsecondary institution authorized by Florida law or accredited by the Southern Association of Colleges and Schools.
- c. When the above stated conditions have been met, the student may be awarded a diploma of graduation with his or her regular class or at a time convenient to the principal, provided that:

The student has completed 1 or more college semesters or equivalent with at least 12 hours of approved college courses per semester (courses taken must be at least 3 semester hours) and a cumulative 2.0 GPA in college courses, or

The student has earned sufficient college credits to fulfill graduation requirements as specified by the District School Board.

The student's high school record contains adequate notations covering the work accomplished while in college.

4. Dual Enrollment Programs

The dual enrollment program is defined as the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward high school completion and a career and technical certificate or an associate or baccalaureate degree. An eligible secondary student is a student who is enrolled in a Florida public secondary school or in a Florida private secondary school which is in compliance with F.S. 1002.42 (2). Students enrolled in postsecondary instruction that is not creditable toward the high school diploma shall not be classified as dual enrollments. Students who are eligible for dual enrollment shall be permitted to enroll in dual enrollment courses conducted during school

hours, after school hours, and during the summer term. Instructional time for such enrollment may vary from 900 hours; however, the school district may only report the student for a maximum of 1.0 FTE. Each semester of instruction that is eligible for high school and postsecondary credit shall be reported by school districts as 75 membership hours for purposes of FTE calculation. Any student so enrolled is exempt from the payment of registration, tuition, and laboratory fees. Vocational-preparatory instruction, college-preparatory instruction, and other forms of precollegiate instruction, as well as physical education courses that focus on the execution of a skill rather than the intellectual attributes of the activity, are ineligible for inclusion in the dual enrollment program.

For initial eligibility, student must have a 3.0 unweighted high school grade point average (GPA) to enroll in college-credit dual enrollment courses, and a 2.0 un-weighted high school GPA to enroll in non-college-credit certificate courses. Students must also demonstrate readiness through a minimum score on a college placement test. (PERT 106-Reading, ACT-19) as determined by the post-secondary institution.

To continue participation in college-credit dual enrollment, students must maintain a 3.0 unweighted high school GPA and the minimum postsecondary GPA established by the postsecondary institution for college-credit courses. To continue participation in career certificate dual enrollment courses, students must maintain a 2.0 unweighted high school GPA.

Regardless of meeting student eligibility requirements for continued enrollment, a student may lose the opportunity to participate in a dual enrollment course if the student is disruptive to the learning process such that the progress of other students or the efficient administration of the course is hindered.

F.S.1007.271 Each school shall inform all secondary students of their dual enrollment options, including eligibility criteria and the option to take courses beyond the regular school year or beyond the 24 minimum academic credits required for graduation. Students may not dually enroll if they will graduate prior to the end of the postsecondary course, (early graduation impact.) Students shall be annually assessed to determine demand for dual enrollment courses. Schools shall consider ways to meet that demand. Schools may limit participation in dual enrollment courses taught on campus based on capacity. Schools are prohibited from combining dual enrollment courses with high school courses.

Beginning with the fall semester of the tenth grade year, those high school students who demonstrate a readiness to engage in post secondary level academic work will be provided with advanced instruction in cooperation

with a postsecondary institution as prescribed by an agreement between the Board and the institution.

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 and the required grade point average. A participating student shall not enroll in physical education courses at the post secondary level. A course taken for dual enrollment must be at least 3 semester hours high school course credit is granted according to the dual enrollment course – high school subject area equivalency list.

(www.fldoe.org/articulation/pdf/delist.pdf)

Students may not withdraw from dual enrollment/early admission classes after the established high school's drop/add date, ending after the first 5 instructional days of the semester.

Students enrolled in early admit/dual enrollment class shall receive a grade for each class enrolled. If child has not received a grade, a grade of F shall be entered until an appropriate grade is received.

5. Career and Technical Dual Enrollment F.S.1007.271(7)

Career dual enrollment shall be provided as a curricular option for secondary students to pursue in order to earn industry certifications adopted pursuant to s. 1008.44, which count as credits toward the high school diploma. Career dual enrollment shall be available for secondary students seeking a degree and industry certification through a career education program or course.

6. Advanced placement (AP) is the enrollment of an eligible secondary student in a course offered by the Advanced Placement Program administered by the College Board. Postsecondary credit 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.

F.S.1007.27(6)(7)(8) Credit by Examination, International Baccalaureate and Advanced International Certificate of Education are programs by which post-secondary credit can be earned. At this time Jackson County School Board does not offer these options.

Home education students may participate in dual enrollment, career and technical dual enrollment, early admission, and credit by examination. Home education students must provide annual proof of enrollment in a

home education program. Upon request, the school district must provide parents with annual verification of student enrollment in a home education program or provide that information directly to the postsecondary institution. F.S. 1007.27(4)

F.S.1007.271(13)(a)2. specifically states that home education students are responsible for providing their own instructional materials and transportation unless provided for otherwise. However, this section of statute does not prohibit a postsecondary institution from providing dual enrollment materials and books. The district does not provide instructional materials (including textbooks), or any fees for home education students.

7. GED: High School Equivalency Diploma

The Jackson County School Board offers and administers the high school equivalency diploma examinations (GED) in accordance with Florida Statute 1003.435.

"Any candidate for a high school equivalency diploma shall be at least 18 years of age on the date of the examination, except that in extraordinary circumstances, as provided for in the rules of the School Board of the District in which the candidate resides or attends school, a candidate may take the examination after reaching the age of 16".

Any person 16 or 17 who resides or attends school in Jackson County may be permitted to participate in the General Educational Development (GED) Testing Program in order to seek a high school diploma if, because of extraordinary circumstances, approval is given by the superintendent or his designee.

The candidate, accompanied by his parent or guardian, must schedule a conference with the superintendent/designee in order to discuss the extraordinary circumstances which would justify the 16 or 17 year old taking the test. If the circumstances as determined by the superintendent/designee justify the candidate taking the GED/high school equivalency examination, a written statement or justification signed by the candidate, the candidate's parent, and the superintendent/designee will be submitted and filed with the candidate's application.

"Extraordinary circumstances" that may be considered in granting approval of the 16 or 17 year old candidate to take the GED/high school equivalency examination are as follows:

1. Marriage
2. Serious financial need (supporting or helping support a household)
3. Physically unable to attend regular school or Adult Education program
4. Applicant is incarcerated in a county or state institution, or is returning from a juvenile justice facility, and has completed a program of educational training in preparation for the GED/high school equivalency examinations.
5. Teenage parent
6. Extenuating circumstances warranting approval

In addition to meeting one of these circumstances, the applicant must have taken a pre-GED/high school equivalency examination and made a passing score of 450 on each part with a total score of 2250 or more before they can take the GED/high school equivalency examination.

Upon successful completion of the tests the student shall be awarded a State of Florida High School Diploma and shall be considered a high school graduate.

Regular High School Diploma through GED Testing Program

A currently enrolled student may qualify for a regular high school diploma if he/she meets the following criteria and passes the GED/high school equivalency examination:

1. Is behind the class with whom he/she entered kindergarten and that class is graduating or has already graduated.
2. Has passed the Florida Comprehensive Test (FCAT) or (FSA).
3. Has met Dropout Prevention Program eligibility criteria, and is staffed into the program for a minimum of one semester.
4. Demonstrates probability for success on the GED/high school equivalency examination documented by GED/high school equivalency practice tests, or reasonable substitute such as Achievement Test scores.

The Test shall be given in May and the diploma awarded as soon as the score is received by the principal.

D. Title I

Title I is a supplementary program that provides high-quality opportunities for students in high-poverty schools to meet the same challenging state content and performance standards. The Title I program encourages coordination of funds to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum.

E. Alternative Education Program

It is recognized that traditional education programs which do not meet certain students' educational needs and interests may cause these students to become unmotivated, to fail, be truant, be disruptive, or drop out of school. Programs will be designed to meet the needs of students who are not effectively served by conventional educational programs. These programs will differ from traditional education programs in scheduling, administrative structure, philosophy, curriculum or setting and will employ alternative teaching methodologies, curricula, learning activities, or diagnostic and assessment procedures in order to meet the needs, interests, abilities and talents of eligible students.

F. Summer School

The superintendent shall submit to the board for annual approval, the courses of study to be offered during the summer school program. The scope of summer course offerings may vary from year to year.

G. Alternative Placement

Student progress from grade to grade will be based on achievement. A student may not be promoted based on age or other factors that constitute social promotion. When a student is retained, he or she must receive an intensive program that is different from the previous year's program and that takes into account the student's learning style. A school district must consider an appropriate alternative placement for a student who has been retained for 2 or more years.

H. Student Workforce Preparation F.S. 1006.02(4)

Before students graduate from high school, the school shall assess the student's preparation to enter the workforce and provide the student and the student's parent with the results of the assessment. The FCAT or FSA can serve as this assessment.

XI. PROGRESSION OF STUDENTS, GRADES K-5

By the end of kindergarten, first, second, third, fourth, and fifth grades, students shall be expected to meet or exceed the state/district standards.

Student progress from grade to grade will be based on achievement. A student may not be promoted based solely on age or other factors that constitute social promotion.

To be promoted to first grade a kindergartener must attain Level 3 the fourth nine weeks on required mathematics and Language Arts skills as recorded on the kindergarten report card, which includes the ability to read in random order, at least 80% (40) of the 50 words on the kindergarten word list by the end of the fourth nine weeks.

To be promoted to second grade a first grader must instantly recognize in random order, 80% (176) of the 220 DOLCH words by the end of the fourth nine weeks, and receive a minimum yearly average of 70 (C) in Language Arts and a minimum yearly average of 70 (C) in mathematics.

To be promoted to third grade, a second grader must instantly recognize in random order, 80% (240) of the 300 Fry Words by the end of the fourth nine weeks, and receive a minimum yearly average of 70 (C) in Language Arts, and a minimum yearly average of 70 (C) in mathematics.

To be promoted to fourth grade a third grader must receive a minimum yearly average of 60 (D) in Language Arts and Mathematics and score above Level 1 on FSA in English Language Arts. A scale score of 535 or higher on the spring iReady diagnostic may substitute for the FSA score.

To be promoted to fifth or sixth grade students must receive a minimum yearly average of 60 (D) in English Language Arts and mathematics.

Students who fail to achieve these requirements will be retained in the respective grades.

For grades 3-5, if a student fails reading or math during the regular school year, it is at the principal's discretion to use FSA scores for good cause if the student scores level 3 or higher on FSA in English Language Arts or math as applicable. It is also the principal's discretion to retain any student who scores a level 1 on FSA in ELA or Math and has no previous retentions. Per F.S. 1008.25 a student may receive a good cause exemption if the student has received intensive reading intervention for two or more years and if they were previously retained in Kindergarten, grade 1, grade 2 or grade 3 for a total of two years. A student may not be retained in grade 3 more than once.

When a student is retained, he or she must receive an intensive program that is different from the previous year's program and that takes into account the student's learning style. F.S. 1008.25 (2) (b) (c)

General Requirements for Grades K-5

1. Children who will have attained the age of 5 years on or before September 1 of the school year are eligible for admission to kindergarten during that school year. (F.S.1003.21) (See IV B)
2. Any child who has attained the age of 6 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 6 years on or before September 1, and has satisfactorily completed the requirements for kindergarten in a nonpublic school shall progress according to the criteria stated in this Plan. (F.S.1003.21)
3. Students in grades 1-5 shall be given instruction in the areas of Language Arts (which shall include reading, English, spelling and handwriting), mathematics, science, social studies, environmental education, health and safety education, physical education and fine arts. Instruction for computer literacy and character education shall be offered in Grades K-5.

A secular character-development program similar to Character First or Character Counts stressing patience, attentiveness, and initiative will be taught. (Beginning School Year 2004-2005, the character development program will be required in Kindergarten through grade 12). F.S.1003.42 (2)(s)

Each school shall, provide 150 minutes of physical education each week for students in kindergarten through grade 5 and for 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. 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. F.S. 1003.455 (3)

These requirements shall be waived for a student who meets one of the following criteria:

1. The student is enrolled or required to enroll in a remedial course.
2. The student's parent 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.

The Jackson County School Board shall notify the student's parent of the options available before scheduling the student to participate in physical education.

Students in Grades K-5 shall participate in a physical education program that stresses physical fitness and encourages healthy, active lifestyles. 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.

4. Staffing

Evidence of staffing by use of form JC-066, is required for all students who are retained or who require alternative placement. A staffing committee which may consist of the principal/designee, curriculum specialist/curriculum resource teacher, school counselor, classroom teacher/s and other appropriate personnel shall review the records of the student to determine if retention or alternative placement should occur. Parent notification/input shall be considered prior to the final decision being made. In addition to state/district performance standards and report card grades, the following factors should be studied for progression of students in Grades K-5:

- a. Test Scores: FSA, Stanford 10 and primary assessments
- b. Attendance
- c. Health
- d. Mental Ability
- e. Social, emotional, and physical maturity
- f. Number of prior retentions

NOTE: The superintendent may exempt a student from mandatory retention for good cause, defined as consideration of any or all above factors. Requests for retention exemption may be made to the superintendent by school administration on behalf of school personnel and/or parents. (See the JCSB ESOL Handbook for consideration of good cause and English Language Learners (ELL) students. Also, review Section XI. for details regarding mandatory retention and exemption for good cause.)

It is the intent of the JCSB to ensure that students promoted from the 8th grade have the necessary skills for success in high school and students graduating from high school have the necessary skills for success in the workplace and post secondary education.

Based on these guiding principles, Jackson County School Board will implement the requirements of F.S. 1003.4156. (General requirements for middle grades promotion), F.S. 1003.4282 (Requirements for a standard high school diploma) and F.S. 1003.493, (Career and professional academies.--), The policies must address:

- a. Procedures for placing and promoting students who enter a Florida public school at grade 6 through grade 12 from out of state or from a foreign country, including a review of the student's prior academic performance.
- b. Alternative methods for students to demonstrate competency in required courses and credits, with special support for students who have been retained.
- c. Applied, integrated, and combined courses that provide flexibility for students to enroll in courses that are creative and meet individual learning styles and student needs.
- d. Credit recovery courses and intensive reading and mathematics intervention courses based on student performance on the FSA. These courses should be competency based and offered through innovative delivery systems, including computer-assisted instruction. School districts should use learning gains as well as other appropriate data and provide incentives to identify and reward high performing teachers who teach credit recovery and intensive courses.
- e. Grade forgiveness policies that replace a grade of "D" or "F" with a grade of "C" or higher earned subsequently in the same or a comparable course.
- f. Summer academies for students to receive intensive reading and mathematics intervention courses or competency-based credit recovery courses. A student's participation in an instructional or remediation program prior to or immediately following entering Grade 9 for the first time shall not affect that student's classification as a first-time 9th-grader for reporting purposes.
- g. Strategies to support teachers' pursuit of the reading endorsement or NGCAR-PD and emphasize reading instruction professional development for content area teachers.

COURSE DESCRIPTIONS

State Board of Education (SBE) Rules [6A-1.09412](#), [6A-1.09414](#), and [6A-6.0571](#), FAC, which address Course Descriptions, allow districts and schools greater flexibility in designing educational programs which meet the needs of their students. Districts are authorized to approve a variance of up to 10% of the course requirements of any Course Description. In addition, district school boards may request a waiver to allow a school to substitute

locally-approved course requirements within a Course Description, provided these substitutions adequately address the major concepts and content contained in the Course Description and provided the waiver request is submitted in accordance with specified procedures. Career and technical education (CTE) licensure/certification programs may not use the 10% variance.

Florida Standards

The state of Florida adopted Florida Standards for Language Arts and Mathematics in March 2014. The Language Arts Florida Standards include the English Language Arts standards in grades K-12 as well as the content-area literacy standards for middle school and high school instruction in the following content areas: history/social studies, science, and technical subjects. The Mathematics Florida Standards include the K-8 grade level standards, 9-12 content standards (placed in high school courses as appropriate), and K-12 Standards for Mathematical Practice.

ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

Access Points for students with significant disabilities have been developed. These Access Points are expectations for students with significant cognitive disabilities to access the general education curriculum. Embedded in the NGSS/Florida Standards Access Points reflect the core intent of the standards with reduced levels of complexity. The three levels of complexity include participatory, supported, and independent, with the participatory level being the least complex.

Student Proficiency Provisions

Each student's progression from one grade to another must be determined, on achievement in reading and mathematics. Schools, with the support of the district, shall facilitate the attainment of proficiency for each student and his/her parent or guardian will be informed of the student's academic progress.

1. Levels of Expectation for Student Performance

The Jackson County Student Progression Plan provides for evaluation of pupil performance in reading, mathematics, writing and science at each grade applicable.

The following student progression standards will be in effect for students participating in FSA administrations:

- a. Students who score at achievement Level 1 ~~or 2~~ on FSA tests in English Language Arts at grades 3-10 will receive remediation in an intensive reading course. Students who score a level 2 on FSA Reading/English Language Arts at grades 3-11 or level 1 or 2 in Mathematics at grade 3 – Alg. I may receive remediation.

- b. Students without standardized assessment scores who score deficiency level on FAIR or ThinkLink will receive remediation.
- c. Any state assessment score or other single test score is not the sole determiner of promotion.

Each student must participate in the statewide assessment tests at designated grade levels unless they qualify for exemption.

References to student performance standards apply to language arts, mathematics, science, social studies, the arts, health and physical education, and foreign languages. The standards to which reference is made are the Next Generation State Standards/Florida Standards.

2. Remedial Instruction Required

Any student who does not meet the specific district levels of performance in reading, mathematics, writing and/or science (when scores become available) or who does not meet the specific levels of performance on statewide assessments as determined by Florida Statute must be provided remediation through:

- a. additional diagnostic assessments to identify the nature of the student's difficulty and areas of academic need; and
- b. implementation of an individual "Academic Improvement Plan," developed in consultation with a parent or guardian, that is designed to assist the student in meeting state and district expectations of proficiency
- c. students who score Level 1 or Level 2 on the statewide, standardized assessments must be enrolled in and complete a remedial course or a content area course in which remediation strategies are incorporated into course content delivery.

3. Each Progress Monitoring Plan (IEP or AIP) must provide for intensive remedial instruction. Schools may determine the supplemental strategies that are most appropriate for each individual student. These strategies may include but not limited to:

- summer school coursework
- extended day services
- contracted academic services
- exceptional student services
- waiver of curriculum other than reading, writing, mathematics and science
- reading instruction

- tutoring (parent/peer/volunteer)
- mentoring
- class size reduction
- intensive skills development

Identification must be made of students at each 9-12 grade level who have attained a cumulative grade point average of only 2.0 or below. The school must assist such students in achieving the GPA required for graduation (2.0). In addition, schools must notify a parent of guardian if a student has a GPA of less than 2.5.

S. 1000.36 F. S. Interstate Compact on Educational Opportunity for Military Children.

ARTICLE I

PURPOSE - It is the purpose of this compact to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents by:

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

ARTICLE II

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

- A. “Active duty” means the full-time duty status in the active uniformed service of the United States, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. ss. 1209 and 1211.
- B. “Children of military families” means school-ages children, enrolled in kindergarten through 12th grade, in the household of an active-duty member.
- C. “Compact commissioner” means the voting representative of each compacting state appointed under Article VIII of the compact.
- D. “Deployment” means the period one month before the service member’s departure from their home station on military orders through six months after return to their home station.
- E. “Educational records” or “education records” means those official records, files, and data directly related to a student and maintained by the school or local education agency, including, but limited to, records encompassing all the material kept in the student’s cumulative folder such as general identifying data, records of attendance and the academic work completed, records of achievement and results of evaluative tests, health data, disciplinary status, test protocols, and individualized education programs.
- F. “Extracurricular activities” means a voluntary activity sponsored by the school or local education agency or an organization sanctioned by the local education agency. Extracurricular activities include, but are not limited to, preparation for and involvement in public performances, contests, athletic competitions, demonstrations, displays, and club activities.
- G. “Interstate Commission on Educational Opportunity for Military Children” means the commission that is created under Article IX of this compact, which is generally referred to as the Interstate Commission.
- H. “Local education agency” means a public authority legally constituted by the state as an administrative agency to provide control of, and direction for, kindergarten through 12th grade public educational institutions.
- I. “Member state” means a state that has enacted this compact.
- J. “Military installation” means a base, camp, post, station, yard, center, homeport facility for any ship, or other activity under the jurisdiction of the Department of Defense, including any leased facility, which is located within any of the several states, the District of Columbia, the Commonwealth of Puerto Rico, the United States Virgin Islands, Guam, American Samoa, the Northern Mariana islands, and any other United States Territory. The term does not include any facility used primarily for civil works, rivers and harbors projects, or flood control projects.
- K. “Nonmember state” means a state that has not enacted this compact.
- L. “Receiving state” means the state to which a child of a military family is sent, brought, or caused to be sent or brought.
- M. “Rule” means a written statement by the Interstate Commission adopted under Article XII of this compact which is a general applicability, implements,

- interprets, or prescribes a policy or provision of the compact, or an organizational, procedural, or practice requirement of the Interstate Commission, and has the force and effect of statutory law in a member state, and includes the amendment, repeal, or suspension of an existing rule.
- N. “Sending state” means the state from which a child of a military family is sent, brought, or caused to be sent or brought.
 - O. “State” means a state of the United States, the District of Columbia, the Commonwealth of Puerto Rico, the United States Virgin Islands, Guam, American Samoa, the Northern Mariana Islands, and any other United States Territory.
 - P. “Student” means the child of a military family for whom the local education agency receives public funding and who is formally enrolled in kindergarten through 12th grade.
 - Q. “Transition” means:
 - a. The formal and physical process of transferring from school to school; or
 - b. The period of time in which a student moves from one school in the sending state to another school in the receiving state.
 - R. “Uniformed services” means the Army, Navy, Air Force, Marine Corps, Coast Guard as well as the Commissioned Corps of the National Oceanic and Atmospheric Administration, and Public Health Services.
 - S. “Veteran” means a person who served in the uniformed services and who was discharged or released therefore under conditions other than dishonorable.

ARTICLE III

APPLICABILITY

- A. Except as otherwise provided in Section C, this compact applies to the children of:
 - 1. Active duty members of the uniformed services, including members of the National Guard and Reserve on active-duty orders pursuant to 10 U.S.C. ss. 1209 and 1211;
 - 2. Members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of 1 year after medical discharge or retirement; and
 - 3. Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of 1 year after death.
- B. This interstate compact applies to local education agencies.
- C. This compact does not apply to the children of:

1. Inactive members of the National Guard and military reserves;
2. Members of the uniformed services now retired, except as provided in Section A;
3. Veterans of the uniformed services, except as provided in Section A; and
4. Other United States Department of Defense personnel and other federal agency civilian and contract employees not defined as active-duty members of the uniformed services.

ARTICLE IV

EDUCATIONAL RECORDS AND ENROLLMENT—

- A. If a child's official education records cannot be released to the parents for the purpose of transfer, the custodian of the records in the sending state shall prepare and furnish to the parent a complete set of unofficial educational records containing uniform information as determined by the Interstate Commission. Upon receipt of the unofficial education records by a school in the receiving state, that school shall enroll and appropriately place the student based on the information provided in the unofficial records pending validation by the official records, as quickly as possible.
- B. Simultaneous with the enrollment and conditional placement of the student, the school in the receiving state shall request the student's official education record from the school in the sending state. Upon receipt of the request, the school in the sending state shall process and furnish the official education records to the school in the receiving state within 10 days or within such time as is reasonably determined under the rules adopted by the Interstate Commission.
- C. Compact states must give 30 days from the date of enrollment or within such time as is reasonably determined under the rules adopted by the Interstate Commission for students to obtain any immunization required by the receiving state. For a series of immunizations, initial vaccinations must be obtained within 30 days or within such time as is reasonably determined under the rules promulgated by the Interstate Commission.
- D. Students shall be allowed to continue their enrollment at grade level in the receiving state commensurate with their grade level, including kindergarten, from a local education agency in the sending state at the time of transition, regardless of age. A student who has satisfactorily completed the prerequisite grade level in the local education agency in the sending state is eligible for enrollment in the next highest grade level in the receiving state, regardless of age. A student transferring after the start of the school year in the receiving state shall enter the

school in the receiving state on their validated level from an accredited school in the sending state.

ARTICLE V

PLACEMENT AND ATTENDANCE.—

- A. If a student transfers before or during the school year, the receiving state school shall initially honor placement of the student in educational courses based on the student's enrollment in the sending state school or educational assessments conducted at the school in the sending state if the courses are offered. Course placement includes, but is not limited to, Honors, International Baccalaureate, Advanced Placement, vocational, technical, and career pathways courses. Continuing the student's academic program from the previous school and promoting placement in academically and career challenging courses should be paramount when considering placement. A school in the receiving state is not precluded from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the courses.
- B. The receiving state school must initially honor placement of the student in educational programs based on current educational assessments conducted at the school in the sending state or participation or placement in like programs in the sending state. Such programs include, but are not limited to:
 - 1. Gifted and talented programs; and
 - 2. English as a second language (ESL).

F.S 1003.02 District School Board Operation and Control of Public K-12 Education Within the School District.

Records and reports.

At regular intervals require reports to be made by principals or teachers in all public schools to the parents of the students enrolled and in attendance at their schools, apprising them of the academic and other progress being made by the student and giving other useful information.

Parents must be notified prior to the end of each grading period when it is apparent that the student may fail the grade or course or is performing unsatisfactorily. After this date, any student who does not satisfactorily complete all assignments as scheduled may receive a failing grade. If a student is retained he/she must participate in an intensive program that

is different from the previous year's program and that takes into account the student's learning style.

Parental notification of acceleration mechanisms.—At the beginning of each school year, notify parents of students in or entering high school of the opportunity and benefits of advanced placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, and Florida Virtual School courses.

F.S. 1003.05 (3) 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 Jackson County 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 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.

F.S. 1003.33 Report Cards; End-Of-The-Year Status.

(1) The Jackson County 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:

(a) The student's academic performance in each class or course, which in grades 1 through 12 must be based upon examinations as well as written papers, and other academic performance criteria, and must include the student's performance or nonperformance at his or her grade level.

(b) The student's conduct and behavior.

(c) The student's attendance, including absences and tardiness.

(2) 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.

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

School personnel should utilize all available resources to achieve parent understanding and cooperation regarding a student's grade placement. The staffing committee's decisions and recommendations regarding grade placement should be based on careful study of all indicators of student's achievement and of educational alternatives provided. The final decision regarding grade placement, however, is the responsibility of the principal, who must also consider recommendations of a staffing committee. Note: No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. F.S. 1008.25(6)(a) Alternative placement must be considered for a student who has been retained for 2 or more years.

S. 1003.4156, F.S. General Requirements for Middle Grades Promotion.

Beginning with students entering grade 6 in the 2006-2007 school year, promotion from a school composed of middle grades 6, 7, and 8 requires that:

(1) The student must successfully complete academic courses as follows:

Three middle school or higher courses in English. These courses shall emphasize literature, composition, and technical text.

Three middle school or higher courses in mathematics. Each middle school must offer at least one high school level mathematics course for which students may earn high school credit, and be calculated in the student's high school cumulative GPA. Successful completion of a high school level Algebra I or geometry course is not contingent upon the student's performance on the end-of-course assessment required under s. 1008.22(3)(c)2.a.(I). However, beginning with the 2011-2012 school year, to earn high school credit for an Algebra I course, a middle school student must pass the Algebra I end-of-course assessment. Beginning with the 2013-2014 school year and thereafter, a student's performance on the Algebra I EOC assessment constitutes 30 percent of the student's final course grade. To earn high school credit for a Geometry course, a middle grades student must take the statewide standardized Geometry EOC assessment which constitutes 30 percent of the student's final course grade and earn a passing grade in the course. (F.S. 1003.4156)

Three middle school or higher courses in social studies, one semester of which must include the study of state and federal government and civics education. Beginning with students entering grade 6 in the 2012-2013 school year, one of these courses must be at least a one-semester civics education course that a student successfully completes in

accordance with s. 1008.22(3)(c) and that includes the roles and responsibilities of federal, state, and local governments; the structures and functions of the legislative, executive, and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States. Beginning with the 2013-2014 school year, Jackson County will require a full credit of civics education in grade 7. Each student's performance on the statewide, standardized EOC assessment in civics education must constitute 30 percent of the student's final course grade. A student does not have to pass the statewide, standardized civics EOC assessment to be promoted to high school.

Three middle school or higher courses in science. Successful completion of a high school level Biology I course is not contingent upon the student's performance on the end-of-course assessment required under s. 1008.22(3)(b). However, to earn a high school credit in Biology I, students must complete course work including completion of EOC, which counts 30 percent of the final grade, or CAP (Credit Acceleration Program), the class following district directives to CAP classes. Students in middle grades enrolled in Algebra I, Geometry and Biology I who must take the statewide, standardized EOC assessment will not take the corresponding subject and grade level statewide, standardized assessment.

The Commissioner of Education shall collect longitudinal high school course enrollment data by student ethnicity in order to analyze course-taking patterns,

For each year in which a student scores at Level 1 on the statewide standardized reading/English Language Arts assessment, the student must be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. The department shall provide guidance on appropriate strategies for diagnosing and meeting the varying instructional needs of students reading below grade level. Reading courses shall be designed and offered pursuant to the comprehensive reading plan required by s. 1011.62(9).

For each year in which a student scores at Level 1 or Level 2 on the statewide standardized mathematics assessment, the student must receive remediation the following year, which may be integrated into the student's required mathematics course.

S. 1003.428 F.S. General Requirements for High School Graduation.

Except as otherwise authorized pursuant to s. 1003.429, beginning with students entering grade 9 in the 2007-2008 school year, graduation requires the successful completion of a minimum of 24 credits, an International Baccalaureate curriculum, or an Advanced International Certificate of Education curriculum. Students are advised of eligibility requirements for state scholarship programs and postsecondary admissions.

The 24 credits may be earned through applied, integrated, and combined courses approved by the Department of Education. The 24 credits shall be distributed as follows:

Sixteen core curriculum credits:

1. Four credits in English Language Arts, with major concentration in composition, reading for information, and literature. (See Appendix A Graduation Requirements)
2. Four credits in mathematics. —A student must earn one credit in Algebra I and one credit in Geometry. A student's performance on the statewide, standardized Algebra I end-of-course (EOC) assessment constitutes 30 percent of the student's final course grade. A student must pass the statewide, standardized Algebra I EOC assessment, or earn a comparative score, in order to earn a standard high school diploma. A student's performance on the statewide, standardized Geometry EOC assessment constitutes 30 percent of the student's final course grade. A student who earns an industry certification for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute the certification for one mathematics credit. Substitution may occur for up to two mathematics credits, except for Algebra I and Geometry. (See Appendix A Graduation Requirements)
3. Three credits in science. —two of the three required credits must have a laboratory component. A student must earn one credit in Biology I and two credits in equally rigorous courses. The statewide, standardized Biology I EOC assessment constitutes 30 percent of the student's final course grade. A student who earns an industry certification for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute the certification for one science credit, except for Biology I. (See Appendix A Graduation Requirements)
4. Three credits in social studies. —A student must earn one credit in United States History; one credit in World History; one-half credit in economics, which must include financial literacy; and one-half credit in United States Government. The United States History EOC assessment constitutes 30 percent of the student's final course grade (See Appendix A, Graduation Requirements)
5. One credit in fine or performing arts, speech and debate, or a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination. Eligible practical arts courses shall be identified through the Course Code Directory.
6. One credit in physical education to include integration of health. Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one-credit requirement in physical education if the student passes

a competency test on personal fitness with a score of “C” or better. The competency test on personal fitness must be developed by the Department of Education (the district Student Services Department will administer the exam). The one credit in physical education may be taken during any 9-12 grade year. Completion of one semester with a grade of “C” or better in a marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a dance class shall satisfy one-half credit in physical education or one-half credit in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual education plan (IEP) or 504 plan. Completion of 2 years in a Reserve Officer Training Corps (R.O.T.C.) class, a significant component of which is drills, shall satisfy the one-credit requirement in physical education and the one-credit requirement in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual education plan (IEP) or 504 plan.

7. Eight credits in electives.

For each year in which a student scores at Level 1 on FSA in ELA, the student must be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. The school shall provide guidance on appropriate strategies for diagnosing and meeting the varying instructional needs of students reading below grade level. Reading courses shall be designed and offered pursuant to the comprehensive reading plan.

For each year in which a student scores at Level 1 or Level 2 on FSA mathematics, the student must receive remediation the following year. These courses may be taught through applied, integrated, or combined courses which may be integrated into student’s required math course and are subject to approval by the department for inclusion in the Course Code Directory.

The Jackson County School Board may require specific courses and programs of study within the minimum credit requirements for high school graduation and may offer accommodations to basic courses, as necessary, to assure exceptional students the opportunity to meet the graduation requirements for a standard diploma, using one of the following strategies:

- a. Assignment of the exceptional student to an exceptional education class for instruction in a basic course with the same student performance standards as those required of non-exceptional students in the district school board student progression plan; or
- b. Assignment of the exceptional student to a basic education class for instruction that is modified to accommodate the student’s exceptionality.

The district school board shall determine which of these strategies to employ based upon an assessment of the student's needs and shall reflect this decision in the student's individual education plan.

The Jackson County School Board has established standards for graduation from its schools, which include:

- a. Successful completion of the academic credit or curriculum requirements of subsections (1) and (2). For courses that require statewide, standardized end-of-course assessments under s. 1008.22(3)(c)2.c., a minimum of 30 percent of a student's course grade shall be comprised of performance on the statewide, standardized end-of-course assessments.
- b. Earning passing scores on the FCAT, as defined in s. 1008.22(3)(c), or scores on a standardized test that are concordant with passing scores on the FCAT as defined in s. 1008.22(10).

Assessment	Reading 2010-2011 to Present	Algebra I 2011-2012 to Present
FSA – ELA	350	N/A
ACT	19	N/A
SAT – R & W Combined New SAT	430 24	N/A
Algebra I EOC Assessment	N/A	497
PERT	N/A	97

Students Currently Holding a Certificate of Completion The requirements for students currently holding a certificate of completion must be based on the test taken, since changes to the test content were made to the SAT. As always, students may use a combination of SAT and ACT scores to meet the high school graduation testing requirements.

- c. The Jackson County School Board may establish requirements for high school graduation in excess of the minimum requirements; however, an increase in academic credit or minimum grade point average requirements shall not apply to those students enrolled in grades 9 through 12 at the time the district school board increases the requirements. In addition, any

increase in academic credit or minimum grade point average requirements shall not apply to a student who earns credit toward the graduation requirements of this section for equivalent courses taken through dual enrollment. Completion of all other applicable requirements must be met as prescribed by the district school board pursuant to s. 1008.25.

- d. Achievement of a cumulative grade point average of 2.0 on a 4.0 scale, or its equivalent, in the courses required by this section.

The Jackson County School Board has adopted policies designed to assist students in meeting the requirements of this subsection. These policies may include, but are not limited to: forgiveness policies, credit recovery special counseling, volunteers or peer tutors, school-sponsored help sessions, and study skills classes. Forgiveness policies for all courses shall be limited to replacing a grade of “D” or “F,” or the equivalent of a grade of “D” or “F,” with a grade of “C” or higher, or the equivalent of a grade of “C” or higher, earned subsequently in the same or comparable course. The only exception to these forgiveness policies shall be made for a student in the middle grades who takes any high school course for high school credit and earns a grade of “C,” “D,” or “F” or the equivalent of a grade of “C,” “D,” or “F.” In such case, the district forgiveness policy must allow the replacement of the grade with a grade of “C” or higher, or the equivalent of a grade of “C” or higher, earned subsequently in the same or comparable course. In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student’s grade point average. Any course grade not replaced according to the district’s school board forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation.

- A. A student who meets all requirements prescribed in subsections (1), (2), (3), and (4) shall be awarded a standard diploma in a form prescribed by the State Board of Education.
- B. A student who completes the minimum number of credits and other requirements prescribed by subsections (1), (2), and (3), but who is unable to meet the standards of paragraph (4)(b), paragraph (4)(c), or paragraph (4)(d), shall be awarded a certificate of completion in a form prescribed by the State Board of Education. However, any student who is otherwise entitled to a certificate of completion may elect to remain in the secondary school either as a full-time student or a part-time student for up to 1 additional year and receive special instruction designed to remedy his or her identified deficiencies.
- C. The Jackson County School Board will provide instruction to prepare students with disabilities to demonstrate proficiency in the core content knowledge and skills necessary for successful grade-to-grade progression and high school graduation.

1. A student with a disability, as defined in s. 1007.02 for whom the individual education plan (IEP) committee determines that the FSA cannot accurately measure the student's abilities taking into consideration all allowable accommodations, shall have the FSA requirement of paragraph (4)(b) waived for the purpose of receiving a standard high school diploma, if the student:
 - a. Completes the minimum number of credits and other requirements prescribed by subsections (1), (2), and (3).
 - b. Does not meet the requirements of paragraph (4)(b) after one opportunity in 10th grade and one opportunity in 11th grade.
2. A student with a disability, as defined in s. 1007.02(2), for whom the IEP committee determines that an end-of-course assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the end-of-course assessment results waived for the purpose of determining the student's course grade and credit as required in paragraph (4)(a).

The Commissioner of Education may award a standard high school diploma to honorably discharged veterans who started high school between 1937 and 1946 and were scheduled to graduate between 1941 and 1950 but were inducted into the United States Armed Forces between September 16, 1940, and December 31, 1946, prior to completing the necessary high school graduation requirements. Upon the recommendation of the commissioner, the State Board of Education may develop criteria and guidelines for awarding such diplomas.

The Commissioner of Education may award a standard high school diploma to honorably discharged veterans who started high school between 1946 and 1950 and were scheduled to graduate between 1950 and 1954 but were inducted into the United States Armed Forces between June 27, 1950, and January 31, 1955, and served during the Korean Conflict prior to completing the necessary high school graduation requirements. Upon the recommendation of the commissioner, the State Board of Education may develop criteria and guidelines for awarding such diplomas.

The Jackson County School Board may adopt rules pursuant to ss. 120.536(1) and 120.54 to implement the provisions of this section and may enforce the provisions of this section pursuant to s. 1008.32.

F.S. 1003.4281 Early High School Graduation

The Jackson County School Board will notify parents of students in or entering high school of the options for early or accelerated high school graduation in addition to other acceleration options.

- Establish an early graduation option for a student who has completed a minimum of 24 credits and meets other requirements specified in F.S. 1003.428.
- Define “early graduation” to mean graduation from high school in fewer than eight semesters or the equivalent.
- Require each school to notify the parent of a student who is eligible to graduate early.
- Provide that a school may not prohibit an eligible student from graduation early.
- Require provisions for a student who graduates early to continue to participate in school and social events and other specifically named events as part of the student’s cohort, and will be included in class ranking, honors, and award determinations for the student’s cohort.
- Students who graduate from high school midyear may receive a Bright Futures Scholarship award during the spring term.

A course designated in the Course Code Directory as grade 9 through grade 12 that is taken below the 9th grade may be used to satisfy high school graduation requirements or Florida Academic Scholars award requirements as specified in a district school board’s student progression plan. A student shall be granted credit toward meeting the requirements of this subsection for equivalent courses, as identified pursuant to s. 1007.271(6), taken through dual enrollment.

Remedial and compensatory courses taken in grades 9 through 12 may only be counted as elective credit.

At the end of each semester, the parent of each student in grades 9, 10, 11, and 12 who has a cumulative grade point average of less than 0.5 above the cumulative grade point average required for graduation shall be notified that the student is at risk of not meeting the requirements for graduation. The notice shall contain an explanation of the policies the district school board has in place to assist the student in meeting the grade point average requirement.

The Jackson County School Board recognizes that adult learners are unique in situation and needs. The following graduation requirements are therefore instituted for students enrolled in adult general education in accordance with s. 1004.93 in pursuit of a high school diploma:

- a. The one credit in physical education required for graduation, pursuant to subsection (1), is not required for graduation and shall be substituted with elective credit keeping the total credits needed for graduation consistent with subsection (1).
- b. Each district school board may waive the laboratory component of the science requirement expressed in subsection (1) when such facilities are inaccessible or do not exist.
- c. Any course listed within the Department of Education Course Code Directory in the areas of art, dance, drama, or music may be undertaken by adult secondary education students. The one credit in performing fine arts required for high school graduation pursuant to subsection (1) is not required for graduation and shall be substituted with an elective credit that is consistent with the total credits needed for graduation under subsection (1).

F.S 1003.4285 Standard high school diploma designations.

Each standard high school diploma shall include, as applicable:

A designation reflecting completion of four or more accelerated college credit courses if the student is eligible for college credit pursuant to s. [1007.27](#) or s. [1007.271](#) in Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, or dual enrollment courses. The Commissioner of Education shall establish guidelines for successful passage of examinations or coursework in each of the accelerated college credit options for purposes of this subsection.

- (a) Scholar designation
- b) Merit designation

High School Graduation Options

Students that enter grade 9 in the 2013-14 school year may select one of the following two high school graduation options:

- a. Completion of the general requirements for high school graduation pursuant to s. [1003.4282](#) (See Appendix A, Graduation Requirements)
- b. A new 18-credit accelerated high school graduation option has been added to the ACCEL option which allows a student who meets the following requirements to be awarded a standard high school diploma:

- Florida’s new high school standard diploma course requirements without the required physical education course and only three credits in electives, and
- A cumulative grade point average (GPA) of 2.0 on a 4.0 scale.

This new 18-credit ACCEL accelerated high school graduation option replaces the college preparatory and the career preparatory 18-credit accelerated high school graduation options established in S. 1003.429, F.S., which was repealed. If a student enrolled in high school prior to 2013-2014 and opted for one of the former 18-credit accelerated high school graduation options, the student can continue earning credits as part of the program and upon completion of the former option, can graduate with a standard diploma. (See Appendix A, Graduation Requirements)

1. Prior to selecting a graduation option, a student and the student’s parent must meet with designated school personnel to receive an explanation of the relative requirements, advantages, and disadvantages of each program option, and the student must also obtain the written consent of the student’s parent.
2. Selection of one of the graduation options may be completed by the student at any time during grades 9 through 12 (recorded in the student’s cumulative file) and is exclusively up to the student and parent, subject to the requirements in (a) or (b). If the student and parent fail to select a graduation option, the student shall be considered to have selected the general requirements for high school graduation pursuant to paragraph (a).
3. The Jackson County School Board may not establish requirements for accelerated 3-year high school graduation options in excess of the requirements in paragraphs For courses that require statewide, standardized end-of-course assessments under s. 1008.22, a minimum of 30 percent of a student’s course grade shall be comprised of performance on the statewide, standardized end-of-course assessment.

Weighted grades shall be applied to those courses specifically listed or identified by the department as rigorous pursuant to s. 1009.531(3) or weighted by the district school board for class ranking purposes.

1. If at the end of each grade, a student is not on track to meet credit, assessment, or grade point average requirements of the accelerated graduation option, the school shall notify the student and parent of the following:
 - a. The requirements that the student is not currently meeting.
 - b. The specific performance necessary in grade 11 for the student to meet the accelerated graduation requirements.

- c. The right of the student to change to the 4 year program set forth in s. 1003.4282.
2. A student who selected one of the accelerated 3-year graduation options shall automatically move to the 4-year program set forth in s. 1003.4282 if the student:
 - a. Exercises his or her right to change to the 4-year program;
 - b. Fails to earn 5 credits by the end of grade 9 or fails to earn 11 credits by the end of grade 10;
 - c. Does not achieve a score of 3 or higher on the grade 10 FSA ELA assessment; or
 - d. By the end of grade 11 does not meet the requirements of subsections (1) and
3. A student who meets all requirements prescribed in subsection (a) or (b) shall be awarded a standard diploma in a form prescribed by the State Board of Education.

F.S. 1003.4295 Acceleration Courses.

1. Each high school shall advise each student of programs through which a high school student can earn college credit, including Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment courses, career academy courses, and courses that lead to national industry certification, as well as the availability of course offerings through virtual instruction.
2. Beginning with the 2011-2012 school year, each high school shall offer an International Baccalaureate Program, an Advanced International Certificate of Education Program, or a combination of at least four courses in dual enrollment or Advanced Placement, including one course each in English, mathematics, science, and social studies. To meet this requirement, the Jackson County School Board and Chipola College will provide courses through virtual instruction, if the virtual course significantly integrates postsecondary level content for which a student may earn college credit, as determined by the Department of Education, and for which a standardized end-of-course assessment, as approved by the department, is administered.
3. The Credit Acceleration Program (CAP) is created for the purpose of allowing a secondary student to earn high school credit in a course that requires a statewide, standardized end-of-course assessment if the student attains a specified score on the assessment. Notwithstanding s. 1003.436, the district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a score indicating satisfactory performance, as defined in s. 1008.22(3)(c)5., on the corresponding statewide, standardized end-of-

course assessment. The district shall permit a student who is not enrolled in the course, or who has not completed the course, to take the standardized end-of-course assessment during the regular administration of the assessment.

S. 1003.433 F.S. Learning Opportunities for Out-of-State and Out-of-Country Transfer Students and Students Needing Additional Instruction to Meet High School Graduation Requirements.

1. Students who enter a Jackson County public school at the eleventh or twelfth grade from out of state or from a foreign country shall not be allowed to spend additional time in a Jackson County 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 pass the grade 10 statewide standardized assessment required in s. 1008.22(3) or an alternate assessment as described in s. 1008.22(10).
2. Students who have met all requirements for the standard high school diploma except for passage of the grade 10 statewide standardized assessment or an alternate assessment by the end of grade 12 must be provided the following learning opportunities:
 - a. Participation in an accelerated high school equivalency diploma preparation program during the summer.
 - b. Upon receipt of a certificate of completion, be allowed to take the Post Secondary Education Readiness Test (PERT) and be admitted to remedial or credit courses at a state community college, as appropriate.
 - c. Participation in an adult general education program as provided in s. 1004.93 for such time as the student requires to master English, reading, mathematics, or any other subject required for high school graduation. Students attending adult basic, adult secondary, or vocational-preparatory instruction are exempt from any requirement for the payment of tuition and fees, including lab fees, pursuant to s. 1009.25. A student attending an adult general education program shall have the opportunity to take the grade 10 statewide standardized assessment an unlimited number of times in order to receive a standard high school diploma.
3. Students who have been enrolled in an ESOL program for less than 2 school years and have met all requirements for the standard high school diploma except for passage of the grade 10 statewide standardized assessment or alternate assessment may receive immersion English language instruction during the summer

- following their senior year. Students receiving such instruction are eligible to take the statewide standardized assessment or alternate assessment and receive a standard high school diploma upon passage of the grade 10 statewide standardized assessment or the alternate assessment. This subsection shall be implemented to the extent funding is provided in the General Appropriations Act.
4. The Jackson County School Board may adopt rules pursuant to ss. 120.536(1) and 120.54 to administer this section.

F.S. 1003.435 High School Equivalency Diploma Program.

1. The State Board of Education shall adopt rules that prescribe performance standards and provide for comprehensive examinations to be administered to candidates for high school equivalency diplomas. Such rules shall include, but are not limited to, provisions for fees, frequency of examinations, and procedures for retaking an examination upon unsatisfactory performance.
2. The Jackson County School Board may award high school equivalency diplomas to candidates who meet the performance standards prescribed by the State Board of Education.
3. The Jackson County School Board shall offer and administer the high school equivalency diploma examinations and the subject area examinations to all candidates pursuant to rules of the State Board of Education.
4. A candidate for a high school equivalency diploma shall be at least 18 years of age on the date of the examination, except that in extraordinary circumstances, as provided for in rules of the district school board of the district in which the candidate resides or attends school, a candidate may take the examination after reaching the age of 16. The student must have an official withdrawal form from their respective high school.
5. The Jackson County School Board shall develop, in cooperation with the area community college board of trustees, a plan for the provision of advanced instruction for those students who attain satisfactory performance on the high school equivalency examination or the subject area examinations or who demonstrate through other means a readiness to engage in postsecondary-level academic work. The plan shall include provisions for the equitable distribution of generated funds to cover personnel, maintenance, and other costs of offering the advanced instruction. Priority shall be given to programs of advanced instruction offered in high school facilities.
6. All high school equivalency diplomas issued under the provisions of this section shall have equal status with other high school diplomas for all state purposes, including admission to any state university or community college.

7. The State Board of Education shall adopt rules providing for the award of a standard high school diploma to holders of high school equivalency diplomas who are assessed as meeting designated criteria, and the commissioner shall establish procedures for administering the assessment.

F.S. 1003.436 Definition of “Credit”.

1. For the purposes of requirements for high school graduation, one full credit means a minimum of 135 hours of bona fide instruction in a designated course of study that contains student performance standards. One full credit means a minimum of 120 hours of bona fide instruction in a designated course of study that contains student performance standards for purposes of meeting high school graduation requirements in a district school that has been authorized to implement block scheduling by the district school board. The State Board of Education shall determine the number of postsecondary credit hours earned through dual enrollment pursuant to s. 1007.271 that satisfy the requirements of a district’s inter-institutional articulation agreement according to s. 1007.235 and that equal one full credit of the equivalent high school course identified pursuant to s. 1007.271(6).

The hourly requirements for one-half credit are one-half the requirements specified in paragraph (a).

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

Rule 6A-1.0955(3)(a)(7), FAC, requires each school district to 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 Jackson County 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 Jackson County 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.

F.S. 1003.437 Middle and High School Grading System.

The grading system and interpretation of letter grades used for students in public schools in grades 6-12 shall be as follows:

All middle and high school semester grade averages for each course will be determined by weighting the test category 60% and the daily category 40%.

1. Grade "A" equals 90 percent through 100 percent, has a grade point average value of 4, and is defined as "outstanding progress."
2. Grade "B" equals 80 percent through 89 percent, has a grade point average value of 3, and is defined as "above average progress."
3. Grade "C" equals 70 percent through 79 percent, has a grade point average value of 2, and is defined as "average progress."
4. Grade "D" equals 60 percent through 69 percent, has a grade point average value of 1, and is defined as "lowest acceptable progress."
5. Grade "F" equals zero percent through 59 percent, has a grade point average value of zero, and is defined as "failure."
6. Grade "T" equals zero percent, has a grade point average value of zero, and is defined as "incomplete."

For the purposes of class ranking, the district may exercise a weighted grading system pursuant to s. 1007.271. Jackson County School Board chooses to use an unweighted grading system to determine class rankings. All weighted courses will receive 1 additional quality point when determining grade point average.

GRADE WEIGHTING/COURSE LEVELS

For purposes of class ranking, Section 1003.437, F.S., authorizes the Jackson County School Board to exercise a weighted grading system. Beginning with students entering ninth grade in the 2006-2007 school year, the district and colleges must weigh dual enrollment courses the same as Advanced Placement (AP), International Baccalaureate (IB), and Advanced International Certificate of Education (AICE) courses when grade point averages are calculated, as required by Section 1007.271(16), F.S. Alternative grade calculation or weighting systems that discriminate against dual enrollment courses are

prohibited. Courses designated as Level 3 courses in the CCD are those courses considered as rigorous as determined by the DOE.

COURSE DESCRIPTIONS

State Board of Education (SBE) Rules [6A-1.09412](#), [6A-1.09414](#), and [6A-6.0571](#), FAC, which address Course Descriptions, allow districts and schools greater flexibility in designing educational programs which meet the needs of their students. Districts are authorized to approve a variance of up to 10% of the course requirements of any Course Description. In addition, district school boards may request a waiver to allow a school to substitute locally-approved course requirements within a Course Description, provided these substitutions adequately address the major concepts and content contained in the Course Description and provided the waiver request is submitted in accordance with specified procedures. Career and technical education (CTE) licensure/certification programs may not use the 10% variance.

MULTIPLE-CREDIT COURSES

Multiple-credit courses are available in some areas of the Course Code Directory. The Jackson County School Board is required to ensure that student achievement expectations are raised as the student progresses through the sequence. The Department of Education has not set a limit on the number of times such a course may be used.

Florida Standards

The state of Florida adopted Florida Standards for Language Arts and mathematics in March 2014. The Language Arts Florida Standards include the English Language Arts standards in grades K-12 as well as the content-area literacy standards for middle school and high school instruction in the following content areas: history/social studies, science, and technical subjects. The Mathematics Florida Standards include the K-8 grade level standards, 9-12 content standards (placed in high school courses as appropriate), and K-12 Standards for Mathematical Practice.

ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

Access points for students with significant disabilities have been developed. These access points are expectations for students with significant cognitive disabilities to access the general education curriculum. Embedded in the NGSSS/Florida Standards, access points reflect the core intent of the standards with reduced levels of complexity. The three levels of complexity include participatory, supported, and independent, with the participatory level being the least complex.

Honor Graduates, Valedictorian and Salutatorian

Class Rankings

Class rankings will be based on the highest to the lowest grade point average using an weighted GPA.

Valedictorian and Salutatorian

For students entering ninth grade in 2013-2014 and beyond, the student with the highest weighted (GPA) grade point average, with at least four (4) level 3 or higher courses, as indicated by the Florida Course Code Directory, will be declared the school's Valedictorian. Student(s) with the next highest weighted GPA, with at least four (4) level 3 or higher courses, as indicated by the Florida Course Code Directory, will be declared the school's Salutatorian. In case of a tie, those students with identical GPAs will be declared co-Valedictorian and co-Salutatorian. Grade point averages will be rounded off at the fourth decimal place when computing the averages.

Honor Graduates

For the purpose of class ranking, schools may exercise a weighted grading system, F.S. 1003.437. This weighted system is applicable for local purposes only to determine honor graduates other than the Valedictorian and Salutatorian. Schools must weight college-level dual enrollment courses the same as honors courses and advanced placement courses when grade point averages are calculated. Alternative grade calculation or weighting systems that discriminate against dual enrollment courses are prohibited. F.S. 1007.271

For students entering ninth grade beginning 2013-2014 and beyond, Valedictorian and Salutatorian will be determined on a 5.0 grading scale using a weighted GPA.

Beginning with the 2008-2009 ninth grade, all students with a weighted 3.75 grade point average or above (using a 5.0 scale) will be designated as honor graduates.

In order for a student to be Valedictorian or Salutatorian, he/she must be enrolled at the school from which he/she graduates for the entire eleventh and twelfth grades (24 credit option) or the entire 10th and 11th grades (18 credit options), except when a change of school is required by a court ordered desegregation plan.

6A-1.09963 High School Graduation Requirements for Students with Disabilities.

Beginning in the 2014-2015 school year, students with disabilities entering grade nine may attain a standard diploma and earn standard diploma designations by meeting the requirements in Sections 1003.4282(1)-(9) or 1002.3105(5), or 1003.4282(11) and 1003.4285 Florida Statutes (F.S.). Nothing contained in this rule shall be construed to limit

or restrict the right of a student with a disability solely to the options described in this rule. A certificate of completion will be awarded to students who earn the required eighteen (18) or twenty-four (24) credits required for graduation, but who do not achieve the required grade point average or who do not achieve proficiency on required assessments unless a waiver of the results has been granted in accordance with Section 1008.22(3)(c) 2., F.S., or participation in a statewide assessment has been waived in accordance with Section 1008.212, F.S., or Section 1008.22(9),F.S.

F.S. 1003.453 School Wellness and Physical Education Policies; Nutrition Guidelines.

1. The Jackson County School Board has completed a School Wellness Plan policy and a Physical Education Plan policy required under s. 1003.455. The district shall annually review its school wellness policy and physical education policy and provide a procedure for public input and revisions. In addition, the district shall send an updated copy of its wellness policy and physical education policy to the department when a change or revision is made.
2. The district shall provide the most current versions of its school wellness policy and physical education policy on the district's website (www.jcsb.org).

F.S. 1003.455 Physical Education; Assessment.

1. The Jackson County School Board has developed 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 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.
2. The Jackson County School Board has adopted a written physical education policy that details the school district's physical education program, the expected program outcomes, the benefits of physical education, and the availability of one-on-one counseling concerning the benefits of physical education. (see below)

Physical Education Expected Outcomes – Grades Pre-K-5

- a. The student analyzes the benefits of regular participation in physical activity.

- b. The student achieves and maintains a health-enhancing level of physical fitness.
- c. The student demonstrates responsible personal and social behavior in physical activity.
- d. The student understands how participating in physical activity promotes inclusion and an understanding of the abilities and cultural diversity of people.
- e. The student demonstrates competency in many movement forms and proficiency in a few forms of physical activity.

Physical Education Expected Outcomes – Grades 6-8

- a. The student knows basic skills and safety procedures to participate in outdoor sports.
- b. The student describes the principles of training and conditioning for specific physical activities.
- c. The student knows how to apply mature patterns of locomotor, nonlocomotor, body-management throwing, catching, and striking skills while participating in modified versions of team and individual sports.
- d. The student describes the principles of training and conditioning for specific physical activities.
- e. The student knows how to sustain an aerobic activity, maintaining target heart rate, to achieve cardiovascular benefits.
- f. 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.
- g. The student knows how to achieve and maintain appropriate cardiovascular fitness, flexibility, muscular strength, endurance and body composition.
- h. The student plans and participates in an individualized fitness program, and explores new ways to achieve activity goals in their individual wellness plan.
- i. 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 Expected Outcomes – Grades 9-12

- a. The student knows how to maintain appropriate levels of cardiovascular fitness, muscular strength and endurance, flexibility, and body composition necessary for a healthy lifestyle.
 - b. 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.
 - c. The student uses technology to assess, enhance, and maintain fitness and skills.
 - d. The student knows how to make changes in an individual wellness plan as lifestyle changes occur.
 - e. The student knows the correlation between obesity, high blood pressure, and increased physical activity.
 - f. The student knows that physical activity reduces certain health risk factors.
 - g. The student knows that regular physical activity can relieve the stress of everyday life.
 - h. The student identifies the effects of age, gender, race, ethnicity, socioeconomic status, and culture upon physical activity preferences and exercise habits.
 - i. The student knows the role of physical activity in the prevention of disease and the reduction of health-care costs.
 - j. The student understands the role of physical activity as a potential vehicle for social interaction and cooperative relations within the family and workplace.
3. Each district school shall provide 150 minutes of physical education each week for students in kindergarten through grade 5 and for 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.

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.

Students enrolled in such instruction shall be reported through the periodic student membership surveys, and records of such enrollment shall be audited pursuant to s. 1010.305. Such instruction may be provided by any instructional personnel as defined in s. 1012.01(2), regardless of certification, who are designated by the school principal.

4. The requirement in subsection (3) shall be waived for a student who meets one of the following criteria:
 - a. The student is enrolled or required to enroll in a remedial course.
 - b. The student's parent indicates in writing to the school that:
 1. The parent requests that the student enroll in another course from among those courses offered as options by the school district; or
 2. The student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.
5. Each school district shall notify the student's parent of the options available under subsection (4) before scheduling the student to participate in physical education.

F.S. 1003.496

High School to Business Career Enhancement Program.

This section may be cited as the "High School to Business Career Enhancement Act."

The Jackson County School Board has adopted policies and procedures for a High School to Business Career Enhancement Program through which high school student internships may be offered in each school through partnerships developed with employers within the communities served by the district school board. Each internship shall include a student evaluation by the employer at the end of the internship to monitor the academic value of the internship using criteria established by each district school board.

1. A student participant may be in the ninth, tenth, eleventh, or twelfth grade and must have a minimum weighted grade point average of 2.0.
2. A student participant may not be required to work more than 20 hours per week during the internship.
3. An internship shall be consistent with the career goals of each student participant.
4. An internship shall be at least 8 weeks long and may not last more than 20 consecutive weeks during any school year.
5. Each student may participate in only one internship per school year.

6. No more than 100 internships may be offered each school year by the district school board.
7. The number of internships that an employer may provide under this program is limited by the number of employees that the employer employs in the school district in which the internship is offered.
 - a. An employer with 10 or fewer employees may provide one internship per school year.
 - b. An employer with 11 to 20 employees may provide up to two internships per school year.
 - c. An employer with 21 to 50 employees may provide up to three internships per school year.
 - d. An employer with more than 50 employees may provide up to four internships per school year.

Employers may partner with more than one district school board; however, the number of internships that may be provided within each school district is subject to the limitations of this paragraph.

Any employees or contracted personnel of an employer under this section who have direct unsupervised access to student interns shall be subject to the level 2 background screening requirements as described in s. [1012.32](#). The cost of the state and national criminal history check required by level 2 background screening must be borne by the employer.

Employment under this section of a student intern who meets the criteria of s. [443.1216\(13\)\(q\)](#) is not employment for purposes of unemployment compensation under chapter 443.

F.S. 1003.497 Service Learning.

Service learning refers to a student-centered, research-based teaching and learning strategy that engages students in meaningful service activities in their schools or communities. Service-learning activities are directly tied to academic curricula, standards, and course, district, or state assessments. Service-learning activities foster academic achievement, character development, civic engagement, and career exploration and enable students to apply curriculum content, skills, and behaviors taught in the classroom.

The hours that high school students devote to course-based service-learning activities may be counted toward meeting community service requirements for high school

graduation and community service requirements for participation in the Florida Bright Futures Scholarship Program. School districts are encouraged to include service learning as part of any course or activity required for high school graduation and to include and accept service-learning activities and hours in requirements for academic awards, especially those awards that currently include community service as a criterion or selection factor.

The Jackson County School Board does not award credit toward graduation for service learning activities; however, the hours earned are recorded in the student's permanent file and reported as outlined in (3)(b) above.

F.S. 1003.52 Educational Services in Department of Juvenile Justice Programs.

Annually, a cooperative agreement and plan for juvenile justice education service enhancement shall be developed between the Department of Juvenile Justice and the Department of Education and submitted to the Secretary of Juvenile Justice and the Commissioner of Education by June 30.

Students participating in Department of Juvenile Justice programs pursuant to chapter 985 which are sponsored by a community-based agency or are operated or contracted for by the Department of Juvenile Justice shall receive educational programs according to rules of the State Board of Education. These students shall be eligible for services afforded to students enrolled in programs pursuant to s. 1003.53 and all corresponding State Board of Education rules.

The district school board of the county in which the residential or nonresidential care facility or juvenile assessment facility is located (Jackson County) shall provide appropriate educational assessments and an appropriate program of instruction and special education services.

1. The district shall make provisions for each student to participate in basic, career education, and exceptional student programs as appropriate. Students served in Department of Juvenile Justice programs shall have access to the appropriate courses and instruction to prepare them for the GED/high school equivalency examination. Students participating in GED/high school equivalency examination preparation programs shall be funded at the basic program cost factor for Department of Juvenile Justice programs in the Florida Education Finance Program. Each program shall be conducted according to applicable law providing for the operation of public schools and rules of the State Board of Education. School districts shall provide the GED/high school equivalency examination exit option for all juvenile justice programs.
2. The Department of Education, with the assistance of the school districts and juvenile justice education providers, shall select a common student

assessment instrument and protocol for measuring student learning gains and student progression while a student is in a juvenile justice education program. The Department of Education and the Department of Juvenile Justice shall jointly review the effectiveness of this assessment and implement changes as necessary.

Educational services shall be provided at times of the day most appropriate for the juvenile justice program. School programming in juvenile justice detention, commitment, and rehabilitation programs shall be made available by the local school district during the juvenile justice school year, as defined in s. 1003.01(11). In addition, students in juvenile justice education programs shall have access to Florida Virtual School courses. The Department of Education and the district shall adopt policies necessary to ensure such access.

The educational program shall consist of appropriate basic academic, career, or exceptional curricula and related services which support the treatment goals and reentry and which may lead to completion of the requirements for receipt of a high school diploma or its equivalent. If the duration of a program is less than 40 days, the educational component may be limited to tutorial activities and career employability skills.

Participation in the program by students of compulsory school-attendance age as provided for in s. 1003.21 shall be mandatory. All students of noncompulsory school-attendance age who have not received a high school diploma or its equivalent shall participate in the educational program, unless the student files a formal declaration of his or her intent to terminate school enrollment as described in s. 1003.21 and is afforded the opportunity to take the general educational development test/high school equivalency examination and attain a Florida high school diploma prior to release from a facility. A student who has received a high school diploma or its equivalent and is not employed shall participate in workforce development or other career or technical education or Florida College System Institution or University courses while in the program, subject to available funding.

A progress monitoring plan shall be developed for students who score below the level specified in district school board policy in reading, writing, and mathematics or below the level specified by the Commissioner of Education on statewide assessments as required by s. 1008.25. These plans shall address academic, literacy, and life skills and shall include provisions for intensive remedial instruction in the areas of weakness.

The district school board shall maintain an academic record for each student enrolled in a juvenile justice facility as prescribed by s. 1003.51. Such record shall delineate each course completed by the student according to procedures in the State Course Code Directory. The district school board shall include a copy of a student's academic record in the discharge packet when the student exits the facility.

The Jackson County School Board will make provisions for high school level youth to earn credits toward high school graduation while in residential and nonresidential juvenile justice facilities. Provisions must be made for the transfer of credits and partial credits earned.

The district school board shall recruit and train teachers who are interested, qualified, or experienced in educating students in juvenile justice programs. Students in juvenile justice programs shall be provided a wide range of educational programs and opportunities including textbooks, technology, instructional support, and other resources available to students in public schools. Teachers assigned to educational programs in juvenile justice settings in which the district school board operates the educational program shall be selected by the district school board in consultation with the director of the juvenile justice facility. Educational programs in juvenile justice facilities shall have access to the substitute teacher pool utilized by the district school board. Full-time teachers working in juvenile justice schools, whether employed by a district school board or a provider, shall be eligible for the critical teacher shortage tuition reimbursement program as defined by s. 1009.58 and other teacher recruitment and retention programs.

The district may contract with a private provider for the provision of educational programs to youths placed with the Department of Juvenile Justice and shall generate local, state, and federal funding, including funding through the Florida Education Finance Program for such students. The district school board's planning and budgeting process shall include the needs of Department of Juvenile Justice programs in the district school board's plan for expenditures for state categorical and federal funds.

F.S. 1003.53 Dropout prevention and academic intervention.

Dropout prevention and academic intervention programs may differ from traditional educational programs and schools in scheduling, administrative structure, philosophy, curriculum, or setting and shall employ alternative teaching methodologies, curricula, learning activities and diagnostic and assessment procedures in order to meet the needs, interests, abilities, and talents of eligible students. The educational program shall provide curricula, character development and law education, and related services that support the program goals and lead to improved performance in the areas of academic achievement, attendance, and discipline. Student participation in such programs shall be voluntary.

The Jackson County School Board may, however, assign students to a program for disruptive students. Notwithstanding any other provision of law to the contrary, no student shall be identified as being eligible to receive services funded through the dropout prevention and academic intervention program based solely on the student being from a single-parent family.

1. Students in grades 1-12 shall be eligible for dropout prevention and academic intervention programs. Eligible students shall be reported in the appropriate basic cost factor in the Florida Education Finance Program. The strategies and supports

provided to eligible students shall be funded through the General Appropriations Act and may include, but are not limited to, those services identified on the student's academic intervention plan.

2. A student shall be identified as being eligible to receive services funded through the dropout prevention and academic intervention program based upon one of the following criteria:
 - a. The student is academically unsuccessful as evidenced by low test scores, retention, failing grades, low grade point average, falling behind in earning credits, or not meeting the state or district proficiency levels in reading, mathematics, or writing.
 - b. The student has a pattern of excessive absenteeism or has been identified as a habitual truant.
 - c. The student has a history of disruptive behavior in school or has committed an offense that warrants out-of-school suspension or expulsion from school according to the district school board's code of student conduct. For the purposes of this program, "disruptive behavior" is behavior that:
 1. Interferes with the student's own learning or the educational process of others and requires attention and assistance beyond that which the traditional program can provide or results in frequent conflicts of a disruptive nature while the student is under the jurisdiction of the school either in or out of the classroom; or
 2. Severely threatens the general welfare of students or others with whom the student comes into contact.

The school providing a dropout prevention and academic intervention program pursuant to this section shall maintain for each participating student records documenting the student's eligibility, the length of participation, the type of program to which the student was assigned, or the type of academic intervention services provided, and an evaluation of the student's academic and behavioral performance while in the program. The school principal or his or her designee shall, prior to placement in a dropout prevention and academic intervention program or the provision of an academic service, provide written notice of placement or services by certified mail, return receipt requested, to the student's parent. The parent of the student shall sign an acknowledgment of the notice of placement or service and return the signed acknowledgment to the principal within 3 days after receipt of the notice. The parents of a student assigned to such a dropout prevention and academic intervention program shall be notified in writing and entitled to an administrative review of any action by school personnel relating to such placement pursuant to the provisions of chapter 120.

District school board dropout prevention and academic intervention programs shall be coordinated with social service, law enforcement, prosecutorial, and juvenile justice agencies and juvenile assessment centers in the school district. Notwithstanding the provisions of s. 1002.22, these agencies are authorized to exchange information contained in student records and juvenile justice records. Such information is confidential and exempt from the provisions of s. 119.07(1). District school boards and other agencies receiving such information shall use the information only for official purposes connected with the certification of students for admission to and for the administration of the dropout prevention and academic intervention program, and shall maintain the confidentiality of such information unless otherwise provided by law or rule.

The Jackson County School Board shall have the authority pursuant to ss. 120.536(1) and 120.54 to adopt rules necessary to implement the provisions of this section; such rules shall require the minimum amount of necessary paperwork and reporting.

F.S. 1003.54 Teenage Parent Programs.

The Jackson County School Board shall maintain a teenage parent program.

“Teenage parent programs” means educational programs designed to provide a specialized curriculum to meet the needs of students who are pregnant or students who are mothers or fathers and the children of the students.

1. The program shall provide pregnant students or students who are parents and the children of these students with a comprehensive teenage parent program. The program shall provide pregnant students or students who are parents with the option of participating in regular classroom activities or enrolling in a special program designed to meet their needs pursuant to s. 1003.21. Students participating in teenage parent programs shall be exempt from minimum attendance requirements for absences related to pregnancy or parenting, but shall be required to make up work missed due to absence.
2. The curriculum shall include instruction in such topics as prenatal and postnatal health care, parenting skills, benefits of sexual abstinence, and consequences of subsequent pregnancies. Parenting skills should include instruction in the stages of child growth and development, methods for aiding in the intellectual, language, physical, and social development of children, and guidance on constructive play activities.
3. Provision for necessary child care, health care, social services, parent education, and transportation shall be ancillary service components of teenage parent programs. Ancillary services may be provided through the coordination of existing programs and services and through joint agreements between district school boards and early learning coalitions or other appropriate public and private providers.

4. The district shall make adequate provisions for pregnant and parenting teenagers to complete the coursework necessary to earn a high school diploma.
5. Children enrolled in child care provided by the district shall be funded at the special program cost factor pursuant to s. 1011.62 if the parent or parents are enrolled full time in a public school in the district.

The Jackson County School Board may modify courses listed in the State Course Code Directory for the purpose of providing teenage parent programs pursuant to the provisions of this section. Such modifications must be approved by the commissioner and may include lengthening or shortening of the school time allotted for in-class study, alternate methods of assessment of student performance, and the integration of curriculum frameworks or student performance standards to produce interdisciplinary units of instruction.

The Jackson County School Board shall adopt rules necessary to implement the provisions of this section.

F.S. 1003.56 English Language Instruction for Limited English Proficient Students.

Instruction in the English language shall be provided to limited English proficient students. Such instruction shall be designed to develop the student's mastery of the four language skills, including listening, speaking, reading, and writing, as rapidly as possible.

“Limited English proficient” or “limited English proficiency,” when used with reference to an individual, means:

1. An individual who was not born in the United States and whose native language is a language other than English;
2. An individual who comes from a home environment where a language other than English is spoken in the home; or
3. An individual who is an American Indian or Alaskan native and who comes from an environment where a language other than English has had a significant impact on his or her level of English language proficiency; and

Who, by reason thereof, has sufficient difficulty speaking, reading, writing, or listening to the English language to deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English.

1. “Home language” or “native language,” when used with reference to an individual of limited English proficiency, means the language normally

used by such individual or, in the case of a student, the language normally used by the parents of the student.

2. “ESOL” means English for Speakers of Other Languages and:
 - a. When modifying instruction, the strategy used to teach limited English proficient students; or
 - b. When modifying program, the program funded in the Florida Education Finance Program, listed under English for Speakers of Other Languages in s. 1011.62.

The Jackson County School Board shall implement the following procedures:

1. Develop and submit a plan for providing English language instruction for limited English proficient students to the Department of Education for review and approval.
2. Identify limited English proficient students through assessment.
3. Provide for student exit from and reclassification into the program.
4. Provide limited English proficient students ESOL instruction in English and ESOL instruction or home language instruction in the basic subject areas of reading, mathematics, science, social studies, and computer literacy.
5. Maintain a student plan.
6. Provide qualified teachers.
7. Provide equal access to other programs for eligible limited English proficient students based on need.
8. Provide for parental involvement in the program.

The Jackson County’s School Board program for limited English proficient students shall be evaluated and monitored periodically.

The Jackson County School Board shall adopt rules for the purpose of implementing this section.

For entering ESOL students in grades K-8, when deemed necessary by the ESOL committee, grades for ESOL students will be recorded as satisfactory, needs improvement or unsatisfactory. Placement decisions for students entering Jackson District Schools during the last grading period of school shall be made

based on grades which were obtained from the student's out-of-district school. (It is understood that district standards will also be met.)

A language survey is administered to every student upon registration at each grade level. Procedures outlined in the District Plan for Services to English Language Learners will be followed for any student whose response is affirmative to a minimum of one Language survey question.

F.S. 1002.311 Single-gender programs authorized.

The Jackson County School Board may establish and maintain a non-vocational class, extracurricular activity, or school for elementary, middle, or high school students in which enrollment is limited to a single gender if the school district also makes available a substantially equal:

1. Single-gender class, extracurricular activity, or school to students of the other gender; and
2. Coeducational class, extracurricular activity, or school to all students.

The Jackson County School Board single-gender class, extracurricular activity, or school:

1. May not require participation by any student. The district school board must ensure that participation in the single-gender class, extracurricular activity, or school is voluntary.
2. Must evaluate each single-gender class, extracurricular activity, or school in the school district at least once every 2 years in order to ensure that it is in compliance with this section and 34 C.F.R. s. 106.34.

F.S 1002.37 The Florida Virtual School.

Florida Virtual School Full-time (FLVS FT)

FLVS FT is comprised of two full-time schools in District 71 at the state level—one for students in grades K-8 (school number 0300) and the other for students in grades 9-12 (school number 0400). To provide this option, FLVS FT partnered with Connections Academy, a national provider of full-time virtual education. FLVS FT combines the learning resources and expertise of both partners and offers a comprehensive educational program designed to enable students to meet Florida's student progression, promotion and graduation requirements. For more information about this school, please visit www.flvsft.net.

School districts are required to provide students with access to enroll in courses available through the Florida Virtual School and award credit for successful completion of such courses. Access shall be available to students during or after the normal school day, and through summer school enrollment. F.S. 1001.42(23) Florida Virtual School students will abide by school and district rules and policies when on the school's campus.

All Florida students regardless of prior school experience (public, private and home education) are eligible to enroll in the FLVS FT public school. Students will be able to register directly and FLVS will be their school of record (enrollment). FLVS will be responsible and held accountable for their progress. Students in this full-time school will be public school students and therefore, will not need to register as home education students in their districts of residence.

F.S. 1002.41 Home Education Programs

A "home education program" is defined in s. 1002.01. The parent is not required to hold a valid regular Florida teaching certificate.

The parent shall notify the district school superintendent of the county in which the parent resides of her or his intent to establish and maintain a home education program. The notice shall be in writing, signed by the parent, and shall include the names, addresses, and birthdates of all children who shall be enrolled as students in the home education program. The notice shall be filed in the district school superintendent's office within 30 days of the establishment of the home education program. A written notice of termination of the home education program shall be filed in the district school superintendent's office within 30 days after said termination.

Note: Jackson County School District requires proof of termination from the previous institution to complete the enrollment process. After termination or withdrawal from the Jackson County Home Education Program, proof of registration into another Home Education program, a private or public school must be provided within 30 days or information will be submitted to the Truancy department.

The parent shall maintain a portfolio of records and materials. The portfolio shall consist of the following:

1. A log of educational activities that is made contemporaneously with the instruction and that designates by title any reading materials used.
2. Samples of any writings, worksheets, workbooks, or creative materials used or developed by the student.

The portfolio shall be preserved by the parent for 2 years and shall be made available for inspection by the district school superintendent, or the district school superintendent's

agent, upon 15 days' written notice. Nothing in this section shall require the district school superintendent to inspect the portfolio.

The parent shall provide for an annual educational evaluation in which is documented the student's demonstration of educational progress at a level commensurate with her or his ability. The parent shall select the method of evaluation and shall file a copy of the evaluation annually with the district school Superintendent's office in the county in which the student resides. The annual educational evaluation shall consist of one of the following:

1. A teacher selected by the parent shall evaluate the student's educational progress upon review of the portfolio and discussion with the student. Such teacher shall hold a valid regular Florida certificate to teach academic subjects at the elementary or secondary level;
2. The student shall take any nationally normed student achievement test administered by a certified teacher;
3. The student shall take a state student assessment test used by the school district and administered by a certified teacher, at a location and under testing conditions approved by the school district;
4. The student shall be evaluated by an individual holding a valid, active license pursuant to the provisions of s. 490.003(7) or (8); or
5. The student shall be evaluated with any other valid measurement tool as mutually agreed upon by the district school superintendent of the district in which the student resides and the student's parent.

The district school superintendent shall review and accept the results of the annual educational evaluation of the student in a home education program. If the student does not demonstrate educational progress at a level commensurate with her or his ability, the district school superintendent shall notify the parent, in writing, that such progress has not been achieved. The parent shall have 1 year from the date of receipt of the written notification to provide remedial instruction to the student. At the end of the 1-year probationary period, the student shall be reevaluated as specified in paragraph (1)(c). Continuation in a home education program shall be contingent upon the student demonstrating educational progress commensurate with her or his ability at the end of the probationary period.

A home education program shall be excluded from meeting the requirements of a school day.

Home education students may participate in interscholastic extracurricular student activities in accordance with the provisions of s. 1006.15. Jackson County School Board

home education students will follow provisions set forth by the School Choice Plan for Jackson County.

Home education students may participate in the Bright Futures Scholarship Program in accordance with the provisions of ss. 1009.53-1009.539.

Home education students may participate in dual enrollment programs in accordance with the provisions of ss. 1007.27(4) and 1007.271(10).

Home education students are eligible for admission to community colleges in accordance with the provisions of s. 1007.263.

Home education students are eligible for admission to state universities in accordance with the policies and guidelines of the Board of Governors.

Home education program students may receive testing and evaluation services at diagnostic and resource centers, in accordance with the provisions of s. 1006.03.

F.S. 1002.45 K-12 Virtual School Program.

Section 1002.45(1), Florida Statutes, defines a “virtual instruction program” as one that takes place in an interactive learning environment created through technology in which the student and teacher are separated from each other by time or space or both. By their nature, online courses do not have to be offered at a specific time of the day. Online teachers primarily interact with and instruct students on an individual basis using different methods of communication at various times of the day. Online teachers may also set up group sessions at specific times to cover selected topics or to provide additional help for students. Virtual courses offered by school districts to students in district school buildings may be provided during a specific time of the school day, although access to curriculum may often take place anytime.

VIRTUAL EDUCATION OPTIONS

Section 1002.321, Florida Statutes, related to digital learning requires districts to provide multiple opportunities for students to participate in virtual instruction. This requirement can be fulfilled using part-time and full-time virtual options offered through Florida Virtual School (FLVS), and Jackson County School Board. Specifically these opportunities include: Florida Virtual School’s full-time (FLVS FT) and Florida Virtual School’s part-time (FLVS FLEX) schools, the district’s virtual instruction programs, virtual and blended learning courses in traditional schools, and the online courses districts can offer for any course in the Course Code Directory. FLVS Full-time (FLVS FT) — operates two schools (grades K-8 and grades 9-12) to offer a full-time grades K-12 public online program at the state level. These full-time virtual schools are school choice options for all students across the state.

Jackson County School Board's District Virtual Instruction Program (VIP)

Jackson County School Board's VIP provides instruction to eligible district students using online and distance education technology in a nontraditional classroom, i.e., primarily outside of public school buildings. In practice, most students access the online instruction from their homes. Jackson County school district's virtual instruction program shall consist of the following:

- Full-time virtual instruction for students in grades K-12
- Part-time virtual instruction for students enrolled in grade K-12 courses that are measured by FSA, End of Course (EOC), or AP exams
- Full-time or part-time virtual instruction for students enrolled in dropout prevention, academic intervention programs and Department of Juvenile Justice (DJJ) programs; core courses to meet class size requirements and grades K-12 courses offered by Florida College System institutions for this program.

Jackson County School Board will provide at least one enrollment period of 90 days or more which ends 30 days before the first day of the school year. The Jackson County School Board may offer other enrollment windows as well. For example, the Jackson County School Board may enroll students through the start of school and for the second semester. The district has a window of opportunity at the same time as enrollment for other school choice options in the district.

All teachers providing instruction for this program, including Florida college teachers, must hold valid Florida teaching certificates in the appropriate areas of instruction, including English for Speakers of Other Languages (ESOL), Exceptional Student Education (ESE) and Reading certifications/endorsements, if applicable. The Jackson County School Board is required to provide the necessary instructional materials for students to participate in this program.

The Jackson County School Board will provide testing facilities for students within the Jackson County school district. However, the district can designate the testing sites within the school district. Examples include, but are not limited to, assigning each student to the school he or she would have attended, designating a central testing site or providing regional sites.

All of the existing requirements related to student progression, including retention, promotion, and grade assignment, are the same for school district VIP students as they are for other students enrolled in the district. The law specifies that students meet compulsory attendance requirements. This means attendance must be taken for students in this program and these students have the same guidelines related to truancy as students in brick and mortar schools. Taking attendance is mandatory and must be recorded on a regular and ongoing basis. Generally, the parent or learning coach is responsible for logging the attendance on a daily or hourly basis using their individual accounts. Online teachers and virtual school administrators are responsible for verifying and confirming the recorded attendance. They do this by examining

participation metrics such as student login data; lessons, assignments, projects and assessments completed; email and phone logs; student participation in discussion boards, blogs and live lessons, etc. Virtual schools must maintain auditable attendance records and provide attendance information to school districts for state-required reporting to the DOE Automated Student Information System during Survey 5.

The district VIP is held accountable for student performance in several ways:

- It is a school choice program, so parents can choose this option or other educational options for their children.
- Its funding is performance-based—that is, based on “successful completions.” If a student does not pass a virtual course or successfully complete the prescribed level of content that counts toward promotion, the student will not earn funding for that course or content.
- The provider, the school district or both receive school grades based on student performance on state testing. The provider earns a single grade for the performance of all of its students statewide. If the school district operates its own program or a portion of the program, it will receive a school grade based on the performance of the students participating in its program. In addition, The DOE will produce a report for each part-time provider of virtual instruction programs which will include a summary of the FSA, EOC and AP results for their part-time students.

Florida Virtual School Part-Time (FLVS FLEX)

FLVS FLEX operates three schools to offer a part-time program (individual online courses) for Florida students. FLVS FLEX Grades 6-8 (school number 0500) and FLVS PT Grades 9-12 (school number 0600) offer over 125 individual online courses for middle and high school students. These courses include core and elective courses and range from credit recovery and general to advanced, Honors and AP courses. FLVS provides course tours and a course catalog from its main website at www.flvs.net.

Florida students (public, private and home education) in grades 6-12 are eligible to enroll in FLVS middle and high school courses. Students enrolling in the new elementary courses must meet one of the eligibility criteria specified in law (section 1002.455, Florida Statutes).

Students in grades 6-12 in district public schools will still be able to take courses beyond the school day and year and earn funding for both the school district and FLVS. The school district may report up to 1.0 FTE for instruction provided by the district school, and FLVS may report FTE for additional online courses successfully completed. The law prohibits FLVS from reporting more than 1.0 FTE for students enrolled in FLVS FT; therefore, public school students enrolled in this school may not take courses from the FLVS FLEX school beyond the school day or year.

FLVS FLEX is a supplemental program offering individual online courses to public, private and home education students. If a student enrolls in online courses offered by FLVS FLEX and is not enrolled in a district public school or a Florida private school, the student must

register as a home education student in his or her school district to meet compulsory attendance requirements.

Beginning with the 2009-2010 school year, The Jackson County School Board shall provide eligible students within its boundaries the option of participating in a virtual instruction program. The purpose of the program is to make instruction available to students using online and distance learning technology in the nontraditional classroom. The program shall be:

1. Full-time or part-time for students in grades 9 through 12 who are enrolled in dropout prevention and academic intervention programs under s. 1003.53, Department of Juvenile Justice education programs under s. 1003.52, core-curricula courses to meet class size requirements under s. 1003.03, or Florida College System Institution or University under this section.

To provide students with the option of participating in virtual instruction programs the district may:

1. Contract with an approved provider.
2. Enter into an agreement with another school district to allow the participation of its students in an approved virtual instruction program provided by the other school district.

SCHOOL DISTRICT VIRTUAL INSTRUCTION PROGRAM REQUIREMENTS.—
The Jackson County School Board's virtual instruction program under this section must:

- a. Align virtual course curriculum and course content to the NGSS/CCSS under s. 1003.41.
- b. Offer instruction that is designed to enable a student to gain proficiency in each virtually delivered course of study.
- c. Provide each student enrolled in the program with all the necessary instructional materials.
- d. Provide, when appropriate, each full-time student enrolled in the program with:
 1. All equipment necessary for participants in the school district virtual instruction program, including, but not limited to, a computer, computer monitor, and printer; and
 2. Access to or reimbursement for all Internet services necessary for online delivery of instruction.

- e. Not require tuition or student registration fees.

STUDENT ELIGIBILITY. — A student may enroll in a virtual instruction program provided by the school district in which he or she resides if the student meets at least one of the following conditions:

- a. 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 Florida Education Finance Program surveys.
- b. The student is a dependent child of a member of the United States Armed Forces who was transferred within the last 12 months to this state from another state or from a foreign country pursuant to the parent’s permanent change of station orders.
- c. The student has a sibling who is currently enrolled in a school district virtual instruction program and that sibling was enrolled in such program at the end of the prior school year.

STUDENT PARTICIPATION REQUIREMENTS.—Each student enrolled in a school district virtual instruction program must:

- 1. Comply with the compulsory attendance requirements of s. 1003.21. Student attendance must be verified by the school district.
- 2. Take state assessment tests within the school district in which such student resides, which must provide the student with access to the district’s testing facilities.

F.S.1003.42 Required Instruction.

- 1. The Jackson County School Board shall provide all courses required for middle grades promotion, high school graduation, and appropriate instruction designed to ensure that students meet State Board of Education adopted standards in the following subject areas: reading and other language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts.
- 2. Members of the instructional staff of the public schools, subject to the rules of the State Board of Education and the district school board, shall teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historic accuracy, following the prescribed courses of study, and employing approved methods of instruction, the following:

- a. The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the philosophical foundation of our government.
- b. The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the constitution provides the structure of our government.
- c. The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers.
- d. Flag education, including proper flag display and flag salute.
- e. The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts.
- f. The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. American history shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence.
- g. The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.
- h. The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.
- i. The elementary principles of agriculture.

- j. The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind.
- k. Kindness to animals.
- l. The history of the state.
- m. The conservation of natural resources.
- n. Comprehensive health education that addresses concepts of community health; consumer health; environmental health; family life, including an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy; mental and emotional health; injury prevention and safety; internet safety; nutrition; personal health; prevention and control of disease; and substance use and abuse. The health education curriculum for students in grades 7 through 12 shall include a teen dating violence and abuse component that includes, but is not limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.
- o. Such additional materials, subjects, courses, or fields in such grades as are prescribed by law or by rules of the State Board of Education and the district school board in fulfilling the requirements of law.
- p. The study of Hispanic contributions to the United States.
- q. The study of women's contributions to the United States.
- r. The nature and importance of free enterprise to the United States economy.
- s. A character-development program in the elementary schools, similar to Character First or Character Counts, which is secular in nature. Beginning in school year 2004-2005, the character-development program shall be required in kindergarten through grade 12. Each district school board shall develop or adopt a curriculum for the character-development program that shall be submitted to the department for approval. The character-development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.
- t. In order to encourage patriotism, the sacrifices that veterans have made in serving our country and protecting democratic values worldwide. Such

instruction must occur on or before Veterans' Day and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans when practicable.

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

F.S. 1003.4205 Disability History and Awareness Instruction.

1. The Jackson County School Board may provide disability history and awareness instruction in all K-12 public schools in the district during the first 2 weeks in October each year. The district school board shall designate these 2 weeks as "Disability History and Awareness Weeks."
2. During this 2-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. Disability history may include the events and timelines of the development and evolution of services to, and the civil rights of, individuals with disabilities. Disability history may also include the contributions of specific individuals with disabilities, including the contributions of acknowledged national leaders.

The instruction may be integrated into the existing school curriculum in ways including, but not limited to, supplementing lesson plans, holding school assemblies, or providing other school-related activities. The instruction may be delivered by qualified school personnel or by knowledgeable guest speakers, with a particular focus on including individuals with disabilities.

3. The goals of disability history and awareness instruction include:
 - a. Better treatment for individuals with disabilities, especially for youth in school, and increased attention to preventing the bullying or harassment of students with disabilities.
 - b. Encouragement to individuals with disabilities to develop increased self-esteem, resulting in more individuals with disabilities gaining pride in being an individual with a disability, obtaining postsecondary education, entering the workforce, and contributing to their communities.
 - c. Reaffirmation of the local, state, and federal commitment to the full inclusion in society of, and the equal opportunity for, all individuals with disabilities.

F.S. 1003.421 Recitation of the Declaration of Independence.

1. To educate students about the sacrifices made for freedom in the founding of this country and the values on which this country was founded, the last full week of classes in September shall be recognized in public schools as Celebrate Freedom Week. Celebrate Freedom Week must include at least 3 hours of appropriate instruction in each social studies class, as determined by each school district, which instruction shall include an in-depth study of the intent, meaning, and importance of the Declaration of Independence.
2. To emphasize the importance of this week, at the beginning of each school day or in homeroom, during the last full week of September, district school principals and teachers shall conduct an oral recitation by students of the following words 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 unalienable 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.”
3. Student recitation of this statement shall serve to reaffirm the American ideals of individual liberty.
4. Upon written request by a student’s parent, the student must be excused from the recitation of the Declaration of Independence.

F.S. 1003.46 Health Education; Instruction in Acquired Immune Deficiency Syndrome.

1. The Jackson County 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.

F.S. 1003.48 Instruction in Operation of Motor Vehicles.

- 1. A course of study and instruction in the safe and lawful operation of a motor vehicle shall be made available to students in the district's secondary schools. As used in this section, the term "motor vehicle" shall have the same meaning as in s. 320.01(1)(a) and shall include motorcycles and mopeds. Instruction in motorcycle or moped operation may be limited to classroom instruction. The course shall not be made a part of, or a substitute for, any of the minimum requirements for graduation.
- 2. The district school board shall prescribe standards for the course required by this section and for instructional personnel directly employed by the district school board.

F.S. 1006.15 Student Standards for Participation in Interscholastic and Intrasccholastic Extracurricular Student Activities; Regulation.

This section may be sited as the "Craig Dickinson Act".

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. As used in this section, 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, in the courses required by s. 1003.43(1).

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 in the courses required by s. 1003.43(1) or, for students who entered the 9th grade prior to the 1997-1998 school year, if the student's cumulative grade point average falls below 2.0 on a 4.0 scale, or its equivalent, in the courses required by s. 1003.43(1) that are taken after July 1, 1997. 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 by s. 1003.43(1) during his or her junior or senior year.
4. Maintain satisfactory conduct including adherence to appropriate dress and other codes of student conduct policies described in S. 1006.07(2). If a student is convicted of, or is found to have committed, a felony or a delinquent act which would have been a felony if committed by 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.

Any student who is exempt from attending a full school day based on rules adopted by the district school board for double session schools or programs, experimental schools, or schools operating under emergency conditions must maintain the grade point average required by this section and pass each class for which he or she is enrolled.

An individual home education student is eligible to participate at the public school to which the student would be assigned according to district school board attendance area policies or which the student could choose to attend pursuant to district or interdistrict controlled open enrollment provisions, or may develop an agreement to participate at a private school, in the interscholastic extracurricular activities of that school, provided the following conditions are met:

1. The home education student must meet the requirements of the home education program pursuant to s. 1002.41.
2. During the period of participation at a school, the home education student must demonstrate educational progress as required in paragraph (b) in all subjects taken in the home education program by a method of evaluation agreed upon by the parent and the school principal which may include: review of the student's work by a certified teacher chosen by the parent;

grades earned through correspondence; grades earned in courses taken at a Florida College System university, or trade school; standardized test scores above the 35th percentile; or any other method designated in s. 1002.41.

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. A student who transfers from a home education program to a public school before or during the first grading period of the school year is academically eligible to participate in interscholastic extracurricular activities during the first grading period provided the student has a successful evaluation from the previous school year, pursuant to subparagraph 2.
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 completed one grading period in home education pursuant to subparagraph 2. to become eligible to participate as a home education student.

The student standards for participation in interscholastic extracurricular activities must be applied beginning with the student's first semester of the 9th grade. Each student must meet such other requirements for participation as may be established by the district school board; however, a district school board may not establish requirements for participation in interscholastic extracurricular activities which make participation in such activities less accessible to home education students than to other students. Except as set forth in paragraph (3)(c), evaluation processes or requirements that are placed on home education student participants may not go beyond those that apply under s. 1002.41 to home education students generally.

S. 1008.25(2)(b) F.S. RETENTION PLACEMENT

If a student is retained, it must be within an intensive program, different from the previous year's program, which takes into account the student's learning style. The plan must provide for appropriate alternative placement for a student who has been retained two or more years.

S. 1008.25(3), F.S. ALLOCATION OF REMEDIAL RESOURCES

Districts must allocate remedial and supplemental instruction resources first to students who are deficient in reading at the end of third grade and next to students who fail to meet performance levels required for promotion, consistent with the district's student progression plan as required in Section 1008.25(2)(b), F.S.

S. 1008.25(4)(a), F.S. ASSESSMENT

Each student must participate in statewide assessment tests as required by Section 1008.22, F.S. In addition, each elementary school must regularly assess the reading ability of each K-3 student as required by Section 1002.20(11), F.S.

S. 1008.25(4)(a), (b) and (c), F.S. REMEDIATION

Students who fail to meet performance expectations as determined by the district school board in reading, and mathematics for each grade level, or who score below Level 3 in reading or math, must be provided with an additional diagnostic assessment to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction. The school must develop and implement, in consultation with the parent, a Progress Monitoring Plan (PMP). A PMP is intended to provide the school district and the school flexibility in meeting the academic needs of the student and reduce paperwork. A student who is not meeting the school district or state requirements for proficiency in reading and math shall be covered by one of the following plans to target instruction and identify ways to improve his/her academic achievement:

- a federally required student plan;
- a school-wide system of progress monitoring for all students; or
- an individualized PMP.

The plan chosen must be designed to assist the student in meeting state and district expectations for proficiency. If the student has been identified as having a deficiency in reading, the K-12 comprehensive reading plan required by Section 1011.62(9), F.S., shall include instructional and support services to be provided for the student to meet the desired levels of performance. District school boards may require low-performing students to attend remediation programs held before or after regular school hours or during the summer, upon the request of the school principal, if transportation is provided. 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 defined by the Commissioner of Education for the statewide assessment

tests in reading, 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 parent of any student who exhibits a substantial deficiency in reading, as described in F.S. 1008.25(5)(a)(c), must be notified, in writing, of the following:

1. That his or her child has been identified as having a substantial deficiency in reading and that the parent must be consulted in the development of a detailed Progress Monitoring Plan (PMP).
2. A description of the current services that are provided to the child.
3. A description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
4. That the student will be given intensive reading instruction until the deficiency is corrected.
5. 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 (Good cause exemptions are limited to those listed in F.S. 1008.25(6)(b). Districts may exempt students from mandatory 3rd grade retention only for good cause.
6. Satisfactory grades in remedial programs must indicate that the grade is based on satisfactory performance in a remedial or exceptional education program (below the range acceptable for promotion).

Elimination of Social Promotion

1. Social Promotion Elimination F.S.1008.25(6)(a)

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

2. Mandatory retention exemption F.S. 1008.25 (6) (b)

Kindergarten:

The district school board may only exempt students from mandatory retention, for good cause. Good cause exemptions shall be limited to the following:

- a. Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Language program
- b. Students with disabilities should follow requirements listed in Section II
- c. Students with a PMP that reflects that the student has received the intensive remediation in reading and/or math, but still demonstrate a deficiency in reading and/or math and was previously retained in kindergarten.

First Grade:

The district school board may only exempt students from mandatory retention, for good cause. Good cause exemptions shall be limited to the following:

- a. Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Language program
- b. Students with disabilities should follow requirements listed in Section II.
- c. Students with a PMP that reflects that the student has received the intensive remediation in reading and/or math, but still demonstrate a deficiency in reading and/or math and was previously retained in first grade.

Second Grade:

The district school board may only exempt students from mandatory retention, for good cause. Good cause exemptions shall be limited to the following:

- a. Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Language program
- b. Students with disabilities should follow requirements listed in Section II.
- c. Students with a PMP that reflects that the student has received the intensive remediation in reading and/or math, for more than two years but still demonstrate a deficiency in reading and/or math, and was previously retained in kindergarten, through Grade 1 for a total of 2 years or was previously retained in 2nd grade. Intensive reading and/or math instruction for students so promoted must include an altered instructional day based upon an academic improvement plan that includes specialized diagnostic information and specific reading and/or math strategies for each student.

Grade Three:

F.S.1008.25(6)(b) The district school board may only exempt students from mandatory retention, for good cause. Good cause exemptions shall be limited to the following:

- a. Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Language program
- b. Students with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education Rule.
- c. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education.
- d. Students who demonstrate, through a portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the Next Generation State Standards/Florida Standards in reading/Language Arts equal to at least a Level 2 performance on the FSA.
- e. Students with disabilities who participate in the FSA and who have an individual education plan or a Section 504 plan that reflects that the student has received the intensive remediation in reading and/or math, for more than 2 years but still demonstrates a deficiency in reading and/or math and was previously retained in kindergarten, through grade 3.
- f. Students who have received the intensive remediation for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten through grade 3 for a total of 2 years. Intensive reading instruction for students so promoted must include an altered instructional day based upon a Progress Monitoring Plan that includes specialized diagnostic information and specific reading strategies for each student. The district school board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low performing readers.
- g. Students with an AIP that reflects that the student has received intensive remediation in math for more than 2 years but still demonstrates a deficiency in math and was previously retained in K- grade 2 for a total of 2 years or was previously retained in 3rd grade. Intensive math instruction for students so promoted must include an altered instructional day based upon a Progress Monitoring Plan that includes specialized, diagnostic information and specific math strategies for each student.

- h. Students who score Level 1 on FSA in Language Arts and pass Summer Reading Camp will be good caused promoted to 4th grade.
- i. For grades 3-5, if a student fails reading or math during the regular school year, it is the principal's discretion to use FSA in Language Arts scores for good cause if the student scores level 3 or higher on FSA in English Language Arts or math as applicable. It is also the principal's discretion to retain any student who scores a level 1 on FSA Reading/Language Arts or math and has no previous retentions (this excludes third grade reading per F.S. 1008.25(5)).

Fourth Grade:

The district school board may only exempt students from mandatory retention, for good cause. Good cause exemptions shall be limited to the following:

- a. Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Language program.
- b. Students with an PMP that reflects that the student has received the intensive remediation in reading and/or math, for more than two years but still demonstrate a deficiency in reading and/or math and was previously retained in kindergarten through grade 3 for a total of 2 years or was previously retained in Grade 4. Intensive reading instruction for students so promoted must include an altered instructional day based upon a PMP that includes specialized diagnostic information and specific reading and/or math strategies for each student.
- c. For grades 3-5, if a student fails reading or math during the regular school year, it is at the principal's discretion to use FSA scores for good cause if the student scores level 3 or higher on FSA in English Language Arts or math as applicable. It is also the principal's discretion to retain any student who scores a level 1 on FSA in English Language Arts or math and has no previous retentions (this excludes third grade reading per F.S. 1008.25(5)).

Fifth Grade:

The district school board may only exempt students from mandatory retention, for good cause. Good cause exemptions shall be limited to the following:

- a. Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Language program.
- b. Students with a PMP that reflects that the student has received the intensive remediation in reading and/or math, for more than two years but still demonstrate a deficiency in reading and/or math and was previously retained in kindergarten through grade 3 for a total of 2 years or was previously retained in grade 4. Intensive reading instruction for students so promoted must include an altered instructional day based upon a Progress Monitoring Plan that includes specialized diagnostic information and specific reading and/or math strategies for each student.
- c. For grades 3-5, if a student fails reading or math during the regular school year, it is at the principal's discretion to use FSA scores for good cause if the student scores level 3 or higher on FSA in Language Arts or math as applicable. It is also the principal's discretion to retain any student who scores a level 1 on FSA in Language Arts or math and has no previous retentions (this excludes third grade reading per F.S. 1008.25(5)).

F.S. 1008.25(6)(c) Good Cause Exemption Process

Requests for good cause exemptions for students from the mandatory retention requirement shall be made consistent with the following:

- a. Documentation shall be submitted from the student's teacher to the school principal that indicates that the promotion of the student is appropriate and is based upon the student's academic record. In order to minimize paperwork requirements, such documentation shall consist only of the existing PMP individual educational plan, if applicable, report card, or student portfolio.
- b. The school principal shall review and discuss such recommendation with the teacher and make the determination as to whether the student should be promoted or retained. If the school principal determines that the student should be promoted, the principal shall make such recommendation, in writing, to the superintendent. The Superintendent shall accept or reject the principal's recommendation, in writing.
- c. If the child has not met the proficiency level required for promotion and the child is not eligible for a good cause exemption, the parent must be provided with written notification as the reason why.

READ Initiative

1008.25(7)(b)(7) The Jackson County School Board shall establish a Reading Enhancement and Acceleration Development (READ) Initiative in order to prevent retention and to offer intensive accelerated reading instruction to grade 3 or grade 3+ students who failed to meet standards for promotion to grade 4, and to each K-3 student who is assessed as exhibiting a reading deficiency. The READ Initiative shall; be provided to all K-3 students at risk of retention as identified by an assessment system that measures phonemic awareness, phonics, fluency, vocabulary, and comprehension; be provided during regular school hours in addition to the regular reading instruction; and use a state-identified reading curriculum.

Successful Progression for Retained Third Grade Readers

1008.25(7)(a) Third grade students who are retained must be provided intensive interventions in reading to ameliorate the specific reading deficiency, as identified by a valid and reliable diagnostic assessment. The intensive interventions must include: effective instructional practices; participation in the district's summer reading camp; and appropriate teaching methodologies.

1008.25(7)(b)1 The Jackson County School Board shall conduct a review of PMP's for all retained third grade students who did not score above Level 1 on the FSA in Language Arts and did not meet one of the good cause exemptions, and shall address additional supports and services needed to remediate the deficiency.

1008.25(7)(b)1 The Jackson County School Board shall require a student portfolio to be completed for each retained third grade student.

1008.25(7)(b)2 Retained third grade students must be provided with intensive instructional services and supports to remediate the identified area of reading deficiency including a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction and other strategies, which may include, but are not limited to: tutoring and/or mentoring, small group instruction; reduced teacher-student ratios; more frequent progress monitoring; transition classes containing 3rd and 4th grade students; extended school day, week, or year; and/or summer reading camps.

1008.25(7)(b)5 The Jackson County School Board shall provide retained third grade students with a high-performing teacher as determined by student performance data and above-satisfactory performance appraisals.

1008.25(7)(b)6 The Jackson County School Board shall provide retained third grade students with at least one of the following instructional options: supplemental tutoring in research-based reading services: a "Read at Home" plan outlined in a parental contract, including participation in "Families Building Better Readers Workshops" and regular parent-guided home reading; and/or a mentor or tutor with specialized reading training.

Third Grade Summer Reading Camp

All third grade students who have yearly passing grades in Reading and Math and who scored Level 1 on FSA in Language Arts are eligible to attend Summer Reading Camp. If these students pass Summer Reading Camp they will be good caused promoted to 4th grade.

Mid-Year Promotion Policy for Retained Third Graders

See Appendix B

STUDENTS IN LOCAL JAIL PROGRAMS

Students who have not graduated from high school who are detained in a local jail must be offered educational services by the local school district. Students must be enrolled in appropriate basic, adult, exceptional, or career and technical courses as provided in Sections 3-6 of FLDOE course code directory.

Foreign Language Substitution

Pursuant to Section 1007.2615, F.S., students who have elected to take two consecutive courses in American Sign Language (ASL I and II) will have met the foreign language requirement for admission to Florida's state universities.

FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM

The Bright Futures Scholarship Program is the umbrella program for Florida's three state-funded scholarships based on academic achievement of high school students (Florida Academic Scholars Award, the Florida Medallion Scholars Award, and Florida Gold Seal Vocational Scholars Award). Each of the three scholarship awards within the Bright Futures Scholarship Program has specific eligibility criteria. In addition, to be eligible for an initial award from any of the three types of scholarships, a student must:

- complete a Free Application for Federal Student Aid (FASA) available at www.FASA.ed.gov during the last year in high school (after December 1 and prior to high school graduation);
- be a Florida resident and a U.S. citizen or eligible non-citizen, as determined by the postsecondary institution the student attends;
- earn a Florida standard high school diploma or its equivalent;
- be accepted by and enrolled in an eligible Florida public or private postsecondary educational institution;
- enroll in a postsecondary educational institution in Florida for at least six semester credit hours, or the equivalent, per term;
- not have been found guilty of, or pled no contest to, a felony charge; and

- begin using the award within three years of high school graduation. If you enlist directly in the military after graduation, your three-year period begins upon date of separation from active duty.

The requirements for the Bright Futures Scholarship Programs must be met prior to earning a standard Florida high school diploma from a Florida public high school or a registered FDOE private high school. Bright Futures program requirements are listed in the Florida Counseling for Future Education Handbook available online at http://www.fldoe.org/articulation/pdf/2009_Handbook.pdf or the Office of Student Financial Assistance Web site at <http://www.floridastudentfinancialaid.org/SSFAD/factsheets/BF.htm>.

NOTE: The Florida Legislature is authorized to change eligibility and funding requirements.

XIII. PUBLIC REPORTS

- A. Beginning with the 2001-2002 school year, each district school board must annually publish in the local newspaper and report in writing to the State Board of Education by September 1 of each year, the following information on the prior school year. F.S. 1008.25(8)
1. The provisions of this section relating to public school student progression and the district school board's policies and procedures on student retention and promotion.
 2. By grade, the number and percentage of all students in grades 3 through 10 performing at Levels 1 and 2 on the reading/Language Arts portion of the FSA.
 3. By grade, the number and percentage of all students retained in grades 3 through 10.
 4. Information on the total number of students who were promoted for good cause, by each category of good cause as specified in paragraph (6)(b).
 5. Any revisions to the district school board's policy on student retention and promotion from the prior year.

XIV. COMPLIANCE WITH SECTION 504 OF THE REHABILITATION ACT OF 1973

- A. Jackson County's Guidelines for Section 504 of the Rehabilitation Act of 1973

This is the referenced document source for maintaining compliance with Section 504 requirements.

- B. School-Based 504 Committee

The school-based 504 Committee will serve as the vehicle through which 504 student issues will be addressed.

- C. Section 504 compliance is facilitated through the district office of Student Services.