

# Monroe County School District Student Progression Plan 2024-2025



High School  
Grades 9-12

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## INTRODUCTION

The purpose of the Student Progression Plan is to inform school personnel, parents, students, and other interested citizens regarding the School Board rules and administrative procedures required to implement State and local student progression requirements. It is the responsibility of the School Board and district administration to provide students with effective instructional and remedial programs that monitor progress, promote continuous achievement, and make provisions for individual differences. Monroe County School District is committed to the implementation of Multi-Tier System of Supports (MTSS)/Response to Intervention (RtI) framework to integrate/align efforts to improve educational outcomes and meet the academic/behavioral needs of all students. Monroe County School District will provide high quality instruction/intervention matched to student needs and use learning rate and level of performance to inform instructional decisions, including decisions regarding promotion, acceleration, retention, and remediation. Response to Instruction/Intervention is a data-based decision-making process applied to education. A problem-solving method and the systematic use of assessment data, school, grade, class, and individual level will guide decisions about the allocation of resources and intensity of instruction/intervention needed to improve learning and/or behavior. The principal of a school is responsible for making and maintaining required records and reports and providing instructional leadership to meet all students' needs. Teachers are responsible for providing effective instruction and intervention/remediation and documenting instruction of students' mastery of the Florida Standards. They must also document through lesson plans that they are teaching the standards and benchmarks for subjects required at each grade level.

## ADMISSION, PLACEMENT, AND TRANSFERS

### INITIAL PLACEMENT

Consistent with school board policy and in accordance with Florida statute, the Superintendent has designated the school principal as the final authority in the placement of students in programs or classes. Parents or guardians may discuss a placement decision with school officials and ask for an explanation of the placement, and they may review the evidence the school used to make the placement. Parents or guardians cannot determine a student's placement, unless otherwise provided for by law, as in the case of a placement in a program for exceptional students or a dropout prevention program. [Florida Statutes §1003.21 (2), 1012.28 (2)] Families seeking transfers within the school will submit a written request to the principal. The school will approve or deny the request within two weeks of receiving the request. If denied, the school will specify the reasons for denial. (Transfers will be subject to Florida Statutes §1003.3101)

### Admission Requirements:

It is the responsibility of the parents of students entering school in the Monroe County School District for the first time to present the following at the time of registration:

- A valid birth certificate or other documentation of birth\*,
- proof that student resides within the boundary of the school to which he/she is applying by presenting documentation, such as lease, mortgage, or utility bill,
- a certificate of immunization [Florida Statutes §1003.22] – Students will not be admitted into class without proof of immunization, and
- certification of a physical/health examination to be submitted within 30 school days if not available at the time of registration [Florida Statutes §1003.22] (Recommended form: DH 3040 – See Health Requirements.), or
- In the case of military students, the Interstate Compact for Military Students applies. [Florida Statutes 1000.36]

\* If an original birth certificate verifying date of birth is not available, the next evidence obtainable in the order set forth below shall be acceptable:

- A duly attested transcript of the child's birth record filed according to law with a public officer charged with the duty of recording births;
- A duly attested transcript of a certificate of baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent;
- An insurance policy on the child's life that has been in force for at least 2 years;
- A bona fide contemporary religious record of the child's birth accompanied by an affidavit sworn to by the parent;
- A passport\* or certificate of arrival in the United States showing the age of the child;



- A transcript of record of age shown in the child’s school record of at least 4 years prior to application, stating date of birth; or
- If none of these evidences can be produced, an affidavit of age sworn to by the parent, accompanied by a certificate of age signed by a public health officer or by a public school physician, or, if neither of these is available in the county, by a licensed practicing physician designated by the district school board, which certificate states that the health officer or physician has examined the child and believes that the age as stated in the affidavit is substantially correct.\*\* [Florida Statutes §1003.21 (4)]

\*Please note that if a passport is offered for verification of birth, it may not be duplicated for placement in the cumulative folder.

\*\*A homeless child, as defined, shall be given a temporary exemption from this section for 30 school days. [Florida Statutes §1003.01]

Students who lack a fixed, regular, and adequate nighttime residence are considered homeless. According to the McKinney-Vento Act, (Subtitle B of title VII of the McKinney-Vento Homeless Assistance Act 42 U.S.C. 11431 et seq.) homeless students must be immediately enrolled in school without residency, school placement, special services, or health record requirements.

Homeless students are immediately referred for all available support services in the school including transportation, free breakfast and lunch, child support team, tutoring, Title I, counseling, and assessment services for educational programs. This student should be placed on a priority list for educational or support needs. Parents are to be referred to community resource agencies for family needs such as immunizations and physicals. Parents are given a 30-day period to present all requirements for enrollment.

A Monroe County School District Registration form should be completed by the parent(s)/guardian(s) of new and returning students. School personnel are strictly prohibited from requesting/requiring documentation of the immigration status of students and families.

At the beginning of the school year, each student will be provided an address verification form that is to be completed, signed, and returned by the parent(s)/ guardian(s). It is the responsibility of the parent(s)/guardian(s) to notify the school promptly of any change of a student’s address.

## **PLACEMENT AND TRANSFER REQUIREMENTS: GRADES 9-12**

A student must be enrolled through the end of the school year to receive final grades and be eligible for promotion. Failure to attend through the last day of school may impact final grades and promotion.

## Placement of Transfer Students (General Requirements)

Coursework or grades of a student who transfers to the Monroe County School District with an official transcript from an educational institution or program shall be accepted at face value subject to validation based on the Cognia performance standards.

Students who, in middle school, completed a career and technical education course or an industry certification included in the CAPE Industry Certification Funding List may continue a sequential program of career and technical education in the same concentration, if a high school in the district offers the program. [Florida Statutes §1002.31]

Students who enter a Florida public school at the eleventh or twelfth grade shall not be required to spend additional time in a Florida public school in order to meet the high school course requirements if the student has met all requirements of the school district, state, or country from which he or she is transferring with appropriate documentation. 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 must pass the FSA or FAST grade 10 ELA assessment, or earn a concordant score, and pass the BEST Algebra 1 EOC, or earn a comparative score. [Florida Statutes §1003.4282]

The principal shall validate transfer credit(s) or grades which shall be based on performance during the first grading period the student is enrolled if:

1. validation of the official transcript is deemed necessary under the Cognia policy;
2. the student does not possess an official transcript; or
3. the student is a home education student without an official transcript from an educational institution or program.

## State Uniform Transfer of High School Credits

The purpose of this rule is to establish uniform procedures relating to the acceptance of transfer work and courses for students entering Florida's public schools composed of high school grades 9 through 12 from out of state or out of country. The procedures shall be as follows:

1. Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period as outlined in subsection (2) of this rule. Assessment requirements for transfer students must be satisfied. [Florida Statutes §1003.4282]
2. Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the

first grading period. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outlined in subsection (3) of this rule.

3. Alternative Validation Procedure. If validation based on performance as described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal or designee, and parent:
  1. **Portfolio Validation:** The school shall convene a review committee which may consist of the assistant principal with curriculum responsibilities; the guidance counselor; the principal or designee; the student and, if requested by the school, the district curriculum specialist(s) in the content area(s). The student shall present a work portfolio. In it will be demonstrations of Florida B.E.S.T Standards content mastery, test scores, products and/or projects. The review committee shall interview the student, discuss accomplishment of course outcomes and review mastery exhibits. The committee shall then do one of two things:
    - award the credit and verify the grade based on the interview and review of the portfolio, or
    - require that the student demonstrate mastery on an end-of-course assessment used at the school or published commercially. If a student takes and demonstrates mastery on an end-of-course assessment, credit shall be awarded. If a student does not demonstrate mastery, credit shall be withheld.
  2. **Written Recommendation/Review Validation**
    - written recommendation by a Florida certified teacher selected by the parent and approved by the principal, or
    - written review of the criteria utilized for a given subject provided by the former school
  3. **Demonstrated Proficiency Validation**
    - nationally-normed standardized subject area assessment(s), or
    - FSA or FAST ELA and BEST Algebra 1 proficiency at or above Level 3 in the corresponding subject area
4. Schools must award equal credit for courses taken in another country or a language other than English as they would the same courses taken in the United States or taken in English. When awarding language arts credits, schools must consider that the heritage language courses, such as Spanish, Haitian-Creole, or Italian would have incorporated reading, writing, and literature. Likewise, an English course in that country would have been taught as a foreign language. In a Florida school, therefore, the heritage or native language course would receive the English language arts credit, and English would be credited as a foreign language.
5. Any foreign language a student may have taken in another country is transferred in as a world language e.g., a student from Italy that took German would receive a German

1 credit; and if the foreign language that the student took is English, then it would be transferred as a World Language Transfer credit. Students that transfer in from other countries and take a language arts class in their native language can be awarded a Foreign Language Waiver accompanied with the local documentation i.e. CLEP test or any other approved assessment where the student can demonstrate mastery of the language.

This process does not eliminate the Algebra 1 EOC assessment requirement. (See Assessment for new/transfer students.)

The student's custodial parent(s)/guardian(s) may appeal the placement decision to the Superintendent or designee within fourteen (14) calendar days of the principal's decision.

## **TRANSFER OF REPORT CARD GRADES**

### **Assignment of Report Card Grades for Transfer Students**

A student who transfers from another school and who has been enrolled in the Monroe County School District fifteen (15) school days or more during a grading period will receive a grade on his/her report card. For the purpose of a grading period grade, students transferring from school to school shall have the withdrawal grades from the previous school used by the receiving school, based on the percentage of days the student was enrolled in each school. In the event the transferring school district will not issue a grade for a transferring student, the receiving school principal may utilize appropriate achievement data from grade level tests/exams to determine grades for promotion purposes.

### **Assignment of Report Card Grades for English Language Learner (EL) Students Enrolling During the Fourth Quarter**

If an EL student enrolls during the 4th quarter with no records for the current school year, no final grades are required. In such a case, the student will be evaluated by the LEP committee and placed appropriately.

### **Transfer of Grades of P (Pass)**

The grade of **P (Pass)** is used when validating/granting transfer credit for coursework when an official transcript or grades that equate to those used in Monroe County cannot be obtained. It is also used when **P** is specified on an official transcript. A grade of **P** is a transcript grade only, *not* a report card grade. It gives credit for coursework but does not affect the grade point average (GPA).

## MAXIMUM AGE LIMIT FOR ATTENDANCE

### Placement of Students Aged 18 or Older Returning to School and Within One Year of Graduation

Students aged 18 or older wishing to return to school after withdrawing may petition for placement. The principal or designee shall review the petition and make the final determination based on the following requirements:

- accumulation of at least 17 credits required for graduation,
- probable graduation within the academic year and
- agreement setting expectations for attendance, behavior, academic achievement.

Note: The Adult Education Program is recommended for overage students. Florida law does not provide a maximum age but allows districts to set policy in the Student Progression Plan.

A person attaining nineteen (19) years on or before the school year's opening shall not be enrolled in any regular senior high program. An enrolled student involved in a continuous senior high school study program may be exempt from this restriction with the principal's permission.

A student's continuous study program may not be extended beyond the end of the semester in which the student reaches twenty (20) years without the principal's permission.

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. Public school students who have attained the age of 16 years and who have not graduated are subject to compulsory school attendance until the formal declaration of intent is filed with the district school board. The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and must be signed by the student and the student's parent. The school district must notify the student's parent of receipt of the student's declaration of intent to terminate school enrollment. The student's school counselor or other school personnel must conduct an exit interview with the student to determine the reasons for the student's decision to terminate school enrollment and actions that could be taken to keep the student in school. The student must be told of opportunities to continue their education in a different environment, including adult education and GED test preparation. Additionally, the student must complete a survey in a format prescribed by the Department of Education to provide data on student reasons for terminating enrollment and actions taken by schools to keep students enrolled. [Florida Statutes §1003.21(1)(c)]

A child who attains the age of eighteen (18) years during the school year is not subject to compulsory school attendance beyond the date which he/she attains that age provided that the student files the declaration of intent.

Non-attending minor students may either have their learner's/driver's license suspended or will not be able to receive a learner's license. [Florida Statutes §1003.21]

A student with a disability shall be considered to be “in a continuous study program” when that student’s Individual Education Plan (IEP) requires continued services by the district. If a student with a disability graduates with a certificate of completion or standard diploma deferment and has not reached the age of 22, the student may, at his/her choice, continue to receive Free and Appropriate Public Education (FAPE) until that student's 22nd birthday.

Any further exception to this directive shall be made by the Superintendent on the recommendation of the principal of the high school involved or the Director of Exceptional Education.

### **Placement of English Language Learners (EL)**

Within the student’s initial twenty (20) days of enrollment at the current school the WIDA screener placement test will be administered to English Language Learners. Assessment results along with EL committee recommendations and the Emergent Bilingual Procedural Handbook For Secondary Students, will determine placement.

### **Transfer of English Language Learners (EL)**

The school-level EL contact, the guidance counselor, and administrator/designee review the educational background of the transferring student to determine appropriate grade level, subject, and EL program placement. The Limited English Proficiency (LEP) committee comprised of the school-level EL contact, the guidance counselor, and administrator/designee must meet to review the educational background of the transferring student when a student’s placement is based on age either because of lack of information about prior schooling (no transcript or report card) or prior schooling does not meet grade level requirements. Parental input regarding educational background should be taken into consideration. However, taking into consideration that the student may reach the maximum age limit for attendance (age 19) before successful completion of high school graduation requirements the final determination for placement will be determined by the principal or designee.

EL students are scheduled into classes that fulfill graduation requirements and the district’s Student Progression Plan. EL students are placed in classes/courses based on completed academic coursework, regardless of the language in which the coursework was done. School board policy provides flexibility to school staff in making academic placement decisions for students. Parents/guardians may appeal academic placement decisions to the principal.

When students arrive with no verifiable records from their previous school, if the school is in the United States, the school reaches out to the prior school to obtain the records. If the school that the student previously attended is outside the United States, the family is asked to determine if the records can be obtained through a family member still living in their home country. If records cannot be obtained, the student is placed in the most age-appropriate grade level.

## Transfer of EL Students Enrolled in ESOL Program

### ***Within Florida***

- The school ESOL Contact in collaboration with the registrar, should make every effort to obtain all pertinent EL information from the previous Florida County.
- Students who did not meet eligibility for EL services in another Florida County, DO NOT need to be tested again. The ZZ (TN- some counties) designation must be honored.
- If the student was exited from the EL Program at previous Florida County and is coded LF, continue the monitoring process until completion. They will be coded based on the records from the other county and comments must be entered on LEP/EL Comments section of SIS FOCUS (LEP/EL Indicators Plan Page) with the details.
- If the information is not obtained within 10 school days (as a precaution), the student MUST be tested as new, but the school will continue to try to get original information from the previous school and must document their efforts.
- \* Check the DEUSS date. If 3+ years then the student MUST also be treated as a re-evaluation.

### ***From South America or other countries who are on summer vacation:***

- Students recently arriving from South America or other countries who are on summer vacation should be placed in the grade they completed in their country. Usually their “summer vacation” is based on their school year that ends by late November or early December and starts late February or even mid-March. It is important to identify students who come from their country in January, February, March, or later who might have already completed their school year and are currently on summer vacation.
- For example, if the student completed the tenth grade in Colombia, and wants to register with MCSD within the months of January, February or beginning of March, that student should be placed in tenth grade, not eleventh grade.
- Should a parent disagree with placement, an LEP committee meeting shall be held in order to determine the best placement for the student. The parent must be invited and a member of the school administrative team (principal or assistant principal) must be present. ***This does not apply to students coming from Puerto Rico since they follow our same school calendar.***

### ***From outside of Florida:***

- Students must be evaluated using entry screener (WIDA screener) to determine eligibility. Based on placement test scores or EL Committee Meeting, students will be placed in the program and appropriate classes/courses
- Diagram of placement test scores is provided in the ESOL Program Handbook.
- Check the DEUSS date. If 3+ years then the student MUST also be treated as a re-evaluation.



School board policy provides flexibility to school staff in making academic placement decisions for students. Parents/guardians may appeal academic placement decisions to the principal.

### **Placement of Students with Disabilities Enrolled in Exceptional Student Education (ESE)**

Students entering any Exceptional Student Education (ESE) program must meet three indicators of eligibility: a diagnosed disability, evidence that the disability adversely affects educational performance and an identified need for specially designed instruction to meet educational standards. Additional interventions and evaluation will be conducted if deemed necessary by the Multi-Tiered System of Supports Team (MTSS) or the Individual Educational Plan (IEP) Team. See Procedural Safeguards and “*General Transfer Information*” below for information about transferring students with ESE documentation (i.e. a current IEP).

### **Transfer of Students with Disabilities Enrolled in Exceptional Student Education (ESE)**

***Within Florida Transfers*** - An ESE student who is entering a Monroe County Public School (MCSD) from a school district within Florida and who has a current IEP/EP and necessary evaluation data to determine that the student meets Florida and MCSD’s eligibility criteria may be placed in an ESE program. The school district reserves the right to consider any out-of-county evaluations, assessments, interventions, and data associated with the IEP to make an appropriate placement determination that meets MCSD criteria for special programming. The receiving school IEP team will review the current IEP/EP and may revise and/or consider any additional re-evaluations as necessary when determining placement.

***Out of State Transfers*** - An ESE student who is transferring from an out-of-state educational setting who has a current IEP/EP as well as evaluation data necessary to determine that the student meets Florida and Monroe County’s eligibility criteria may be placed in an ESE program. An ESE student who is transferring from out-of-state and does not meet the district's criteria for entrance or dismissal from an ESE program will also be placed in the appropriate educational program(s) until a re-evaluation has been completed as agreed upon by the IEP team. In both cases, the receiving school will review the current IEP/EP and may revise and/or consider additional evaluations as necessary to make the final placement.

***Within Monroe County School District Transfers*** - Transfers within the county either by parental choice or a change in residence within the county will be considered based on appropriate programs and services required by the student. When parents request an out-of-school zone assignment the student may be subject to the School Choice requirements and transportation is not guaranteed.

***Transfer within current school / Request for change in teacher*** - Florida Statutes, sections 1003.3101 and 1012.42, give a parent the right to request his or her child be transferred to another classroom based on (1) personal preference or (2) the teacher’s out-of-field certification



status, respectively. These statutes do not give the parent the right to choose a specific classroom teacher. Teachers with out-of-field certification are named on our district website 30 days before the beginning of the semester. [Florida Statutes § 1003.3101 and 1012.42]

Parents may schedule a conference with the school administration to discuss parent requests. After the conference, the principal will either approve or deny the request with the rationale for the denial in writing. Schools must approve or deny the request within fourteen (14) days of receiving the request, regardless of whether a conference with the parent(s) has occurred prior to the expiration of the fourteen (14) day deadline.

Should the parent be dissatisfied with the school's decision, he/she may request a review of the decision by the Superintendent or his/her designee. The Superintendent or his/her designee will either uphold or reverse the school's decision and issue a written determination within fourteen (14) days after the appeal is received. This decision is final, and no other appeal is available.

### **Placement of Section 504 Students, Parent and Teacher Guidance to Section 504**

A student is "disabled" under the Americans with Disabilities Act (ADA) Section 504 regulations if the student meets any one of the three "indicators" of eligibility listed in 34 CFR 104.3(j)(1) and require accommodations to have equal access to educational opportunities.

Indicator One: Physical or mental impairment which substantially limits one or more major life activities:

Indicator Two: A record/documentation of physical or mental impairment that substantially limits one or more of the individual's major life activities

Indicator Three: Regarded as Impaired: A person with a history of a mental or physical impairment because of misclassification also qualifies for protection under Section 504.

*Note: Students described in Indicators Two and Three are protected from discrimination under Section 504, even though they are not individuals with a current substantiated disability.*

The 504 team is defined as a group of people knowledgeable about the student, the meaning of the evaluation data, and the placement options (34 CFR §104.35(c)). *For additional information regarding 504 plans, please refer to the Monroe County "District Implementation Guide for Section 504".*

### **Transfer of Section 504 Students, Parent and Teacher Guidance to Section 504**

A transferring 504 student is a student who was previously enrolled in any other school or agency with an active *Section 504 Accommodation Plan* and is enrolling in Monroe County School District. Upon notification and documentation that a transferring student currently possesses an active

504 plan, the receiving school will review the existing 504 Plan in accordance with Florida Statute. The receiving school reserves the right to review and revise the 504 plan as appropriate.

If the school determines that the plan is inappropriate, the school will evaluate the student consistent with the Section 504 procedures at 34 CFR §104.35 and determine which educational program is most appropriate for the student.

For additional information regarding 504 plans, please refer to the *Monroe County District Implementation Guide for Section 504*”.

### **Placement as an Alternative to Expulsion**

The Alternative Education program's design provides a viable option to ensure that students given an alternative placement in lieu of expulsion can continue to receive academic instruction.

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. District school boards 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.

Students in grades 1-12 shall be eligible for dropout prevention and academic intervention programs. 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:

1. 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.
2. The student has a pattern of excessive absenteeism or has been identified as a habitual truant.
3. 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:

a. 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

b. Severely threatens the general welfare of students or others with whom the student comes into contact.

4. The student is identified by a school’s early warning system pursuant to [Florida Statutes §1001.42(18)(b) and 1003.53]

### **Parental / Marital Status of Students**

No student, whether married or unmarried, who is otherwise eligible to attend school in the District shall be denied an educational program solely because of pregnancy, childbirth, pregnancy-related disabilities, or actual or potential parenthood.

These students and students who are parents shall receive the same educational instruction or its equivalent as other students but may voluntarily be assigned to a class or program suited to their special needs. The District will provide information on alternative programs.

The School Board reserves the right to require as a prerequisite for attendance in the regular classes of the schools and the co-curricular and extra-curricular programs of the schools that each pregnant student present to the principal her physician's written statement that such activity will not be injurious to her health nor jeopardize her pregnancy.

Students participating in teenage parent programs are exempt from minimum attendance requirements for absences related to pregnancy or parenting but are required to make up work missed due to absence.

### **Placement of Children from Military Families**

- Dependent children of active duty military personnel who otherwise meet the eligibility criteria for special academic programs offered through public schools:
  - 1. 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.
  - 2. Must be enrolled in such program if the student’s parent is transferred to the state during the school year.
    - (b) If such a program is offered through a public school other than the school to which the student would generally be assigned, the parent or guardian of the student must assume responsibility for transporting the student to that school. For purposes of this subsection, special academic programs include magnet schools, advanced studies programs, advanced

placement, dual enrollment, Advanced International Certificate of Education, and International Baccalaureate.

- A student whose parent is transferred or is pending transfer to a military installation within the state while on active military duty pursuant to an official military order shall be considered a resident of the school district for purposes of enrollment when the order is submitted to the school district and shall be provided preferential treatment in the controlled open enrollment process of the school district pursuant to s. 1002.31. A student whose parent is transferred within the state after the controlled open enrollment window may enroll in any school within the state.

Students who are children of military families fall under the Interstate Compact on Educational Opportunity for Military Children. Except otherwise provided in Section C, this compact applies to the children of (Section A) [Florida Statutes §1000.36]:

- 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;
- 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
- 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.

This compact applies to local education agencies (Section B).

This compact does not apply to the children of (Section C):

- Inactive members of the National Guard and military reserves;
- Members of the uniformed services now retired, except as provided in Section A;
- Veterans of the uniformed services, except as provided in Section A; and
- 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.

### **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. 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 Language Learners (EL).

Dependent children of active-duty military personnel who otherwise meet the eligibility criteria for special academic programs offered through public schools shall be given first preference for admission to such programs even if the program is being offered through a public school other than the school to which the student would generally be assigned. If such a program is offered through a public school other than the school to which the student would generally be assigned, the parent or guardian of the student must assume responsibility for transporting the student to

that school. For this subsection, special academic programs include magnet schools, advanced studies programs, advanced placement, dual enrollment, Advanced International Certificate of Education, and International Baccalaureate. [Florida Statutes §1003.05]

### **On-time Graduation for Transferring Military Children**

A school district shall waive specific courses required for graduation if similar course work has been satisfactorily completed in another school district or shall provide reasonable justification for denial. If a waiver is not granted to a student who would qualify to graduate from a school of the sending state, the school of the receiving state shall provide an alternative means of acquiring required coursework so that graduation may occur on time.

States shall accept exit or end-of-course exams required for graduation from a school in the sending state or national norm-referenced achievement tests or alternative testing, in lieu of testing requirements for graduation in a school of the receiving state.

If a transitioning student who transfers in his/her senior year is ineligible to graduate from a school in the receiving state after all alternatives have been considered, both the sending and receiving state schools shall ensure the receipt of a diploma from the sending state school if the student meets the graduation requirements of the sending state school.

For additional information related to military students and families, please review [Questions and Answers for Schools Concerning the Interstate Compact on Educational Opportunities for Military Children](#).

## **HEALTH REQUIREMENTS**

All new students seeking entrance into a public school in Monroe County are required to present, at the time of entry, valid documentation that they have received within the past year a health examination and are up to date with the required immunizations against the communicable diseases as identified by the Florida Department of Health Monroe. [Florida Statutes §1003.22 and School Board Policy 5112]

### **Immunization:**

All new students seeking entrance into a public school in Monroe County are required by Florida Statutes 1003.22 to present, at the time of entry, valid documentation that they have received the required immunizations against the communicable diseases as identified by the Florida Department of Health (any county) or to provide a Certificate of Medical Exemption (temporary or permanent) or a Certificate of Religious Exemption.

The Certificate of Religious Exemption is available only through the Florida Department of Health (any county). It is not available from private physicians.

The Florida Certification of Immunization that includes temporary and permanent medical exemption sections is available from either private physicians or any Florida Health Department:

- Documentation of Immunization (DH Form 680)
- Documentation of Temporary Medical Exemption (DH Form 680, Part B)
- Documentation of Permanent Medical Exemption (DH Form 680, Part C)

**IMMUNIZATION REQUIREMENTS FOR ENTRY INTO GRADES K - 12  
2023-2025 School Year**

	K	1	2	3	4	5	6	7	8	9	10	11	12
DTP/DTaP/Tdap <sup>A</sup>	√	√	√	√	√	√	√	√	√	√	√	√	√
OPV/IPV series <sup>B</sup>	√	√	√	√	√	√	√	√	√	√	√	√	√
MMR series	√	√	√	√	√	√	√	√	√	√	√	√	√
HEP B series	√	√	√	√	√	√	√	√	√	√	√	√	√
Varicella 1 dose <sup>C</sup>													
Varicella 2 dose	√	√	√	√	√	√	√	√	√	√	√	√	√
Tdap Booster								√	√	√	√	√	√

<sup>A</sup> Tdap- tetanus/diphtheria/pertussis 7<sup>th</sup> to 12<sup>th</sup> grade

<sup>B</sup> OPV/IPV for K through 5th grade = one dose must be on or after 4<sup>th</sup> birthday.

<sup>C</sup> Varicella exempt for any student that has documented proof of the disease or titers showing immunity. Only one dose required for students under the age of four in PreK enrollment.

**EXPLANATION OF PHYSICAL EXAMINATION REQUIREMENTS**

<b>STUDENTS</b>	<b>PHYSICAL EXAMINATION</b>
Monroe County	Required for PreK, Kindergarten
Transfers within Monroe County (including private schools)	Review DH Form 3040 and DH Form 680 for documentation.
Transfers within Florida	Required for Kindergarten  Review and file DH Form 3040 and DH Form 680 in the cumulative folder for all other grades.

Transfers from another state or country	Required for all grades  Physicals presented on forms from another state or country are acceptable if they include all components covered on DH Form 3040. **  Must have been performed within one year of enrollment unless exempt based on a written request for religious reasons
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\*\*DH Form 3040 – State of Florida Health Examination Form



## ATTENDANCE REQUIREMENTS

Each parent and legal guardian of a child within the compulsory attendance age is responsible for the child's school attendance as required by law [Florida Statutes §1003.21] and Monroe County School Board Policy 5200. All students are expected to attend school regularly and to be on time for classes in order to benefit from the instructional program and to develop habits of punctuality, self-discipline, and responsibility.

### STUDENTS HAVE THE RIGHT TO:

- be informed by the school of their academic progress;
- have periodic reviews of their instructional achievement by the school staff;
- academic marks in each class that represent fairly and impartially their academic progress in that class;
- have the opportunity to periodically review their marks with their teacher;
- be graded on their progress and class work;
- follow the established procedure.

### STUDENTS HAVE THE RESPONSIBILITY TO:

- regularly attend class;
- perform all tasks required for the successful completion of the course;
- make up all work missed during excused absences
- complete all classroom assignments to the best of his or her ability to earn the best possible grade;
- cooperate with the teacher to provide an engaging learning environment in class (Conduct, while not a part of a student's grade, may bear a relationship when a student is absent from a class and unable to make up work due to misbehavior);
- refrain from cheating or plagiarizing on all tests and work assignments.

For information regarding your child's grades or attendance, please visit the school website for a link to the gradebook viewer.

If a student is confined to home or hospital but can participate in and benefit from an instructional program, they may be eligible for a hospital/homebound program. *See Monroe County Special Programs and Procedures Manual for additional information and eligibility criteria.*

### SCHOOL LAW IN FLORIDA:

- Students will be referred to the school-based truancy team after 5 unexcused absences for which the reason is unknown within a calendar month or 10 unexcused absences or which the reason is unknown within 90 calendar days.
- Habitual Truant is defined by law as a student who has 15 unexcused absences within 90 calendar days.

- Truancy Petitions can be filed with the Circuit Court pursuant to Florida Statutes §1003.26.

**MONROE COUNTY SCHOOL DISTRICT:**

- More than nine absences per semester are considered chronic.
- Students have 48 hours to either bring in an excused note from their parents or a parent must call into the attendance office within the 48 hours.
- After 48 hours, the absence becomes unexcused if the school has not received notification.

**EXCUSED ABSENCES**

An excused absence means that the student is absent:

The Board considers the following factors to be reasonable excuses for time missed at school:

- A. Personal illness of the student (medical evidence may be required by the principal or designee for absences exceeding five (5) consecutive days).
- B. Court appearance of the student.
- C. Medical appointment of the student.
- D. An approved school activity.
- E. Insurmountable problems. Prior permission from the principal or designee is required except in emergencies.
- F. Other absences with prior approval of the principal or designee.
- G. Attendance at a center under Children and Families Services supervision.
- H. Significant community events with prior permission of the principal. When more than one school is involved, the Superintendent or designee determines the absence status.
- I. Religious instruction or religious holiday.
- J. Death in the immediate family.
- K. Appointments for a therapy service provided by a licensed health care practitioner or behavior analyst certified pursuant to Florida law for the treatment of autism spectrum disorder including, but not limited to, applied behavioral analysis, speech therapy, and occupational therapy.

Absences not included in the excused absences listed above shall be unexcused.

Students will be afforded an opportunity to make up class work upon return to school from an absence. After three consecutive absences, the teacher will determine due dates. If notice has been given of a test or due date for a paper, project or assignment prior to an absence, the student is still responsible for the work on the date it is due. Absence will not extend the deadline. In the case of a test, the student will be expected to take the test as soon as he or she returns to school. The exception to this policy is the student assigned an out of school suspension.

## UNEXCUSED ABSENCES

An unexcused absence is any absence that does not fall into one of the above excused absence categories. Examples of unexcused absences include vacations, personal services (trip to salon, shopping, dance lessons), non-school events / programs / sporting activities, older students providing day care services for siblings.

***Any unexcused absence may result in a grade penalty for work missed.***

Students receiving out-of-school suspension must be assigned schoolwork that will cover content and skills taught during the suspension. Students on out of school suspension will be permitted to make up nine-week and semester examinations, if applicable. Projects, term papers, etc., which represent work for a period greater than the suspension period, will be submitted to determine a student's grade in accordance with each school's grading practices. Should questions arise regarding this rule, principals will grant the parent(s)/guardian(s) a conference. Parent(s)/guardian(s) may appeal the principal's decision to the District if a conflict arises.

Parents will not be held responsible for their child's nonattendance at school under the following conditions:

- with permission – absence was with permission of the principal or designee;
- without knowledge – without parent knowledge, consent, or connivance;
- financial inability – parent is unable to provide necessary clothes and has reported this in writing to the superintendent. Any claim for exemption shall be determined by the superintendent or designee subject to appeal to the district school board;
- sickness, injury, or other insurmountable condition (extreme weather, communicable disease). [Florida Statutes §1003.24]

The school shall respond in a timely manner to each unexcused absence or absence for which the reason is unknown. Upon each unexcused absence or absence for which the reason is unknown, the school shall contact the student's parent or guardian to determine the reason. [Florida Statutes §1003.26 (1)(a)]

The school must evaluate each parent justification based upon the district's definition of excused and unexcused absences. If it is determined, that the justification is not accepted, the parent must be notified, and the absence marked as UNEXCUSED.

## PROCEDURE FOR REPORTING TARDIES

Tardiness is defined as a student not being in the classroom when the class is scheduled to begin.

- Parents must follow the same process to excuse a tardy as they do to excuse an absence.
- Excessive tardiness shall be addressed on a case-by-case basis to determine if there is a pattern of non-attendance. Non-attendance for instructional activities is established by tardiness, early sign-outs, or absences for all or any part of the day.
- Tardiness to any class without documentation may be considered unexcused.
- **Habitual tardiness is defined as 8 or more tardies to school or to an individual class per quarter.**
- Principals have the discretion to excuse tardiness for extenuating circumstances.
- Unless excused under the provisions of this policy, accumulated tardiness will be recorded as unexcused absences.

AN **EXCUSED SIGN-IN** INCLUDES THE FOLLOWING:

- illness;
- medical or dental appointments (doctor's statement may be required);
- automobile accident;
- death or funeral;
- emergency situations acceptable to the principal or designee;
- required court appearance (subpoena required);
- established religion observance;
- severe weather;
- breakdown of school bus.

AN **UNEXCUSED SIGN-IN** INCLUDES THE FOLLOWING:

- heavy traffic;
- overslept;
- returned for forgotten items or student obtaining an absentee admit;
- non-educational appointments.

## EARLY SIGN-OUTS

Early sign-outs are defined as a parent or guardian signing out a child before the end of the school day.

- No student shall be released within the final 30 minutes of the school day unless the principal/designee determines it is an emergency.
- All schools shall establish procedures for early release that ensure that all students are treated consistently.

- Excessive early sign-outs will be addressed on a case-by-case basis to determine if there is a pattern of non-attendance.
- Unless excused under the provisions of this policy, accumulated early sign-outs will be recorded as unexcused absences.

## PATTERNS OF NON-ATTENDANCE

(a) Non-attendance for instructional activities is established by tardiness, early sign-outs, or absences for all or any part of the day.

(b) For enforcement of compulsory school attendance purposes, unexcused tardies, unexcused absences from specific class periods, and unexcused early sign-outs will be accrued and divided by the number of periods within a school schedule to calculate total unexcused absences. **For example, 7 non-attendance events (any form of absence listed above) = 1 day of unexcused absence.**

(c) For enforcement of compulsory school attendance purposes, unless acceptable documentation is presented/submitted, an **accumulation of daily unexcused absences or tardiness, or early sign-outs that equal five days in a calendar month or 10 days within a 90 calendar day period** may be exhibiting a pattern of non-attendance as determined by the Child Study Team.

(d) If the student exhibits a pattern of nonattendance (excused or unexcused), **principals may request documentation for subsequent absences.** Non-attendance for instructional activities is established by tardiness, early sign outs, or absences for all or any part of the day.

## ATTENDANCE REQUIREMENTS FOR EARNING CREDIT

Each parent and legal guardian of a child within the compulsory attendance age is responsible for the child's school attendance as required by law [Florida Statutes §1003.21]. All students are expected to attend school regularly and be on time for classes to benefit from the instructional program and develop habits of punctuality, self-discipline, and responsibility.

A student may be absent no more than nine (9) class periods to be awarded semester credit in a high school course. A student may be absent no more than eighteen (18) class periods to be awarded credit in a year-long high school course. A student who has excessive absences as defined above **must** demonstrate proficiency in the course. Students who otherwise would have received credit for a course based on the final semester average and have excessive absences must receive a passing grade on the semester exam. A student who has excessive absences and does not receive a passing grade on the semester exam will have the final course grade changed to "F" and will receive no credit for that course.

A “Denial of Credit Appeal” process shall be instituted at each school offering high school courses. The purpose of this process is to allow students who have been denied credit due to excessive (unexcused and/or excused) absences an opportunity to provide evidence that some or all the excessive absences should be considered “extraordinary.” Absences due to extraordinary circumstances shall not be included in the denial of credit process. Extraordinary absences should **NOT** be confused with “excused (explained)” absences. Some examples of extraordinary absences include (but are not limited to):

- Student illness requiring hospitalization or home confinement documented by a physician’s note
- Death in the immediate family
- Extreme weather conditions

The definition of an extraordinary absence shall be the responsibility of each individual school.

## **DEPARTMENT OF HIGHWAY SAFETY AND MOTOR VEHICLES**

Schools are required to report to the Department of Highway Safety and Motor Vehicles the names, dates of birth, sex, and social security number of minors (14-18) who accumulate 15 unexcused absences in a period of 90 calendar days, which is a “rolling” number, thus making the student ineligible for driving privileges. The legislation further provides that those minors who fail to satisfy attendance requirements shall be ineligible for driving privileges. If the minor does not have a license, he or she shall not be issued one upon application. Persons aged fourteen until their eighteenth birthday cannot get or keep their driver’s privilege or license unless they are in school, have successfully completed school, earned their GED certificate, or have a hardship waiver. A student who has had their license suspended due to unexcused absences can apply for reinstatement once they have attended school for 30 consecutive days without an unexcused absence and have completed the necessary paperwork. Reinstatement is delayed a day for each excused absence during that 30 day period.

## **ATTENDANCE OF STUDENTS WITH DISABILITIES**

In the case of an ESE student with excessive absences, the Attendance Committee/IEP Team meeting should meet to determine whether the absences are related to the student's disability. If the IEP team determines that the excessive absences are related to the student's disability, the IEP team will determine a reasonable course of action or placement that will support the student’s academic achievement.

If the IEP team determines that the student's excessive absences are not related to the student's disability, the student is treated in the same manner as that for a general education student, with regard for the state and federal statutes regarding ESE students.

## ATTENDANCE OF STUDENTS WITH A 504 PLAN

In the case of a student with excessive absences the Attendance Committee/504 Team should be convened to determine if the absences are caused in relation to the active *Section 504 Accommodation Plan*. If the Team determines that the absences are related to the 504 plan, the Team should consider interventions, changes to better accommodate, or facilitate the student's learning. The revised 504 plan should address any additional strategies and/or interventions needed to support the student's academic achievement.

If the team determines that the absences are not related to the 504 plan, the student is treated in the same manner as that for a general education student with regard for the state and federal statutes regarding students with an ADA /504 plan.

## HOSPITAL/HOMEBOUND SERVICES AND ATTENDANCE

A homebound or hospitalized student is a student who has a medically diagnosed physical or psychiatric condition that is acute or catastrophic in nature, or a chronic illness or a repeated intermittent illness due to a persisting medical problem, which confines the student to home or hospital and restricts activities for an extended period of time (greater than 15 consecutive days). The medical diagnosis shall be made by a licensed physician. A licensed physician is defined in Florida Statute Chapters 458 and 459 as one who is qualified to assess the student's physical or psychiatric condition.

Additional information regarding the criteria for a Hospital/Homebound program is available in the District's Policies and Procedures for the Provision of Specially Designed Instruction and Related Services for Exceptional Students. An attendance code of H is used to designate Hospital/Homebound students.

## ABSENCES DUE TO RELIGIOUS REASONS

Students will be afforded an opportunity to make up missed work without adverse school effects when absent because of a religious holiday. Within three school days prior to an expected absence for religious reasons, parent(s)/guardian(s) **must** notify the principal in writing and request that the student be excused from attendance. A written excuse will not be required upon return to school and no adverse or prejudicial effects will result for any student availing her/himself of this provision. Students will be permitted to make up missed work according to school-center procedures.

Should questions arise regarding this rule, the principal will grant the parent(s)/guardian(s) a conference. Parent(s)/guardian(s) may appeal the principal's decision to the superintendent or designee should a conflict arise.

## MAKING UP WORK

High school students are expected to attend school regularly and be on time for classes. Each school's student handbook outlines the attendance procedures for that school. All school procedures must conform to the following district procedures:

1. Notes or telephone calls from parent(s)/guardian(s) are required either before or after an absence.
2. It is the responsibility of the student to request make-up work missed because of absences.
3. Students are given two days for each day of absence to complete makeup work. After three consecutive absences, the teacher will determine due dates. If unusual circumstances indicate an extension, the principal or designee **must** approve any extension.
4. If notice has been given of a test or due date for a paper, project or assignment prior to an absence, the student is still responsible for the work on the date it is due. Absence will not extend the deadline.
5. In the case of a test, the student will be expected to take the test as soon as he or she returns to school.

Parent(s)/guardian(s) are to be notified by telephone or by mail when lack of attendance endangers the student's grades.

Students receiving out-of-school suspension (OSS) must be assigned schoolwork to keep up with content and skills covered during the duration of the suspension. Should questions arise regarding this OSS rule, principals will grant the parent(s)/guardian(s) a conference.

## WITHDRAWAL FROM SCHOOL

### EARLY WITHDRAWALS

#### Prior to the Last Two Weeks of the Semester

Students who leave school **prior** to the last 10 school days of any semester may not be granted credit unless they enroll in another school and/or complete the course requirements including examinations if applicable.

#### During the Last Two Weeks of the Semester

Students who leave school **during** the last two weeks (10 school days) of any semester **must** show evidence that the withdrawal is mandatory, and the student **must** successfully complete any necessary examinations, as appropriate, in order to receive course credit. Principals are authorized to make arrangements for the administration of examinations.



Principals may waive the requirements for early withdrawal when unusual/extenuating circumstances preclude full compliance by the student. Approval is mandatory prior to the student's leaving school.

## **STUDENT WITHDRAWALS FOR ENROLLMENT IN HOME EDUCATION PROGRAM**

To withdraw a student for enrollment in a home education program, the custodial parent(s)/guardian(s) must initiate the withdrawal process at the school and notify the Superintendent of Schools/designee, **in writing**, of the intent to establish a home education program for the student and complete the appropriate documentation. The custodial parent/guardian shall submit the letter of intent to the Home Education Office within 30 days of the establishment of the home education program. Home education correspondence should be mailed to:

Monroe County School District  
Home Education Office  
Attn: Alternative School / Home School Liaison  
2100 Flagler Ave  
Key West, FL 33040

Following the acceptance into the home education program the parent or guardian is accepting the full responsibility for the following:

1. **Parent must notify the district** in writing of the intent to home school.
2. **Parent must maintain a portfolio** of records that consist of the following:
  - a. Log of educational activities;
  - b. Writing samples, work sheets, workbooks, and or other creative materials;
  - c. The portfolio must be maintained by the parent and may be reviewed by the school district with appropriate notice.
3. **Evaluation**, the parent must ensure annual evaluation by a certified instructor, state evaluation, or national evaluation instrument and report the results to the district coordinator.
4. **Annual Review**, the district will review the evaluation results, if there are any concerns regarding the child's academic achievement. The district may place the parent on one year probation if the student fails to show adequate progress. Under probation, the parent must then remediate the child within the year or the district may require the student to enroll in an appropriate program [Florida Statutes §1002.41]

## **CURRICULUM AND INSTRUCTION**

### **GENERAL PROGRAM DESCRIPTION**

The Monroe County School District Curriculum Guidelines incorporate the strands, standards and benchmarks that delineate student performance standards as defined by the Florida Department of Education Florida Standards, State Standards or the English Language Arts Foundational B.E.S.T. Standards in grades 9-12 Intensive Reading courses. The curriculum guidelines and course descriptions include benchmarks for:

- Career & Technical Education
- History/Social Studies
- English Language Arts
- Mathematics
- Performing Arts
- Physical/Health Education
- Science
- Visual Arts
- World Language

In addition, course descriptions/frameworks are provided for each high school course. District-adopted textbooks and/or instructional materials are provided for all high schools.

The high schools offer a wide range of courses. With the exception of certain year-long courses assessed by EOC and dual enrollment courses denoted in the Dual Enrollment Course-High School Subject Area Equivalency List, one-half ( $\frac{1}{2}$ ) credit is awarded for passing a semester in each course.

Students may earn credits beyond the regular school program with prior written permission of the principal/designee.

### **COURSE OFFERINGS**

Course offerings vary by school. All courses are not available in all schools. For more detailed information on core courses and on elective courses offered, refer to each school's curriculum guide. The following represents a general guide to core area courses offered within the district.

<b>2024-2025</b>	<b>9<sup>TH</sup> GRADE</b>	<b>10<sup>TH</sup> GRADE</b>	<b>11<sup>TH</sup> GRADE</b>	<b>12<sup>TH</sup> GRADE</b>
English	English I through ESOL ~ English I ~ <b>English I Honors</b>	English II through ESOL ~ English II ~ <b>English II Honors</b>	English III through ESOL ~ English III ~ <b>English III Honors</b> ~ <b>AP Language</b>	English IV through ESOL ~ English IV ~ <b>English IV Honors</b> ~ <b>AP Literature</b>
Reading	Intensive Reading (Only when appropriate OR Developmental Language Arts determined by DUESS EL criteria)	Intensive Reading (Only when appropriate OR Developmental Language Arts determined by DUESS EL criteria)	Intensive Reading (Only when appropriate OR Developmental Language Arts determined by DUESS EL criteria)	Intensive Reading (Only when appropriate OR Developmental Language Arts determined by DUESS EL criteria)
Mathematics	Algebra 1A ~ Algebra 1 ~ <b>Algebra 1 Honors</b> ~ Geometry ~ <b>Geometry Honors</b> ~ Algebra 2 ~ <b>Algebra 2 Honors</b>	Algebra 1B ~ Geometry ~ <b>Geometry Honors</b> ~ Algebra 2 ~ <b>Algebra 2 Honors</b> ~ Data and Financial Literacy/ <b>Honors</b> ~ <b>Precalculus</b> ~ <b>Probability and Statistics</b>	Algebra 2 ~ <b>Algebra 2 Honors</b> ~ Data and Financial Literacy/ <b>Honors</b> ~ <b>Precalculus</b> ~ <b>Probability and Statistics</b> ~ <b>AP Calculus AB</b> ~ <b>DE College Algebra/Trig</b> ~ <b>AP Statistics</b>	Math for College Algebra ~ Math for College Statistics ~ Math for College of Liberal Arts~ Data and Financial Literacy/ <b>Honors</b> ~ <b>Precalculus</b> ~ <b>DE College Algebra/Trig/Statistics</b> ~ <b>AP Calculus AB/BC</b> ~ <b>AP Statistics</b>
Science	Environmental Science ~ <b>Environmental Science Honors</b> ~ <b>Biology Honors</b>	Biology I ~ <b>Biology I Honors</b> ~ Chemistry ~ <b>Chemistry Honors</b> ~ <b>AP Biology</b> ~ <b>AP Chemistry</b> ~ <b>AP Environmental Science</b>	Chemistry ~ <b>Chemistry Honors</b> ~ <b>AP Biology</b> ~ <b>AP Chemistry</b> ~ <b>AP Physics</b> ~ <b>AP Environmental Science</b>	Physics/ <b>Honors</b> ~ <b>Marine Science (Honors)</b> ~ <b>AP Biology</b> ~ <b>AP Chemistry</b> ~ <b>AP Physics</b> ~ <b>AP Environmental Science</b> ~ Anatomy & Physiology/ <b>Honors</b>

Social Studies*	World Cultural Geography ~ <b>AP Human Geography</b>	World History ~ <b>World History Honors</b> ~ <b>AP World History</b>	US History ~ <b>US History Honors</b> ~ <b>AP US History</b>	US Government w/ Economics ~ US Government Honors w/Economics ~ <b>AP US Government w/AP Macroeconomics</b>
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\* Personal Financial Literacy (0.5 credits) will be required for all students entering 9<sup>th</sup> grade in 2023-2024.

## SPECIAL PROGRAMS

All students in the Monroe County School District are eligible for consideration for and participation in all special programs.

### Career and Technical Education

Monroe County School District high schools offer a variety of programs that prepare students for employment in specific Career Pathways. A high school student may elect to enter a career and technical education program at the ninth-grade level. Recent legislation has substantially changed many of these programs and has mandated placement and productivity standards as conditions for continued funding. It is essential that parents, students, teachers, school counselors and administrators be aware that career and technical education courses do not stand alone but are part of a planned sequence of courses leading to occupational proficiency, program completion, and industry certification. The District Career and Technical Education Department has developed programs of study that provide the planned sequence of courses linked to postsecondary educational and career goals. Many of these programs are articulated to postsecondary institutions. Not all job-preparatory programs are offered at all high schools. Not all career education programs are offered at all middle and high schools.

Completion of a career and technical education program is achieved when a student completes the required sequence of courses, demonstrates proficiency in all required competencies, and earns the applicable industry certification.

Career and Technical Education instruction enables students to earn industry certification to secure and sustain employment and realize economic self-sufficiency. For industry certificates with state articulation agreements, students can earn between three and eight college credits, depending on the articulation agreement, in that field to be awarded by the receiving college.

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 1 and Geometry.

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 up to one science credit, except for Biology.

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 up to one credit in the arts requirement.

An approved list of Statewide Career and Technical Education Articulation Agreements based on industry certification is located on the Florida Department of Education's website: [Statewide Career and Technical Education Articulation Agreements](#)

A variety of opportunities are available to students attending MCS D high schools. Middle school students also have the opportunity to earn high school credit and industry certifications in middle school by taking a high school level digital course. At least one high school level digital course is offered at all middle schools and are usually taken by 8<sup>th</sup> grade students. Students in grades 5-8 can also earn Digital Tool industry certifications. An updated list of CAPE funded industry certifications can be accessed on the Florida Department of Education's website:

#### CAPE Industry Certification Funding List

(1003.02, F.S.), Requires that students and parents are notified at the beginning of each school year of local career and professional academies; career-themed courses; and options to complete the Career and Technical Education (CTE) Graduation Pathway under s. 1003.4282(10), F.S.; They will also be notified of work-based learning opportunities, including internships, apprenticeships and pre-apprenticeship programs, foundational and soft-skill credentialing programs, and the Florida Ready to Work training and credentialing program under s. 445.06, F.S. In addition, students and parents must yearly be given the contact information of a certified school counselor who can advise on these options.

Section 446.0915, F.S., mandates that district school boards ensure that each student in grades nine through 12 has access to at least one work-based learning opportunity.

All district high schools will host a career fair or consult with a local workforce development board, advisory committee and business groups to determine free or cost effective methods to provide career and industry networking opportunities during the school day for secondary students, starting in the 2023-2024 school year, either individually or as a collaboration between multiple high schools and/or districts. The career fair must be during the school day, held on the campus of the high school or within reasonable driving distance, cater to grades 11 and 12, and allow students to meet or interview with potential employers. Students can earn credit towards graduation upon completion of an approved apprenticeship program or pre-apprenticeship program registered with the DOE. The credit is earned upon

completion of 1 year of related technical instruction for an apprenticeship or pre-apprenticeship program that is registered with the DOE.

### **Alternative Education/Dropout Prevention (DOP) Programs**

The district provides special assistance and programs to those students identified as at-risk of dropping out of school. All students who exhibit the characteristics of potential dropouts are eligible for these programs. Students who are over age for their grade placement, have failing grades, low achievement test scores, high absenteeism, or demonstrate other at-risk factors may be considered eligible for alternative educational paths. A student identified as an English Language Learner (EL) and/or Exceptional Student Education (ESE) who meets the eligibility criteria for dropout prevention may be considered for placement. Various programs and support activities are available in most schools throughout the district.

A student identified as at-risk may be eligible for accelerated credit opportunities if the student is enrolled in:

1. an alternative education (dropout prevention) performance-based (competency-based) program that allows for shortened instructional time and awards credits for the mastery of the course performance standards; or
2. an approved alternative education (dropout prevention) course modification program designed for a time variation (shortened or lengthened time for in-class instruction), alternative methods of assessments of student performance, or integration of course performance standards into interdisciplinary units of study.

Documented teacher observation, classroom assignments, examinations and alternative assessment methods are considered appropriate for assessing student mastery of the course performance standards as approved by the principal or district designee.

### **Alternative to Out-of-School-Suspension (ATOSS) Grades 6-12**

This program's design provides a viable option to ensure that students given an out-of-school suspension shall continue to receive academic support while away from their schools. Upon return to school, they shall be able to make up any work missed to help maintain their academic standing. Students who attend and meet the requirements for ATOSS shall not be considered absent and shall not receive any grade penalty.

### **Performance-Based Exit Option**

The Performance-Based Exit Option requirement may be utilized for eligible students in designated approved programs. The requirements and the schools/sites authorized to implement the program are indicated in The Monroe County School District Performance-Based Exit Option Plan. Eligible students **must** be enrolled in an approved program. The student's class with whom he/she entered kindergarten **must** be scheduled to graduate during the current year or have already graduated. Qualifying students whose credit or GPA deficiencies classify them in

the 9<sup>th</sup> grade, upon enrollment, will be assigned to the 10<sup>th</sup> grade in order to be eligible to take the state assessment test. The students must meet all requirements stated in the above-referenced plan, pass all the required state assessment tests, or earn a concordant score and the HSE (High School Equivalency) tests to receive the standard high school diploma.

### School District Virtual Course Offerings

See Virtual Learning Appendix B for a complete description of online learning in the Monroe County School District. [Appendix B- Virtual Instruction](#)

### English Language Learners (EL)

English Language Learners will be identified as students whose English language proficiency is limited in the areas of listening, speaking, reading, and writing. All EL students **must** be given **equal access** to the general curriculum as defined by the Monroe County School District Curriculum Guidelines. The general education standards and benchmarks should be the basis of their curriculum. The student's EL schedule documents the instructional model used to ensure the student an equal opportunity to master the general education curriculum.

#### Instructional Model through which the EL student receives services:

- ❖ **E: Sheltered English** (all students in class are LY in the *Reading/Language Arts* course)
- ❖ **S: Sheltered Core Subject areas** (all students in class are LY for classes: Math, Science, Social Studies, and Computer Literacy)
- ❖ **I: Mainstream English** (combination of non-EL and LY students in *Reading/Language Arts* course)
- ❖ **C: Mainstream Core Subject areas** (combination of non-EL and LY students for classes: Math, Science, Social Studies, and Computer Literacy)

### Gifted Education

Students identified as gifted have an Educational Plan (EP) that provides direction for the instructional program. The differentiated instructional program may include a variety of educational opportunities that address the student's advanced abilities. Courses and programs offered at each school vary as prescribed by the site-based leadership team.

Note: For more ESE information about evaluations, data, and placement of students into Gifted programs, refer to the Monroe County Special Programs and Procedures Manual.

### Students with Disabilities

Students are given access to the general curriculum as appropriate and outlined in the child's IEP. The general education Florida Standards are appropriate for most ESE students. However, for some students, modified standards and/or Access Points in one or more content areas may be more appropriate as indicated in the IEP.

The IEP addresses annual goals and short-term objectives to meet the student's unique needs and appropriate classroom accommodations and modifications.

### 504 Students

Once a student is determined to be eligible under Section 504 and in need of services and accommodations, the 504 team develops a Section 504 accommodations plan. Students are given access to the general curriculum as appropriate with the specific accommodations listed in the 504 plan.

### Acceleration Mechanisms

[See ACCEL Appendix A](#)

### Dual Enrollment Program

The Dual Enrollment Program provides an opportunity for students to simultaneously earn high school and college credit. Course credit earned in college-level courses shall be counted as college-level credit and may also be used to meet high school academic unit credit. Dual enrollment credit can be earned at College of the Florida Keys, or any other public institution of higher learning that has an established Dual Enrollment Agreement with the Monroe County School District pursuant to state law [Florida Statutes §1007.235].

Students participating in these programs **must** maintain a 3.0 unweighted grade point average (GPA) (student qualifications for enrollment in career certificate (Post-Secondary Adult Vocation) dual\_enrollment courses must include a 2.0 unweighted grade point average). Students whose CFK grade point average falls below 2.0 will be placed on academic probation. Students whose CFK cumulative grade point average falls below 1.0 will not be eligible for Dual Enrollment. Exceptions to the requirements above can be found in the [Dual Enrollment Agreement](#). Course credit earned in these courses with a grade of **C** or better shall transfer as college-level credit to a state postsecondary institution. College credit is transferable to other colleges according to the individual college guidelines and requirements. Where enough qualified students have been identified, a college course may be offered at the local high school.

A college course equals one-half ( $\frac{1}{2}$ ) credit for high school unless specified in the Dual Enrollment Course Equivalency List. Certain dual enrollment courses may be used to satisfy specific required courses for graduation and are listed in the Dual Enrollment Course High School Subject Area Equivalency List.

The following requirements and conditions, as stated in the Dual Enrollment Agreement, **must** be met in order for a student to be eligible for participation in the Dual Enrollment Program:



- Students who wish to participate in the Dual Enrollment Program **must** contact the school guidance office to begin the dual enrollment application process.
- The student **must** have an unweighted grade point average (GPA) 3.0 or higher.
- The student **must** receive approval of the high school principal or designee.
- The student **must** satisfy any prerequisites.
- The college/university **must** have space available in the requested course.
- The student enrolled in this program **must** maintain a 3.0 unweighted GPA [Florida Statutes §1007.271(3)].
- Students may not enroll in a dual enrollment course that cannot be completed prior to graduation.

Career and technical course dual enrollment shall be available for students seeking a degree or certificate from a complete job preparatory program. An unweighted 2.0 GPA is required for enrollment in a career or technical dual enrollment course.

There are no tuition costs to students participating in the Dual Enrollment Program. Students are responsible for textbooks that must be returned to the school. Fees will be charged to students who lose or damage textbooks or other course-related materials.

Registered home education students may participate in the Dual Enrollment Program following criteria set forth in the inter-institutional articulation agreement, including written verification of active status provided by the Home Education Office for each term enrolled. Home education students incur no tuition costs but are responsible for textbook costs.

It is important to note that grades are issued for dual enrollment courses by the college institution and become a permanent part of both the high school and college academic history. Grade forgiveness policies do not extend to dual enrollment courses. Grades of “W”, “D” or “F” become a part of the students’ academic history and college transcript.

### Early Admission to College

Students who apply for early admission to college must notify the high school principal prior to submitting an application for acceptance to a college or university. In the event that a qualified student is accepted for admission to an accredited college or university prior to the completion of high school graduation requirements, the high school principal can approve the fulfillment of graduation requirements through the acceptance of college-level credit. Students who have declared early admission will not be eligible for consideration of Valedictorian or Salutatorian.

To qualify for early admission, a student must meet the following criteria:

- acceptance by an accredited post-secondary institution as a full-time student;
- successful completion of a minimum of six semesters of high school work;
- successful completion of testing requirements for graduation.

The student may be awarded a diploma at the regular time for graduation or as determined by the school principal, based upon the following:

- completion of two college semesters or the equivalent and full-time student status;
- maintenance of at least a C average or the equivalent;
- verification of college credit earned. (The student's high school cumulative folder will indicate work accomplished by the student while attending classes at the college or university.)

SPECIAL NOTE: Students may select colleges or universities other than those that have inter-institutional agreements with the Monroe County School District. However, the parent(s)/guardian(s) and/or student will be responsible for payment of fees. All other rights and privileges will be afforded these students as those under dual enrollment agreements. Prior approval from the principal in writing is required.

### **Extra-curricular Programs**

The Monroe County School District recognizes the value that extra-curricular activities play in creating a healthy school climate. Schools are encouraged to develop diverse offerings for students beyond the classroom that include opportunities for **all** students to become involved in activities that include but are not limited to athletics, academic clubs, the arts, and community service organizations.

### **Extra-curricular Programs for Home Education and Virtual Students**

Registered home education or charter school students are eligible to participate in interscholastic extracurricular activities at the public high school to which they would have been assigned by the district. Interscholastic extracurricular activities are school-authorized athletic or education-related activities for students that occur during or outside of the regular instructional school day. In order to participate, the home education student **must** meet the same eligibility requirements of the special activity as established for all regularly attending students. [Florida Statutes §1006.15]

## **GRADUATION REQUIREMENTS**

Students are required to satisfy the graduation requirements in effect at the time the student first enters the ninth grade regardless of the date the student graduates, unless the requirements change for the entire class, or unless requirements are changed for all students by Florida Statute.

### **State Standard Diploma Requirements**

[Academic Advisement Flyer – What Students and Parents Need to Know - English](#)

## Monroe County School District Requirements

<b>Monroe County School District</b>	<b>STUDENTS WHO ENTER 9<sup>TH</sup> GRADE IN 2014-2015 AND FORWARD</b>
<b>English</b>	4
<b>Mathematics</b> One must be Algebra 1 & one Geometry	4
<b>Science</b> One must be Biology I two others must have substantial labs/equally rigorous	4
<b>Social Studies</b> 3 credits must be World History, U.S. History, and U.S. Government (0.5) and Economics (0.5)	4
<b>World Languages *</b>	2
<b>Personal Financial Literacy (0.5)*****</b>	(0.5)*****
<b>HOPE**</b>	1
<b>Select Speech &amp; Debate/Fine Art/ CTE</b>	1
<b>Electives</b>	8/7.5*****
<b>Passing Scores Required for Graduation</b>	Grade 10 Reading FSA****/FAST ELA Algebra 1 EOC or Geometry EOC
<b>EOC Testing required for Graduation ***</b> (Each exam will be 30% of total course grade)	Algebra 1 EOC Geometry EOC, Biology EOC, US History EOC
<b>Minimum Graduation GPA required (no rounding)</b>	2.0 unweighted (On a 4.0 unweighted scale)

\* Not required for graduation but a requirement for university admissions.

\*\*These are the additional course substitution and waiver options for a student to satisfy the physical education and fine arts credit requirements.

\*\*\* EOC Participation is not required when a student transfers in credit in Geometry, Biology, or U.S. History from outside the state of Florida.

\*\*\*\* FSA cohorts

\*\*\*\*\* A student entering grade 9 in the 2023-2024 school year or thereafter must earn seven and one-half credits in electives. Beginning with students entering grade 9 in the 2023-2024 year, each student must earn one-half credit in personal financial literacy and money management.

1. Participation in an interscholastic sport for two full seasons will satisfy the one-credit physical education requirement.
2. Completion of one semester with a grade of C or better in a marching band class, a physical activity class that requires participation in marching band activities as an extracurricular activity, or a dance class will 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 IEP or a Section 504 plan pursuant to Section 504 of the Rehabilitation Act of 1973.
3. Completion of two years in a Reserve Officers' Training Corps class (including a significant component of drills) will 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 IEP or Section 504 plan.

Refer to the Narrative Section in the current year's CCD (Course Code Directory) for additional information.

## **GRADUATION PROGRAMS FOR STUDENTS IN GENERAL EDUCATION**

Students may choose from one of the following options to earn a standard high school diploma.

- a four-year 24-credit standard diploma program
  - Scholar Designation
  - Industry Scholar Designation
  - Seal of Biliteracy
- A three year 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) program.
- 18 Credit CTE Diploma Pathway

All of the graduation paths include opportunities to take rigorous academic courses to prepare students for their future academic and career choices. All students, regardless of the graduation program, must still earn a 2.0 unweighted grade point average on a 4.0 scale and achieve passing scores on the Grade 10 FSA/FAST in reading (or concordant score) and the Algebra 1 End-of-Course assessment (or comparative score) in order to graduate with a standard diploma [Florida Statutes §1003.43 (5)(a)(d), §1003.4282]

### **Standard High School Diploma**

A standard high school diploma is awarded to students who meet all criteria including but not limited to credit and assessment requirements established by the Monroe County School Board and state law.

### **Scholar Diploma Designation**

In addition to meeting the standard high school diploma requirements a student must:

- Earn 1 credit in Algebra 2\* or equally rigorous course
- Pass Geometry EOC
- Earn 1 credit in statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC or earn a 3 or higher on the AP Biology Exam
- Earn 1 credit in chemistry or physics
- Earn 1 credit in a course equally rigorous to chemistry or physics
- Pass the U.S. History EOC or earn a 3 or higher on the AP US History Exam
- Earn 2 credits in the same world language
- Earn at least 1 credit in Advanced Placement (AP), IB, AICE or a dual enrollment course.

\*applies only to students entering ninth grade in 2014-2015 and beyond

### Industry Scholar Diploma Designation

In addition to meeting the standard high school diploma requirements a student must:

- Attain one or more industry certifications from the CAPE Industry Certification Funding list. See Career and Technical Education section for more information on industry certification. [Florida Statutes §1003.492]

### Seal of Biliteracy

Beginning with the 2016-2017 school year, the Gold Seal of Biliteracy or the Silver Seal of Biliteracy must be awarded to a high school student who has earned a standard high school diploma and who:

**The Florida Silver Seal of Biliteracy** is awarded to a student who has earned a standard high school diploma and who have satisfied one of the following criteria for eligibility:

1. Has earned four (4) foreign language course credits in the same foreign language with a cumulative 3.0 grade point average or higher on a 4.0 scale;
2. Has earned a score or performance level on any state-approved examinations.
  - a. An International Baccalaureate examination in the foreign language;
  - b. An Advanced Placement examination in the foreign language;
  - c. An SAT Subject Test examination in the foreign language; or
  - d. An Advanced International Certificate of Education examination in the foreign language.

**The Florida Gold Seal of Biliteracy** is awarded to a student who has earned a standard high school diploma and who have satisfied one of the following criteria for eligibility:

3. Has earned four (4) foreign language course credits in the same foreign language with a cumulative 3.0 grade point average or higher on a 4.0 scale and scored a level 4 or higher on the Grade 10 FSA/Florida Assessment of Student Thinking in English Language Arts;
4. Has earned a score or performance level on any state-approved examinations.
  - a. An International Baccalaureate examination in the foreign language;
  - b. An Advanced Placement examination in the foreign language;
  - c. An SAT Subject Test examination in the foreign language; or
  - d. An Advanced International Certificate of Education examination in the foreign language.

### Seal of Fine Arts

Students can receive the Seal of Fine Arts with their high school diploma, if they have “successfully completed at least three year-long courses in dance, music, theatre, or the visual arts with a grade of ‘A’

or higher in each course or earned three sequential course credits in such courses with a grade of 'A' or higher in each course." They must also meet two (2) of the following:

- Successfully completed an IB, AICE, AP, dual enrollment, or honors course in the above listed subjects with a grade of "B" or higher;
- Participated in a district or statewide juried event for two (2) or more years;
- Recorded at least 25 volunteer hours of arts-related community service and prepared a comprehensive presentation on the experience;
- Met the requirements of a portfolio-based program identifying the student as an exemplary practitioner of the fine arts; or,
- Received district, state, or national recognition for an original work of art (i.e., musical or theatrical composition, visual artwork, or choreographed routine)

### **18-credit ACCEL Program**

The requirements of this program are identical to the 24-credit program except:

- 1 credit in Health Opportunities through Physical Education (HOPE) is not required;
- 3 credits in Science instead of 4
- 3 credits in Social Studies instead of 4 (United States History, World History, American Government, Economics)
- 2.5 elective credits instead of 8
- 0.5 credits in personal financial literacy and money management
- 18 total credits

For more information on Monroe County School District's accelerated learning options refer to Appendix A.

### **18 Credit CTE Pathway**

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

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

A certificate of completion is awarded to students who meet all criteria established by the School Board and state law except for passing the required state assessments and/or the required 2.0 cumulative grade point average. [Florida Statutes §1003.4282]

Any student who is otherwise entitled to a certificate of completion may elect to remain in the high 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. [Florida Statutes §1003.43(9)]

A student who has received a certificate of completion who subsequently meets the requirements for a standard high school diploma shall be awarded a standard high school diploma whenever the requirements are completed. [Florida Statutes §1003.43(10)(a) and (b)]

### **Standard Diploma for Students with Disabilities**

Most students with disabilities take the same courses and assessments as other students to earn a standard diploma.

- Students with significant cognitive disabilities may earn credits via Access courses and be assessed on a Florida Alternative Assessment (FAA) to earn the standard diploma.

### **GRADUATION PROGRAMS FOR TRANSFER STUDENTS**

A grade 9 or grade 10 student entering high school from another district, state or country must satisfy all district graduation requirements. A student transferring into grade 11 or 12 must take a full course schedule to comply as closely as possible with the class's graduation requirements. Grade 11 or 12 students will be assigned full class loads each year and will take as many of the required courses as possible.

EL students who enter the district with incomplete records shall be placed in the English or English through ESOL class appropriate for their grade level. Upon passing the English or English through ESOL class in which they are enrolled, EL students with incomplete transfer records will be awarded credit(s) for all English or English through ESOL courses that are sequentially lower than the course they have successfully completed.

A transfer student who has completed all courses and would be eligible for a high school diploma in the previous state, district, or country, shall be eligible to receive a diploma from the Monroe County School District. However, the student **must** satisfy the assessment requirements and earn a 2.0 GPA. [Florida Statutes §1003.433 (1)]

## PROGRAM ACCOMMODATIONS / MODIFICATIONS

### EL Students

EL students will be enrolled in English through ESOL I, II, III and IV or English I, II, III and IV to guarantee the necessary credits needed for graduation. Any exceptions must be documented through an LEP committee meeting.

Additionally the following options may be used to satisfy the standard high school diploma requirements, as specified in the student's English Learner plan:

For a student whose projected graduation date is within 2 years of their Date Entered US School (DEUSS):

1. One of the state approved Alternative Graduation Pathways detailed in Appendix C, provides quantifiable evidence that documents a student's mastery of academic standards through rigorous metrics established by State Board of Education rule 6A-1.09422. F.A.C..
  - i. SAVVAS My Perspectives English II Florida Test Prep Assessment 70% correct on 7 out of the 14 Florida Test Prep Reading Tests
  - ii. Progress Learning PSAT, SAT, or ACT Score Report for required ELA subskills
  - iii. Comparative or Concordant Score for English or Reading as required for each respective graduating cohort
  - iv. Portfolio of independently produced student work as an organized collection of evidence of student's mastery of the ELA standards assessed by grade 10 statewide assessment.
  - v. English II, III, or IV Edgenuity Exam Passing Score of 60% or higher

### Students with Disabilities

The parent of a student with a disability shall, in collaboration with the individual education plan (IEP) team during the transition planning process, declare an intent for the student to graduate from high school with either a standard high school diploma or a certificate of completion. A student with a disability who does not satisfy the standard high school diploma requirements shall be awarded a certificate of completion.

At least 1 year before the student reaches the age of majority, information and instruction for students and his or her parents on self-determination and the legal rights and responsibilities regarding the educational decisions that transfer to the student upon attaining the age of 18 will be provided.



The information must include the ways in which the student may provide informed consent to allow his or her parent to continue to participate in educational decisions, including:

1. Informed consent to grant permission to access confidential records protected under the Family Educational Rights and Privacy Act (FERPA) as provided in s. 1002.22.
2. Powers of attorney as provided in chapter 709.
3. Guardian advocacy as provided in s. 393.12.

4. Guardianship as provided in chapter 744. Additionally, the following options may be used to satisfy the standard high school diploma requirements, as specified in the student's individual education plan:

For a student with a disability for whom the IEP team has determined that the Florida Alternate Assessment is the most appropriate measure of the student's skills:

1. A combination of course substitutions, assessments, industry certifications, other acceleration options, or occupational completion points appropriate to the student's unique skills and abilities that meet the criteria established by State Board of Education rule.
2. A portfolio of quantifiable evidence that documents a student's mastery of academic standards through rigorous metrics established by State Board of Education rule. A portfolio may include, but is not limited to, documentation of work experience, internships, community service, and postsecondary credit.

For a student with a disability for whom the IEP team has determined that mastery of academic and employment competencies is the most appropriate way for a student to demonstrate his or her skills:

1. Documented completion of the minimum high school graduation requirements, including the number of course credits prescribed by rules of the State Board of Education.
2. Documented achievement of all annual goals and short-term objectives for academic and employment competencies, industry certifications, and occupational completion points specified in the student's transition plan. The documentation must be verified by the IEP team.

3. Documented successful employment for the number of hours per week specified in the student's transition plan, for the equivalent of 1 semester, and payment of a minimum wage in compliance with the requirements of the federal Fair Labor Standards Act.
4. Documented mastery of the academic and employment competencies, industry certifications, and occupational completion points specified in the student's transition plan. The documentation must be verified by the IEP team, the employer, and the teacher. The transition plan must be developed and signed by the student, parent, teacher, and employer before placement in employment and must identify the following:
  - a. The expected academic and employment competencies, industry certifications, and occupational completion points;
  - b. The criteria for determining and certifying mastery of the competencies;
  - c. The work schedule and the minimum number of hours to be worked per week; and
  - d. A description of the supervision to be provided by the school district.

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

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

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

A student with a disability who receives a certificate of completion and has an individual education plan that prescribes special education, transition planning, transition services, or related services through 21 years of age may continue to receive the specified instruction and services. Any waiver of the statewide, standardized assessment requirements by the individual education plan team, pursuant to Florida Statutes §1008.22(3)(c), must be approved by the

parent and is subject to verification for appropriateness by an independent reviewer selected by the parent as provided for in Florida Statutes §1003.572.

## ASSESSMENT REQUIREMENTS FOR GRADUATION

Students are required to satisfy the assessment requirements in effect at the time the student first enters the ninth grade regardless of the date the student graduates, unless the requirements change for the entire class, or unless requirements are changed for all students by Florida Statute.

Students must pass the statewide, grade 10 ELA assessment, or earn a concordant score, to earn a standard high school diploma. Students must pass the statewide, standardized Algebra 1 EOC assessment or earn a comparative score (such as the Geometry EOC) to earn a standard high school diploma.

### Concordant and Comparative Scores

<b>Grade 10 FSA/FAST ELA– Level 3 or Higher (350 Scale Score) #</b>	
<b>Available for all students who entered grade 9 in 2010–11 and beyond:</b>	
SAT Evidence-Based Reading and Writing (EBRW)*	480
ACT English and Reading subtests**	18
<b>Available only for students who entered grade 9 prior to 2018–19:</b>	
SAT EBRW*	430
SAT Reading Subtest*	24
ACT Reading	19

\* Administered in March 2016 or beyond. The combined score for the EBRW must come from the same administration of the Reading and Writing subtests.

\*\* The average of the English and Reading subtests. If the average of the two subject test scores results in a decimal (.5), the score shall be rounded up to the next whole number. The scores for the English and Reading subject tests are not required to come from the same test administration.

\*\*\* Administered in March 2016 or beyond. Students who entered grade 9 prior to 2018–19 may also use a concordant score of 430 on the SAT Critical Reading if administered prior to March 2016.

<b>Algebra 1 EOC (B.E.S.T. or NGSSS) – Level 3 or Higher (497 Scale Score) #</b>	
<b>Available for all students who entered grade 9 in 2010–11 and beyond:</b>	
Geometry EOC	Level 3 or higher
PSAT/NMSQT Mathematics***	430
SAT Math****	420
ACT Math	16

\* Administered in March 2016 or beyond. Students who entered grade 9 prior to 2018–19 may also use a concordant score of 430 on SAT Critical Reading if it was earned prior to March 2016.

\*\*The average of the English and Reading subtests. If the average of the two subject test scores results in a decimal (0.5), the score shall be rounded up to the next whole number. The scores for the English and Reading subject tests are not required to come from the same test administration.

\*\*\*Administered in 2015 or beyond. Students who entered grade 9 in 2010–11 and beyond may also use a comparative score of 39 on PSAT/NMSQT Math if it was earned prior to 2015.

\*\*\*\*Administered in March 2016 or beyond. Students who entered grade 9 in 2010–11 and beyond may also use a comparative score of 380 on SAT Math if it was earned prior to March 2016.

#Students who took the assessment prior to the adoption of the passing score on the new scale adopted by the state board are eligible to use the alternate passing score for graduation (349 Level 2).

##Students who took the assessment prior to the adoption of the passing score on the new scale adopted by the state board are eligible to use the alternate passing score for graduation (489 Level 2).

### **FAST /FSA/EOC Waiver Requirements for Students with Disabilities**

For students with disabilities, the IEP team may waive the Florida Assessment of Student Thinking (FAST) or End of Course (EOC) requirement for graduation with a standard diploma if the team determines the FAST and/or EOC cannot accurately measure the student’s ability and mastery of required standards. In order for the FAST or EOC graduation requirement to be waived, there must be substantial documentation that supports the student’s mastery of the course standards and Grade 10 standards.

If there is sufficient evidence that the student has mastered the applicable Florida Standards/ State Standards and/or course standards and the IEP team determines that the FAST or EOC is not an accurate measure of the student’s ability, even with allowable accommodations, the FAST or EOC requirement may be waived, and the student may graduate with a standard diploma.

## **CREDIT ACCELERATION PROGRAM (CAP)**

The Credit Acceleration Program (CAP) authorizes secondary students to earn high school credit in a course that requires a statewide, standardized end-of-course (EOC) assessment if the student attains a specified score on the EOC. These courses include Algebra 1, Geometry, Biology, and U.S. History. [Florida Statutes §1008.22(3)c 5]

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 on the corresponding EOC. Students interested in this option should confer with their counselor.

- The requirements and eligibility process is as follows:
- The EOC will be administered only at the times established by the state assessment calendar.
- The score necessary to earn credit will be determined by the state and applied in all situations.
- Only credit (no grade) will be earned by meeting the passing score on the EOC.

If a student takes the EOC and does not earn credit, the student will not be eligible to apply for further CAP testing for the same course until additional preparation has been documented and evaluated.

Effective July 1, 2016, a student is allowed to earn high school credit in courses required for high school graduation through the passage of an Advanced Placement (AP) examination or a College Level Examination Program (CLEP). If a student attains a passing score on an AP examination or CLEP, then the school is required to award course credit to the student who is not enrolled or who has not completed the course.

## **GRADE CLASSIFICATION & GPA CALCULATIONS**

### **DEFINITION OF A HIGH SCHOOL CREDIT AND GRADE CLASSIFICATION**

One full credit means a minimum of 135 hours (120 hours in a district school that has been authorized to implement block scheduling) of bona fide instruction in a designated course of study that contains student performance standards, except as provided through the CAP under Florida Statutes §1003.4295(3). The hourly requirements for one-half credit are half the hourly requirements specified above. [Florida Statutes §1003.436(1)]

Students shall be classified by class based on the credits listed below:

- A student shall be classified as a sophomore (Grade 10) with a minimum of 5 credits;
- A student shall be classified as a junior (Grade 11) with a minimum of 11 credits;
- A student shall be classified as a senior (Grade 12) with a minimum of 17 credits.

Grade Placement for Students Enrolled in The Academically Challenging Curriculum to Enhance Learning (ACCEL) Three Year Graduation Program Students enrolled in the three-year ACCEL 18 credit diploma program shall be considered freshmen, sophomores, and juniors according to the same criteria that apply to students seeking a four year diploma. Students in the 18 credit ACCEL diploma program, who have 17 or more credits at mid-year of their third year of high school, shall move to senior status with all senior rights and privileges.

A student cannot be promoted beyond their cohort unless they receive principal approval.

The school district will classify students as 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> graders at least two times each year:

- following the completion of the final grading period;
- following completion of the first semester for students who have been previously retained in high school, in order to move to the grade level of their cohort class.

## DEFINITION OF A FULL TIME STUDENT

Upperclassman (11th and 12th Grade)

- Five to seven classes with a minimum of two on campus
- **Beginning with the 2025-2026 school year**, senior students must meet the requirement in their senior year to fully participate in all graduation activities

Underclassman (9th and 10th Grade)

- Full seven period schedule required
- Online classes require a meeting with your parent, school counselor, and the principal unless added as an 8th period

18-Credit Diploma

- Graduation requirement classes only
- Credit recovery or GPA boosters as needed

**\*\*Special circumstances require principal approval**

## GRADE POINT AVERAGES AND CLASS RANK

### Grade Point Average (GPA) Calculation

GPA is defined as the numerical average represented by the point value of the letter grades earned divided by the number of credits attempted. The point value is based on a standard scale of 4.0 with no weighting factor for different levels of difficulty. The scale is based on 4.0 (**A**), 3.0 (**B**), 2.0 (**C**), 1.0 (**D**) and 0 for any other grade.

### Weighted Grade Point Average (GPA) Calculation

Weighted GPA is defined as the numerical average represented by the point value of the letter grades earned divided by the number of credits attempted. The point value is based on a weighted scale that awards credit value to courses of greater difficulty or rigor as defined by state statute and/or the Florida Course Code Directory. [Florida Statutes §1007.271 (518)]

Type of course	A	B	C	D	F
Advanced Coursework (Honors & Level 3 Courses)	4.5	3.5	2.5	1.5	0
Accelerated Coursework (Advanced Placement & Dual Enrollment)	5	4	3	2	0

Weighted GPA is used in determining class rank. Weighted GPA is **NOT** used in determining eligibility for participation in extracurricular activities or for graduation.

### Semester Grading

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.

### Athletic Eligibility

To be eligible to participate in interscholastic extracurricular student activities, students must maintain a cumulative unweighted GPA of 2.0 or above. A student who is eligible at the beginning of a semester shall be eligible during the remainder of the semester, except for lack of attendance, improper conduct or other valid reasons which may cause the principal to declare the student ineligible before the end of the semester. [Florida Statutes §1006.15]

## REMEDIAL INSTRUCTION

Each student who does not meet specific levels of performance as determined by the district school board in reading, writing, science, and mathematics for each grade level, or who scores below Level 3 FAST/EOC reading or math, must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction.

The school in which the student is enrolled must develop, in consultation with the student's parent, and must implement a progress monitoring plan. 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 or her academic achievement:

1. A federally required student plan such as an individual education plan;
2. A school wide system of progress monitoring for all students; or
3. An individualized Multi-tiered Systems of Support (MTSS) progress monitoring plan.

Credits earned in remedial instruction courses **must** be in addition to, but may **not** be in lieu of, English and mathematics credits required for graduation. Students who do not pass the required state assessment are provided remedial instruction and may retake the test during regular scheduled test administrations until they pass the assessment or achieve a concordant score on an assessment recognized by the Florida Department of Education. Seniors who have not passed the required state assessment test or who do not have the required 2.0 grade point average (GPA) may elect to attend school for an additional year unless they reach the maximum attendance age.

Students who score at or below a level 1 on the FAST ELA will be placed into coursework taught by a highly qualified reading teacher. These teachers possess a Masters Degree in Reading or have earned their Reading endorsement. The department shall provide guidance on appropriate strategies for diagnosing and meeting the varying instructional needs of students reading below grade level. Reading and content area reading courses shall be designed and offered pursuant to the comprehensive reading plan required by Florida Statute §1011.62(8).

Students scoring at Level 1 or Level 2 on Algebra 1 or Geometry will be advised of the courses that are available to assist the student in reaching college/career readiness in mathematics prior to graduation. These courses may be taught through applied, integrated, or combined courses and are subject to approval by the department for inclusion in the Course Code Directory. Students will participate in mathematics progress monitoring to identify specific deficiencies and assist in the delivery of appropriate content in order to achieve college/career readiness.



Remedial instruction may also be provided for students who fall below standards for progression to the next grade level. Students identified as below the credit requirements for progression may take courses for grade forgiveness (see Grade Forgiveness Rule section) or credit accrual through summer school (if offered), Co-Enrolled Credit Recovery through Adult Education, third party virtual providers, and Florida Virtual School. Other credit programs may be developed by the district to assist students toward meeting graduation requirements.

## SUMMER SCHOOL

### General Program Description

Identified students may attend summer school in order to maintain progress toward meeting regular promotion requirements. The district's offering of summer school may depend on budgetary considerations. Summer school, if offered, provides students with:

- additional time to complete course requirements
- assistance in completion of credit requirements necessary for promotion
- continuation of academic skills as part of the curricular continuum
- intensive remediation for reading and mathematics

### Students Enrolled in General Education Courses

If summer school is offered, identified students in grades 9-12 may earn credits through credit recovery. Course availability will depend on sufficient enrollment. Instruction in a course being repeated by a student should focus on the student performance standards **not** met during the regular school year.

A student currently enrolled in grade twelve (12) is eligible to attend summer school to:

- retake a core course (English, mathematics, science or social studies) in which the grade earned was a **D** or **F**; **OR**
- take an elective course that will enable the student to meet the credit or GPA graduation requirements.

Each student must take a semester examination if available. No semester examination exemptions are permitted during Summer School.

As funding is available to the District, special programs may be available for initial credit.

### Students Enrolled in a Home Education or Virtual Program

Registered home education or virtual students may participate in Summer School if space is available and if they meet the same eligibility requirements established for all regularly attending students.

## Summer School Attendance

Summer School class time is limited; therefore, absences generally are not excused. More than one (1) day absence per semester may result in dismissal from class without credit. Absences do not carry over from first semester to second semester. Each student must take a semester examination if available. A student who does not take an available semester exam will receive a grade of 'F' for the course.

## Students with Disabilities: Extended School Year (ESY)

Special education and related services provided to students with disabilities beyond the regular 180-day school year are called extended school year (ESY) services. School districts are not required to provide ESY services to all students with disabilities. Under the Individuals with Disabilities Education Act (IDEA) ESY is provided only when there is documented evidence that a **severe regression will occur** in critical life skills during time off from the school year.

## EL Students

EL Alternative Graduation Pathway Candidates eligible for a standard high school diploma must meet at least one of the approved options detailed in Appendix C, by the conclusion of the summer school program held immediately after projected graduation date provided they have met all requirements for the standard high school diploma except for the passage of any assessment required for graduation as specified by Section 1003.4282 or 1008.22, F.S. or alternate assessment.

## ADULT EDUCATION PROGRAM

The Adult Education Program provides performance-based opportunities for remediation or credit recovery through co-enrolled classes to currently enrolled high school students. Interested students **must** obtain written approval from the student's day school counselor and principal or designee. Students wishing to graduate in May/June of a given school year should enroll no later than March of that year.

## REPORTING OF STUDENT PROGRESS

### PARENT(S)/GUARDIAN(S) - WRITTEN NOTIFICATION REQUIREMENTS

Parent(s)/guardian(s) **must** be notified of the district's promotion requirements. Parent(s)/guardians(s) of EL students **may be** notified using the appropriate translated version of the district's promotion requirements upon request.

1. School personnel will notify parent(s)/guardian(s) of Student Progression requirements within the first two months of school. The requirements may be included in the parent/student handbook or be available electronically.
2. The parent(s)/guardian(s) of a student who is not making adequate progress in the standard curriculum in reading, writing, science and math will be notified each quarter on the report card.
3. Parent(s)/guardian(s) of students who do not meet promotion/graduation requirements will be notified of the requirements for remediation and/or credit recovery programs.
4. A report card is issued to each student at the end of each quarter and serves as notification of the student's progress. The report card issued at the end of each semester indicates if the student will receive credit for each course and reflects the student's attendance.
5. At the end of each semester, notification must be made to the parent(s)/ guardian(s) of each student who has a cumulative grade point average of less than 2.5. This notification shall include an explanation of the policies the district has put in place to assist the student in meeting the grade point average (e.g. forgiveness policies, summer session, counseling, tutoring). For those students identified as substantially deficient in reading, writing, mathematics, and/or science, remediation will be provided through implementation of a student's individual education plan (IEP, LEP, 504 Plan) developed in consultation with parent(s)/guardian(s). The student's individual education plan, with the signature(s) of parent(s)/guardian(s), will serve as written notification. [Florida Statutes §1008.25, §1003.43]

An annual report **must** be provided to the parent of each student on the student's progress toward achieving proficiency in reading, writing, and mathematics, including results on each statewide assessment test. The evaluation of each student's progress **must** be based upon the student's classroom work, observations, tests, district assessments, and other relevant information. Progress reporting **must** be provided to the parents in a format adopted by the district school board. [Florida Statutes §1008.25(8)(a)].

## FREQUENCY OF GRADE REPORTS

All secondary schools in the Monroe County School District report grades on a quarterly schedule. Parents(s)/guardian(s) of a student with disabilities must be informed of their child's progress toward their annual IEP goals at least as often as each quarter.

## MID-TERM PROGRESS REPORTS

Within each grading period, teachers will provide every student who is failing or performing below expectations with a status report listing, at a minimum, current grade average and attendance. This report is issued during the middle week of each grading period. Parent(s)/guardian(s) of students with disabilities enrolled in ESE must be informed at least as often as the general education students.

## GENERAL RULES OF GRADING FOR HIGH SCHOOL

Grading is how educators communicate a student's understanding of a concept, or concepts, in a course they are taking. Grades should be objective and formed by assessments directly related to the standards in a course. In conjunction with goals and/or scales, grades provide the most useful way to inform students of their current progress and provide a basis from which to grow. The goal is for all students to be able to demonstrate their learning of course standards at or beyond the proficiency level. Proficiency is the level of learning most closely associated with a grade of "C" or 70%- 79%, while mastery is considered a "B" or 80% or higher.

It is in the interest of all students, teachers, and parents/legal guardians for there to be common grading expectations, throughout secondary grades in Monroe County School District. This allows students to understand expectations as they progress through our school system. District common grading practices are designed to be fair, consistent, and grounded in best practice.

### 1. Report Card Grades

- a. Teachers shall determine report card grades that provide the student and the student's parent(s)/ guardian(s) with an objective evaluation of the student's knowledge of state standards. Students and parents are to be advised of the grading criteria for each course at the time of enrollment.
- b. The student's academic grades are to reflect academic achievement. The quality of the work shall be assessed by multiple measures that include, but not limited to:
  - i. teacher observations (oral presentations or reports, speeches, recitations, classroom discussions, demonstrations and students' active engagement);
  - ii. Formative assessments (Classroom) (Not limited to but including reports, term or research papers, models, projects, exhibits, posters, computer programs, online practice, and homework);
  - iii. Summative assessments (Not limited to but including essay, multiple-choice and completion tests, oral tests and skill tests requiring demonstrations, term or research papers);
  - iv. Alternative methods (portfolios and performance assessment).
- c. Conduct may be reported every nine weeks through the use of Report Card Comments. It is not to be considered a part of a student's academic grade.
- d. Assessments and assignments shall be designed to determine the student's mastery of state standards.
- e. Students may be provided with differentiated opportunities to demonstrate proficiency of the standards.

### **Formative and Summative:**

Formative assignments/assessments are measures used throughout the learning process to provide feedback that promotes learning and informs instruction. Formative assessments:

- Are aligned to the curriculum or pacing guide and/ or learning goals and scales
- Are generated by a wide variety of methods

- Can be graded or not graded
- Provide usable feedback for students and teachers
- Are a checkpoint or snapshot of progress
- Are aligned to the summative in terms of skill, standard, rigor and format

Summative assessments evaluate student learning aligned to specific standards at the end of a defined instructional period. Summative assessments:

- Are aligned to the curriculum or pacing guide and/ or learning goals and scales
- May be administered in a variety of formats
- Are graded
- Are predictors of quarter grades
- Used to determine proficiency
- Are more comprehensive than formative assessments
- Are aligned to formative assessments in terms of skill, standard, rigor and format

**Weighted Categories:**

Middle and High schools have a uniform standard for the weighted categories in a grade book. The categories are summative and formative. The total value of all summative assessments will be worth 60% of the final grade, for formative assessments, 40% of the total grade. Weighting can occur through two methods- the use of weighted categories and the use of structured point systems. In both systems, 60% of the total grade comes from the Summative category and 40% of the total grade comes from the Formative category.

\*AP and district DE courses may use a more rigorous 70% Summative, 30% Formative weighted categories format.

The number of assignments in the gradebook should be well distributed between formative and summative to measure student progress on a regular basis and provide students with adequate timely feedback to make improvements.

Category	Summative	Formative
Weighting	60%	40%
Points	60% of total course points	40% of total course points

**Extra Credit:**

- Extra credit is not offered to students to supplant missing work.
- Teachers are not required to offer enrichment opportunities.
- Enrichment opportunities can be activities such as an additional project or challenge questions to expand on current content being assessed in the classroom.

\*points should not be awarded for compliance with returning documents, classroom supplies or other non-academic activities.

Points received for enrichment assignments are intended to improve grades and demonstrate additional learning.

### **Retakes:**

Grades are based on demonstrating proficiency of the standards, therefore students who achieve a score of less than or equal to a 69% on assessments may seek alternate opportunities to prove content proficiency.

Teachers may require any of the following for a student to be able to request a re-evaluation:

- Student and teacher have an individual conference
- Student complete approved learning path prior to re-assessment and demonstrate growth on the required content
- Student and teacher make arrangements for the re-assessment to be completed in a timely manner based on teacher availability

Summative retake assessments do not have to be in the exact format as the original summative assessment. Retakes are only to be taken and rescored once and all re-evaluations should be completed within two weeks of the targeted assessment unless alternate arrangements have been made with the teacher. The expectation is that all students earn a grade that reflects his/her proficiency on standards represented in a course. The minimum averaged grade earned on a retake, for students *showing proficiency* on the retake assessment, should not be below a 70%.

If a student refuses to attempt work despite school intervention, a zero has been earned.

\*Students in weighted courses (Honors/AP) must conference with their teacher to determine if a retake opportunity is available and under what guidelines, regardless of score.

### **Entering a Zero into Gradebook:**

0 (Zero) - in the gradebook is a result of no credit being earned on the assignment that was submitted/ performance on the assignment received no score

Z - in the gradebook indicates no assignment has been submitted, can still be submitted for credit based on classroom policy- teachers are encouraged to use comments to indicate information regarding the Z

I (Incomplete) - is used to indicate additional time needed due to extenuating circumstances for the student

The use of the Z in classroom grading ensures students the opportunity to collaborate with teachers to improve their understanding of the content. Examples of collaboration are:

- Conferences with students to review Z's in the gradebook
- Time for students to review work with support; can be outside the class time
- Teachers will provide clear deadlines and classroom policies for students regarding classwork and completing/ replacing Z grades and advertise where the information can be located.
  - A recorded grade (except for *I* and *N/NG*) may only be changed after report cards are printed by one of the following procedures:
    - The change is initiated by the teacher and approved by the principal. Signatures of both the teacher and the principal are required; OR
    - The change is initiated by the principal and approved by the superintendent. Signatures of both the principal and the superintendent are required. The teacher will be consulted prior to the initiation of a grade change by the principal if the teacher is on duty. If the grade change is initiated when the teacher is not on duty, the teacher will be notified in writing upon his/her return.
    - Note: In either case, any grade change requires two signatures on the form indicating the change and the reason for the change.
  - An Incomplete (*I*) in any marking period, unless changed, will remain on the report card, and will factor into the marking period and cumulative GPA the same as a grade of F.
  - Academic performance and behavior must be evaluated independently (see Reporting Student Conduct).
  - No student should be assigned a failing grade solely due to the lack of English proficiency.
  - EL students **must** be graded based on performance within their language proficiency level determined by WIDA.
  - Grades for students with disabilities in ESE courses should be based on performance in the multiple credit course curriculum objectives as indicated on the IEP.

The content in the *General Rules of Grading* section also applies to students with disabilities in general education courses.

ESE students who are seeking a standard diploma should have the opportunity to earn grades that are equivalent to the grades earned by general education students. No student should be denied the opportunity to earn above-average grades because of placement in an ESE program or due to accommodations as deemed appropriate for use within his or her instructional setting as long as work is on grade level. ESE students **must** be graded on the basis of performance within the curriculum designated on their IEPs.

### **Recommendations for Teachers**

1. Grades should compare student performance to learning criteria. In Florida, the learning criteria should be based on the Florida Standards, State Standards benchmarks, The B.E.S.T Standards and the district's curriculum guidelines.

2. Grades should be separate for academic achievement and behavior, effort, and participation.
3. Learning expectations and grading procedures should be clearly presented to students and parents. Using explicit language both at the beginning of the grading period and when report card grades are given about which assessments and products are included in the report card grade and how the grade is calculated.
4. Communication with students and parents by supplementing the letter grade with a narrative that provides specific information about the student’s mastery of learning criteria will be provided via quarterly IEP progress reports.
5. EL students should be afforded linguistic support and instructional scaffolds that align to both the grade level content and the corresponding level of English proficiency.

### DESCRIPTION AND DEFINITION OF REPORT CARD MARKS

The grading system and interpretation of letter grades for all high schools must comply with the grade scale identified in Florida Statute. Grade averages are calculated to two decimal places. For letter grades, an average of .50 or higher **must** be rounded up (i.e., 79.50 becomes a “B”, while 79.49 is a “C”). [Florida Statutes §1003.437]

Grade of <b>A</b> :	Superior Progress	(90-100%)
Grade of <b>B</b> :	Commendable Progress	(80-89%)
Grade of <b>C</b> :	Average Progress	(70-79%)
Grade of <b>D</b> :	Lowest Acceptable Progress	(60-69%)
Grade of <b>F</b> :	Failure	(below 60%)
Grade of <b>I</b> :	Incomplete*	(0 %)

A grade of I (Incomplete\*) indicates a problem that causes the student’s work to be incomplete. For example:

- student has not been enrolled in a class long enough to determine a grade;
- transfer student’s grades from previous school have not been received;
- delayed dual enrollment grade.

A grade of **W** indicates a student has withdrawn from dual enrollment course.

- The postsecondary institution coded the withdrawal with a “W” code, the high school must enter a “W” code for the dual enrollment course to the high school transcript. The “W” will remain a permanent part of the student’s academic history.



## **CALCULATION OF FINAL GRADES**

The final course grade is calculated using the numeric average from each quarter. Failing quarter grades that are below a numeric score of 50 are changed to a score of 50. This final average is then converted to a letter grade as described above.

## **END OF COURSE EXAMS (EOC)**

Students taking courses that have an associated statewide standardized assessment (Algebra 1B, Algebra 1, Algebra 1 Honors, Geometry, Geometry Honors, Biology, Biology Honors, United States History, and United States History Honors) must take the associated end-of-course exam. The performance on the EOC will constitute 30% of the final course grade.

Passing the Algebra 1 EOC assessment is a high school graduation requirement. Students with disabilities may qualify for EOC waivers. Passing the Geometry EOC is currently considered a comparative score to the Algebra 1 EOC graduation requirement. [Florida Statutes §1008.25]

If the student's transcript indicates Algebra 1 course credit, the student must take and pass the Algebra 1 EOC assessment to earn a standard diploma unless the student achieved the following:

- Earned a comparative score as defined in Rule 6A-1.09422, F.A.C.;
- Passed a statewide assessment in Algebra 1 administered by the transferring entity; or
- Passed the statewide mathematics assessment the transferring entity uses to satisfy the requirements of the Elementary and Secondary Education Act (EA), "as amended by the Every Student Succeeds Act (ESSA), 20 U.S.C. [United States Code] ss. 6301 et seq."

The Algebra 1 EOC assessment result will not constitute 30 percent of the student's final course grade.

The Florida Department of Education delineates performance on EOC exams using scale score cut points to determine performance levels. Performance levels 1 and 2 are further delineated into performance ranges as indicated in the chart below:

Assessment	Level 1A	Level 1B	Level 1C	Level 2A	Level 2B	Level 3A	Level 3B	Level 4	Level 5
Algebra 1 EOC	425-445	446-466	467-486	487-491	492-496	497-506	507-517	518-531	532-575
Geometry EOC	425-445	446-465	466-485	486-492	493-498	499-508	509-520	521-532	533-575
Biology	325-339	340-354	354-368	369-381	382-394	395-407	408-420	421-430	431-475
US History	325-341	342-359	360-377	378-386	387-396	397-406	407-416	417-431	432-475
Civics	325-341	342-358	359-375	376-384	385-393	394-402	403-412	413-427	428-475
FAA Algebra 1	725-741	742-757	758-773	774-785	786-796	797-809	810-822	823-875	
FAA Geometry	725-742	743-759	760-776	777-787	788-798	799-821	813-826	827-875	
FAA Biology	725-740	741-756	757-772	773-783	784-794	795-808	809-822	823-875	
FAA US History	725-741	742-759	760-777	778-784	785-791	792-804	805-817	818-875	
FAA Civics	725-740	741-756	757-772	773-783	784-795	796-806	807-817	818-875	

In order to “cross-walk” student performance on end of course assessments into the required thirty percent (30%) final exam grade the following conversion table is used:

Assessment	Level 1A	Level 1B	Level 1C	Level 2A	Level 2B	Level 3A	Level 3B	Level 4	Level 5
Algebra 1 EOC	55% (F)	57% (F)	59% (F)	65% (D)	69% (D)	79% (C)	89% (B)	95% (A)	100% (A)
Geometry EOC	55% (F)	57% (F)	59% (F)	65% (D)	69% (D)	79% (C)	89% (B)	95% (A)	100% (A)
Biology	55% (F)	57% (F)	59% (F)	65% (D)	69% (D)	79% (C)	89% (B)	95% (A)	100% (A)
US History	55% (F)	57% (F)	59% (F)	65% (D)	69% (D)	79% (C)	89% (B)	95% (A)	100% (A)
Civics	55% (F)	57% (F)	59% (F)	65% (D)	69% (D)	79% (C)	89% (B)	95% (A)	100% (A)
FAA Algebra 1	55% (F)	57% (F)	59% (F)	65% (D)	69% (D)	80% (B)	95% (B)	100% (A)	--
FAA Geometry	55% (F)	57% (F)	59% (F)	65% (D)	69% (D)	80% (B)	95% (B)	100% (A)	--
FAA Biology	55% (F)	57% (F)	59% (F)	65% (D)	69% (D)	80% (B)	95% (B)	100% (A)	--
FAA US History	55% (F)	57% (F)	59% (F)	65% (D)	69% (D)	80% (B)	95% (B)	100% (A)	--
FAA Civics	55% (F)	57% (F)	59% (F)	65% (D)	69% (D)	80% (B)	95% (B)	100% (A)	--

For BEST EOC Assessments Algebra and Geometry:

Assessment	Level 1A	Level 1B	Level 1C	Level 2A	Level 2B	Level 3A	Level 3B	Level 4	Level 5
BEST Algebra 1 EOC	325-342	343-360	361-378	379-389	390-399	400-408	409-417	418-434	435-475
BEST Geometry EOC	325-344	345-364	365-384	385-394	395-403	404-413	414-422	423-431	432-475

In order to “cross-walk” student performance on end of course assessments into the required thirty percent (30%) final exam grade the following conversion table is used:

Assessment	Level 1A	Level 1B	Level 1C	Level 2A	Level 2B	Level 3A	Level 3B	Level 4	Level 5
BEST Algebra 1 EOC	55% (F)	57% (F)	59% (F)	65% (D)	69% (D)	79% (C)	89% (B)	95% (A)	100% (A)
BEST Geometry EOC	55% (F)	57% (F)	59% (F)	65% (D)	69% (D)	79% (C)	89% (B)	95% (A)	100% (A)

## HIGH SCHOOL AND MIDDLE SCHOOL AVERAGE CALCULATION FOR EOC COURSES

For courses that have a state mandated EOC grades are calculated in the following manner:

- Quarter 1 = 17.5%
- Quarter 2 = 17.5%
- Quarter 3 = 17.5%

Quarter 4 = 17.5%  
EOC = 30% Level

## HIGH SCHOOL AVERAGE CALCULATION OF SEMESTER GRADES

High school course grades are reported on student transcripts as semester grades except for EOC tested courses. Each marking period grade counts 40% of the semester grade. Semester examinations for high school courses count 20% of the final semester grade. All students taking high school courses must take the semester examination for each course.

### High School Average Calculation for non EOC Courses

High School grades are based on the following manner:

<u>Semester 1</u>	<u>Semester 2</u>
Quarter 1 = 40%	Quarter 3 = 40%
Quarter 2 = 40%	Quarter 4 = 40%
Semester Exam = 20%	Semester Exam = 20%

## SEMESTER AND FINAL EXAMINATIONS

All students will be required to take a semester and final exam for each course in which they are enrolled with the exception of state EOC courses. Students enrolled in courses with a state or nationally developed standardized assessment (e.g., State EOC course and Advanced Placement Courses) will be offered alternative assignments during the final exam window at the discretion of the building principal and teacher. In EOC courses the statewide, standardized EOC will serve as the final exam and will comprise 30 percent of the overall course grade. If a student fails to sit for the statewide end of course assessment, a zero will be entered for the 30 percent. No other final exam may be given. District developed common semester and final exams may be administered as these assessments are developed and field tested throughout the year.

### Awards and Recognition

Students who perform above average (B or higher) in all courses as evidenced by their report card grades will be recognized as Honor Roll students. Students who earn all A's for the entire year will be recognized with the Superintendent's Award. Students may also earn awards for elective areas, citizenship, and other achievements.

## REPORTING STUDENT CONDUCT AND BEHAVIOR

At the secondary level, teachers record their best judgment of how each student's behavior affects learning in the classroom. The following are the general descriptions used in secondary schools.

- "7" - Behavior satisfactory
- "8" - Behavior needs improvement

“9” - Behavior unsatisfactory

Student conduct indicators are separate from the grade earned for the marking period.

## **GRADE FORGIVENESS RULE**

All credits attempted for which there was a grade earned will count toward a student’s GPA. The district’s forgiveness policy is for the purpose of assisting students in meeting the requirement to attain a minimum grade point average necessary to graduate from high school or raise their GPA.

Forgiveness policies for required 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.

Forgiveness policies for elective 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 another 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."

If a student’s final average with the EOC assessment included as 30 percent results in a course grade of D or F, the options for the student include one of the following:

- Retaking a semester of the course;
- Retaking the entire course;
- Retaking the EOC assessment for that course; or
- Retaking both the course and the EOC assessment to improve the student’s final course grade.

If retaking the entire course, including the EOC assessment as 30 percent, or retaking the EOC assessment results in a final course average of C or above, then this grade replaces the D or F. If it does not result in a C or above, then the original course average stands and is not replaced.

Only one credit is allowed per course, so only one grade per course should be included as part of the student’s GPA. Section 1003.4282(5), F.S., states, “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 not replaced according to a district school board forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation.”

## **Credit Recovery and Grade Forgiveness**

Credit Recovery courses are elective credit-bearing courses with specific content requirements defined by currently adopted Florida Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course, the EOC assessment or both, since

the course requirements for the Credit Recovery course are the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements.

Pursuant to the [CCD](#), the Credit Recovery courses are not bound by s. 1003.436(1)(a), F.S., which requires a minimum of 135 hours of bona fide instruction (120 hours in a school or district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Credit Recovery courses should only be used for credit recovery, grade forgiveness or remediation for students needing to prepare for an EOC assessment retake.

## **MULTI-TIERED SYSTEMS OF SUPPORT PROGRESS MONITORING PLAN PROCESS**

As required by Florida Statute §1008.25(4)(b), schools must develop, in consultation with the student's parent, a progress monitoring plan. A progress monitoring plan is intended to provide the school district and the school flexibility in meeting the academic needs of the student and to 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 or her academic achievement:

- A federally required student plan such as an individual education plan;
- A school wide system of progress monitoring for all students; or
- An individualized Multi-tiered Systems of Support (MTSS) progress monitoring plan.

The plan chosen must be designed to assist the student or the school in meeting state and district expectations for proficiency. The K-12 comprehensive reading plan shall include instructional and support services to be provided to meet the desired levels of performance.

High school students who score at or below level 1 on the ELA /FAST may be placed in either an intensive reading course and/or a content area course (dependent on the student's level of comprehension) in which reading strategies are delivered. These courses will be taught by highly qualified teachers of reading who are reading endorsed or certified.

1. The MTSS progress monitoring plan for a student who has been identified as deficient in **literacy must** identify:
  - the student's deficiencies in one (or more) of the following:
    - basic reading: phonemic awareness, phonics,

- fluency
- vocabulary
- comprehension
- listening comprehension
- oral expression
- written expression
- the desired levels of performance in these areas;
- the instructional and support services to be provided to meet the desired levels of performance.

Schools shall also provide for frequent monitoring of the student's progress in meeting the desired levels of performance.

2. The MTSS progress monitoring plan for a student who has been identified as deficient in math **must** identify:
  - the student's deficiencies in one (or more) of the following:
    - calculation
    - problem solving
  - the desired levels of performance in these areas;
  - the instructional and support services to be provided to meet the desired levels of performance.

Schools shall also provide for frequent monitoring of the student's progress in meeting the desired levels of performance.

3. The MTSS progress monitoring plan for a student who has been identified chronically absent **must** identify:
  - Factors influencing the student's attendance pattern
  - the desired levels of performance in these areas;
  - the instructional and support services to be provided to meet the desired levels of performance.

Schools shall also provide for frequent monitoring of the student's progress in meeting the desired levels of performance.

4. It is the responsibility of the teacher, the grade chair, and the principal/designee to ensure that the MTSS progress monitoring plan is substantive, and that the outlined instructional and support services are provided. The school district will assist schools and teachers in the implementation of research-based reading activities [Florida Statutes §1008.25(4)(b)]. The MTSS progress monitoring plan must clearly identify:
  - the specific diagnosed academic needs to be remedied;
  - the success-based intervention strategies to be used;

- how, when, how often by whom, and how long intensive remedial instruction is to be provided; and
- the monitoring and reevaluation activities to be employed.

### EL Students

When an EL student is determined to be performing below grade level in listening, speaking, science, reading and/or writing, an LEP committee meeting, including parents or guardians, must convene to implement a progress monitoring plan. Page 33 of the MCSD ESOL Program Handbook (found on MCSD staff sharepoint) clarifies guidelines for monitoring academic and linguistic progression.

### Students with Disabilities

Students under IDEA that are working toward a standard diploma and performing below grade level should also receive progress monitoring. The IEP is reviewed annually or as needed to determine if programmatic changes are required. Promotion and grading of students with disabilities must take into account the impact of the student's disability. Each student with an IEP is entitled to specific Accommodations and/or Modifications as prescribed in the IEP.

**Accommodations:** If the student with a disability participates in the general curriculum with accommodations to instruction and assessment, the teacher implements the accommodations and then assesses the student according to the established learning criteria.

**Modifications:** When students with disabilities are unable to meet the expectations of the general curriculum, the expectations are customized. Modifications to the curriculum are used in coordination with an assessment that is compatible with the modified expectations. Grading systems that should be used for students using curriculum modifications reflect the student's expected level of performance based on the Florida State Standards Access Points.

### 504 Students

A progress monitoring plan shall be implemented for a 504 student performing below grade level. If a 504 student's below-grade-level performance is caused by his or her disability, the student's program accommodations are to be addressed in the 504 plan.

### Gifted Students

For a student eligible and participating in gifted programming who is performing below grade level, it is appropriate to implement a progress monitoring plan.

## RECOGNITION OF ACADEMIC HONORS AND GRADUATION

It is the policy of the school board that annual scholastic grade point averages shall be calculated for, and assigned to, students in grades nine through twelve. The cumulative scholastic grade

point average for a student in the twelfth grade shall be used to determine the student’s senior class rank.

## ACADEMIC HONORS

Beginning with students entering ninth grade in the 2019-2020 school year all graduating students will be recognized for their high academic achievement based on the following criteria. Student’s eligibility for their highest academic honor will be calculated by using a weighted GPA.

<b>Academic Honor</b>	<b>Weighted GPA</b>
Summa Cum Laude	Greater than or equal to 4.5
Magna Cum Laude	Greater than or equal to 4.25
Cum Laude	Greater than or equal to 4.0

## VALEDICTORIAN/SALUTATORIAN

- A scholastic grade point average based on semester final grades shall be calculated at the end of each academic year for each student in grades 9 through 12 based on the district’s grade weighting policy. High school core courses taken at the middle school will be included in the Valedictorian/Salutatorian calculation. HOPE is NOT included in this calculation.
- Grades transferred from other accredited public schools which were earned in courses coded as “high school” in the Florida Department of Education’s Course Code Directory.
- Dual Enrollment “DE” courses in the core course areas (as per the Course Code equivalency list) which include the following: Math, English, Science, History/Social Studies, (as required for graduation), and World Language in the core course areas shall be included in calculating the Valedictorian/Salutatorian GPA.
- Grades earned by a student while enrolled in home education courses shall not be used in calculating Valedictorian/Salutatorian.
- Grades earned by a student while attending a private school or private tutoring program shall not be used in calculating Valedictorian/Salutatorian.
- Students participating in an Early Admissions Program shall not be eligible for Valedictorian/Salutatorian.
- A student must be enrolled in the Monroe County School District for a minimum of two complete school years and one complete school year in their graduating high school to be eligible for Valedictorian/Salutatorian.
- A student selecting a three-year 18 credit option may be eligible for co- valedictorian/salutatorian if their weighted grade point average equals or exceeds that of the 24-credit valedictorian or salutatorian.

## PARTICIPATION IN GRADUATION CEREMONIES

A student wishing to participate in a commencement ceremony must meet at least one of the following criteria:



- Earn a Standard Diploma
  - Students earning all required credits, satisfying assessment graduation requirements, and having a 2.0 GPA;
  - Students earning all required credits, satisfying assessment graduation requirements, and enrolled in the 18-Credit ACCEL Option Program or 18- Credit CTE Option;
  - Alternative Education students meeting all required credits and having a 2.0 GPA;
- Students meeting all requirements for the Performance Based Exit Option Program;
- Students earning a Certificate of Completion and having a 2.0 GPA;
- EL students (working for a standard diploma) with less than four years in the country, maintaining a 2.0 GPA (Principal approval required).

The principal can waive the difference in credits between the State of Florida and Monroe County School District.

Students meeting any of the following criteria are not eligible to participate in graduation ceremony

- Students lacking credit in required courses;
- Adult education students;
- Home School students; (Note: All students registering as Home School students with the Monroe County School District will be required to sign a Letter of Understanding stating that they may NOT participate in any graduation ceremonies.)
- Private school students;
- Charter school students;
- MCSD Virtual students
- Students earning a HSE and not enrolled in the Performance Based Exit Option Program.

## DISTRICT/STATE ASSESSMENT PROGRAM

Each student **must** participate in district and statewide assessments as required by Florida Statute §1008.22 in grades and subjects where such assessments are administered. Students in grades 9 and 10 participate in the Florida Assessment of Student Thinking (FAST) in English Language Arts that includes a separate writing and reading component. Students taking courses that have an associated statewide standardized assessment (Algebra 1, Algebra 1 Honors, Geometry, Geometry Honors, Biology, Biology Honors, United States History, and United States History Honors) will take the associated statewide standardized end-of-course exam. [Florida Statutes §1008.22] Beginning with the 2021-2022 school year, students taking the United States Government course are required to take the assessment of civic literacy identified by the State

Board of Education pursuant to s. 1007.25(4). Students earning a passing score on the assessment are exempt from the postsecondary civic literacy assessment required by s. 1007.25(4).

## ACCOMMODATIONS OF DISTRICT/STATE ASSESSMENT FOR SPECIAL PROGRAM STUDENTS

### EL Students

EL students are required to participate in the statewide and district assessment program. However, all active (LY) EL students are eligible to receive accommodations during testing. Permissible accommodations include:

- flexible setting,
- flexible scheduling,
- flexible timing,
- state-approved electronic Heritage Language Dictionary, and
- assistance in the heritage language.

EL students **must** have access to an English-to-heritage language translation dictionary and/or heritage language-to-English translation dictionary, such as those made available to EL students in an instructional setting. When a student is in both the EL and ESE programs, all accommodations listed on their IEP as well as their EL Plan **must** be offered. Parents/guardians are notified in writing of all accommodations offered to their child.

### Students with Disabilities

Test accommodations during district/state testing will be implemented as specified in the student's IEP. Test accommodations may include flexible setting, flexible scheduling, flexible timing, flexible responding, flexible presentation and/or flexible format.

Note: Specific information regarding modifications for each assessment instrument can be found in the Statewide Assessments Accommodation Guide.

### 504 Students

Students with 504 plans may receive accommodations on both district and state assessments. The PST should refer to the student's past performance on standardized tests and the classroom accommodations section of the 504 plan to determine if the impairment substantially interferes with his/her performance. If so, the PST will determine the necessary accommodations for district and state assessments. Test accommodations may include flexible setting, flexible scheduling, flexible timing, flexible responding, flexible presentation and/or flexible format.

Note: Refer to Statewide Assessments Accommodation Guide and the Monroe County School District Section 504 Manual.

## EXEMPTIONS FROM DISTRICT/STATE ASSESSMENT FOR SPECIAL PROGRAM STUDENTS

### EL Students

EL students are required to participate in FAST based on Florida Department of Education guidance for administration of statewide assessments. All students classified as limited English proficient (LEP or EL) must participate in the statewide assessment program. [Florida Statutes §229.57].

There is no categorical exemption from participation in the statewide assessment program for EL students. However, EL students are eligible for exemption to mandatory retention according to F.S. 1008.25

*1. Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Languages program based on the initial Date of Entry into a school in the United States (DEUSS).*

No promotion or retention decision may be made for any individual student classified as EL based solely on a score on any single assessment instrument, whether such assessment instrument is part of the statewide assessment program or of a district's formal assessment process. A formal retention recommendation regarding an EL student must be made through a LEP committee.

### Students with Disabilities

The IEP committee determines whether a student with a disability participates in state and district assessments. The decision to exclude any student with a disability must be documented on the IEP and must meet the following criteria:

- Does the student have a significant cognitive disability?
- Is the student unable to master the grade-level, general state content standards even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials?
- Is the student participating in a curriculum based on Florida Standards Access Points for all academic areas?
- Does the student require extensive direct instruction in academics based on Access Points in order to acquire, generalize, and transfer skills across settings?

Students who are exempt from state and district assessment will be assessed through the Florida Alternate Assessment (FAA).

### 504 Students

Students with 504 plans **must participate in** state assessments. Refer to Statewide Assessments Accommodation Guide.

## ANNUAL REPORT

The 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 [Florida Statutes §1008.25(8)(b)]:

- The provisions of this section relate to public school student progression and the district school board's policies and procedures on student retention and promotion [Florida Statutes §1008.25(8)(b)1].
- By grade, the number and percentage of all students in grades 3 through 10 performing at Levels 1 and 2 on the statewide, standardized English Language Arts assessment [Florida Statute §1008.25(8)(b)2].
- By grade, the number and percentage of all students retained in grades 3 through 10 [Florida Statutes §1008.25(8)(b)3].
- 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) [Florida Statutes §1008.25(8)(b)4].
- Any revisions to the district school board's policy on student retention and promotion from the prior year [Florida Statutes §1008.25(8)(b)5].

## EQUITY POLICY

### **MONROE COUNTY SCHOOL BOARD**

#### **NON-DISCRIMINATION POLICY**

1. No person shall, on the basis of race, color, religion, gender, age, marital status, disability, political beliefs, national or ethnic origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity, or in any employment conditions or practices conducted by this School District, except as provided by law.
2. The School Board shall comply with all state and federal laws, which prohibit discrimination and are designed to protect the civil rights of applicants, employees, and/or students, or other persons protected by applicable law.
3. The School Board shall admit students to District Schools, programs, and classes without regard to race, color, religion, age, nation or ethnic origin, marital status, disability, or handicap

#### **District Equity Contact for Student & Educational/Activities:**

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