

UNION COUNTY SCHOOL DISTRICT

STUDENT PROGRESSION PLAN

2016-2017

55 SW Sixth Street
Lake Butler, FL 32054
(386) 496-2045

Carlton Faulk, Superintendent of Schools

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SCHOOL DISTRICT PURPOSE STATEMENT

The purpose of the Union County School District is to provide a collaborative learning culture where students are dedicated to excel with commitment from staff, families, and community

INTRODUCTION

The Union County Student Progression Plan delineates the rules, processes and procedures which affect student promotion, retention and graduation. It begins with general information pertaining to all students. The sections following this general information are relevant to each specific school level and are labeled accordingly. An electronic version of this document is available on the Union County School District website at <http://www.union.k12.fl.us>.

NOTICE OF NON-DISCRIMINATION

The Florida Educational Equity Act requires that public education agencies regularly notify students, parents, and the general public of its policies of non-discrimination. Discrimination is prohibited by Union County School Board Policy 2.16. The Equity Coordinator for the Union County School District is Barry Sams, Director of Personnel and Secondary Education. His contact information is listed below. The information below is posted to comply with the notification requirements of the educational equity act.

Non-Discrimination in Student Activities – No student enrolled in the Union County Schools shall, on the basis of race, religion, age, national origin, gender, marital status, disability, pregnancy, or genetic information, be excluded from participation in or be subjected to discrimination under any curricular or any other school sponsored activity. Career and technical education programs are included in the curricular programs offered without discrimination. Opportunities for using school facilities will be afforded to all youth groups without discrimination. This includes the Boy Scouts of America or any other youth group as provided in the Boy Scouts Act. This rule shall apply to all present and future course offerings and to all other school sponsored activities in which students are eligible to participate.

Grievance Procedures – Grievances should be filed with the following personnel:

Student Grievance – Educational Equity Act

Barry Sams
Director of Personnel and Secondary Education
55 SW 6th Street
Lake Butler, FL 32054
386-496-1300
SamsB@union.k12.fl.us

Student Grievance – Americans with Disabilities Act or Section 504 Rehabilitation Act

Christie Whitehead
Director of ESE and Student Services
55 SW 6th Street
Lake Butler, FL 32054
386-496-2045 ext. 231
DukesD@union.k12.fl.us

CURRICULUM

The curriculum is determined by the laws of the State of Florida, the accreditation standards of AdvancED, the needs of students as determined by curriculum studies and surveys, and continuous evaluation of the effectiveness of the curriculum in meeting the needs of all students.

ATTENDANCE POLICY – ALL GRADES

The Union County School District is dedicated to providing the best educational environment for all students in our county. Regular attendance is essential for students to be successful in school. We realize the primary responsibility for school attendance rests with parents, but we are dedicated to assisting parents in their efforts by providing them with timely attendance information. The parent of a child of compulsory school age is responsible for the child's daily school attendance. School staff, parents, students, and appropriate state agencies are expected to work together to ensure that laws are obeyed including, but not limited to, referral to the state designated agency for possible court action for extended absence or truancy. School Board Policy 5.04 outlines the rules that apply to attendance and attendance procedures. Florida law supports the active involvement of parents until the student graduates from school. This serves as notice to the parent, that when a student reaches the age of majority (18 years of age) the parent shall continue to perform the parental functions of a dependent student, including, but not limited to, provide reasons for absences and tardiness, permission slips for early release, field trips, other activities, as necessary, and to register or terminate (withdraw) school enrollment, until the student graduates. A student's presence in class is required to maximize the attainment of instructional objectives. For students who demonstrate patterns of non-attendance, interventions may be recommended.

Student Rights

- Students have a right to know how the Union County School District defines and handles excused absences, unexcused absences, and tardiness.
- Students have a right to make-up work they missed during an excused absence.
- Students who are married, are parents, or are expectant mothers have a right to remain in the regular school program.

Student Responsibilities

- Students have a responsibility to attend all classes.
- Students have a responsibility to be on time for school and all classes.
- Students have a responsibility to ask their parents to notify the school when they are absent.
- Students have a responsibility to ask teachers for, and to complete, make-up assignments.

Compulsory School Attendance

The Union County School Board stresses the importance that all students attend school regularly and remain in school until they graduate from high school. However, a child who attains the age of 16 years during the school year is not subject to compulsory school attendance beyond the date upon which he or she attains that age if the child files a formal declaration of intent to terminate school enrollment with the guidance office. The declaration must acknowledge that terminating school enrollment is likely to reduce earning potential and must be signed by the child and the child's parent. The school district must notify the child's parent of receipt of the child's declaration of intent to terminate school enrollment. Forms are available at each school's guidance office. Also be aware that students who drop out of school are not eligible to receive a driver's license or driver's permit or will have their license or permit revoked.

Non-Attendance and Early Signs of Truancy

It is important to be in school every day. If a child is not in school, he or she may be showing early signs of truancy through a pattern of non-attendance. A student may be establishing a pattern of non-attendance when:

- He or she has an accumulation of tardiness, early sign outs, and/or 5 absences (excused and unexcused) in one 9-week grading period or 10 absences (excused and unexcused) in a semester; or

- He or she has 5 unexcused absences in 30 calendar days or 10 unexcused absences in 90 calendar days.

However, a student does establish a pattern of non-attendance when he or she has an accumulation of 15 unexcused absences within 90 calendar days, with or without a parent's knowledge. The student is considered a habitual truant.

Parents and students may verify absences at any time at school or at home by contacting the school or by accessing electronic attendance records through the Skyward Parent Portal. If after an accumulation of absences as noted above, the principal and/or his designee determines that the reasons for time out of school are invalid, the principal/designee shall refer the student to the Child Study Team to determine if early patterns of truancy are developing and provide appropriate interventions. If interventions recommended by the Child Study Team are unsuccessful, students are referred to the Truancy Intervention Partnership Program (TIPP). It is a joint partnership program of the State Attorney's Office, the Union County School Board, and the Florida Department of Juvenile Justice. The program is designed to prevent excessive absences through parent notification and accountability, school interventions, and daily monitoring of attendance. Parents are expected to communicate with school personnel regarding absences. Parents who do not comply are referred to the State Attorney's Office for failure to comply with F.S. 1003.27 which provides that a parent commits a misdemeanor of the second degree, punishable as provided by law, if the parent refuses or fails to have a child attend school regularly or refuses to participate in meetings concerning the child's truancy. However, if the principal and/or his designee determine that the reasons for the absences are valid and there are no early signs of truancy, no further action will be taken.

Absences

An absence will be determined to be excused if it meets one of the following criteria:

- Illness of a student, documented by a licensed physician, mental health professional, or health department employee attesting to the illness, infection with a communicable disease, or injury to the child;
- A copy of a funeral notice or obituary accompanied by a note from the parent, as defined by Florida Statutes, indicating death in the family resulting in the absence of the child;
- A written statement from a lawyer or representative of the court system indicating the child was absent due to a legal or judicial proceeding;
- Written information documenting a religious activity that occurs during the time that school is in session which required an absence for religious instruction or religious holiday. Prior approval is required.
- School activity which requires student participation. It is the student's responsibility to obtain permission from teacher(s) to participate in school activities. In the event a student is denied permission by one or more teachers due to poor attendance or lack of academic progress, the student will receive an unexcused absence for that class or classes and will not be eligible to complete make-up work.
- A student may be excused from school for a maximum of 5 days per year if the parent writes a note documenting the illness.

Written documentation of one of the above reasons for absence must accompany the student to school within two days following the absence in order to be considered excused. Phone calls in lieu of a note will not be acceptable.

Make-Up Work

Students will have two days for the first day of absence, and one day thereafter for each additional day of excused absence to complete make-up work. *Example: 3 days excused absence will mean 4 days to complete all work.* It is the responsibility of the student to make arrangements for completing the classroom work assigned during his/her absence. The consequences of a student's failure to make-up work within the allotted time following an excused absence are:

- A grade of zero will be given for all assigned work, including tests and/or exams
- Teacher/student conference
- Parent notification

Make-up work for unexcused absences including suspensions will be left up to the discretion of the school administration. Teacher grade records will be the final authority in determining the number of absences for each student.

Mastery Exams (All High School Courses taught at any school)

The mastery exam is pass/fail and is not part of a semester average. In order to take a mastery exam, the following two conditions must be met:

- The student must have a passing average of at least 60% for the course in question.
- A student may have 11-14 unexcused absences to be eligible for the mastery exam. The student must not have 15 or more unexcused absences. Credit will be withheld for a student who has 15 or more unexcused absences within a 90 day period. The student is considered to be a habitual truant and other appropriate and necessary action will be taken.

A student who passes the comprehensive mastery exam is then eligible to receive his/her earned grade. If a student fails the mastery exam, they will be denied credit and receive 59% of the earned semester grade.

STUDENT PROGRESSION PLAN – GRADES PK - 4

Immunization and Health Examination Requirements

The Union County School Board requires that each child who is entitled to be admitted to kindergarten or pre-kindergarten must present a certification of a school-entry health examination performed within one year prior to enrollment in school. If a student from another state is entering a Florida school for the first time, a certification of immunization is required prior to admission. A 30-day grace period will be given so that a health examination can be obtained. After 30 days, if a valid health examination is not provided to the school, the student will be excluded from school until it is received. The parents/guardians of any child admitted to or in attendance at a Florida public or private school, grades prekindergarten through 12, are responsible for assuring that the child is in compliance with the above listed requirements.

Admissions

State law and district requirements for admission to the Union County School District are:

- Kindergarten - Any child who has attained the age of five years on or before September 1 will be admitted to kindergarten at any time during the school year.
- First Grade - Any child who has attained the age of six years on or before September 1 will be admitted to first grade if kindergarten has been successfully completed. Successful completion of a kindergarten program will be defined as:
 - Enrollment & attendance in a public school; and
 - Satisfactory completion in a nonpublic kindergarten program as evidenced by a report card or letter from the principal of the previous school or the Verification of Entrance to First Grade form verifying completion; or
 - Otherwise meets the criteria for admission as specified by the District. No provision for admission to first grade exists.
- First Entry to Union County Schools - Before admitting a student to Florida schools for the first time, the school must have documentation required by Florida Statutes and Union County School Board policy/procedures as follows:
 - Certified birth certificate
 - A certificate showing a school entry State of Florida health examination performed within one year prior to enrollment. Exemptions will be granted on religious grounds upon receiving written request from parents or guardian stating objections to the examination.
 - A valid DH 680 Florida Certificate of Immunization (Grades PK-4). A second dose of measles vaccine, preferably MMR, is a requirement before entry into kindergarten or grade one. In addition to their routine childhood vaccinations, kindergarten students must have hepatitis B vaccine series (three entitle doses at one, two, and six month intervals) and a second dose of measles vaccine (preferably MMR).
 - Children entering, attending, or transferring to preschool in Florida are required to have completed the hepatitis B series.
 - Children entering, attending, or transferring to preschool and kindergarten in Florida schools will be required to have varicella vaccine. In each subsequent year thereafter, the next highest grades are included. Varicella vaccine is not required if the child has documentation of history of varicella (chicken pox) disease.
 - Exemptions for the health examination or immunizations may be granted on medical and/or religious grounds. A request for medical exemption must be a written request from a doctor. A request for religious exemption must be a written request from a parent or guardian stating religious objections to the examination.

- An official letter or transcript from proper school authority which shows record of attendance, academic information, and grade placement of student.
- Social Security Number at school district request.

Transfers

Elementary grade placement of transfer students to the district will be subject to the following conditions:

- In-State Transfers from Nonpublic Schools to Kindergarten - students transferring from a nonpublic Florida kindergarten to the Union County Schools must provide:
 - Evidence of date of birth (five years of age on or before September 1);
 - Proof of immunization;
 - Evidence of medical examination performed within the last twelve months; and
 - Social Security number at school district request.
- In-State Transfers from Non-Public Schools to First Grade - pupils transferring from a nonpublic first grade must provide:
 - Evidence of successful completion of kindergarten in a nonpublic Florida school;
 - Evidence that the student will be six years of age on or before September 1;
 - Evidence of medical examination performed within the last twelve months;
 - Proof of immunization; and
 - Social Security number upon school district request.
- Underage Out-of-State Transfers to Kindergarten and First Grade from Public and Nonpublic Schools - entry into kindergarten and first grade, by out-of-state transfer students, who do not meet regular age requirements for admission to Florida Public Schools, shall be based on their previous state's age requirements for entrance into public schools and shall be in accordance with Florida Administrative Rules. Any student who transfers from an out-of-state public or nonpublic school shall be admitted upon presentation of the following data:
 - An official letter or transcript from proper school authority which shows record of attendance, academic information, and grade placement of the student;
 - Evidence of State of Florida immunization against communicable diseases;
 - Evidence of date of birth;
 - Evidence of State of Florida medical examination performed within the last twelve months; and
 - Social Security number upon school district request.
- Home Education Program Entry or Re-entry - When a student is transferring into Union County District Schools from a home education program, the child must meet all district and state entrance qualifications. Temporary grade placement will be based on the following variables:
 - Age and maturity
 - Academic skills and abilities
 - Previous record in public and private schools; and
 - Evidence of work and achievement while in home education
 - Final grade placement will be determined by the principal at the end of four weeks.
- Assigning Grades To Transferring Students - When students transfer from one school to another, the sending school is required to send all grades earned during the current grading period regardless of days enrolled. The Elementary Student Withdrawal Notice shall be used to report this information. Students in non-public schools in grades 1 through 4 entering the public school system will be assessed using the DAR for the purpose of assigning them to a grade level.

Admission for Students under Suspension or Expulsion

Students under suspension or expulsion from schools inside or outside the district may be denied admission unless approved by the Superintendent or his designee.

Elementary Level Instruction

Each student in grades K-4 will receive regularly scheduled instruction based on the district adopted curricula. This will include language arts, mathematics, reading, writing, science, social studies, health, physical education, art, and music. Flexibility in the designing of school schedules is permissible and may reflect the integration of content determined necessary to provide an appropriate instructional program. All students must meet state requirements concerning mastery of curriculum frameworks and student performance standards based on the Florida State Standards. Proficiency of achieving course standards is documented by passing grades as determined by the classroom teacher.

Testing

Students in grades Kindergarten through 4 are evaluated annually. All students, unless specifically exempted, must take all statewide and achievement tests at their appropriate grade level as required by state law. Test adaptations and modification of procedures, as necessary, for students in Exceptional Education and for students who have Limited English Proficiency, are provided through the Individual Education Plan (IEP), Limited Proficiency Plan (LEP), or 504 Plan. Children who enter public school for the first time in first grade may be administered the Diagnostic Assessment of Reading adopted for first grade.

The elementary education testing requirements are as follows:

- **FLKRS/WSS** – The FLKRS/WSS is given as a school readiness screening test in kindergarten.
- **DAR** – The Diagnostic Assessment of Reading is given to targeted students in grades K-4 for the purpose of identifying specific needs of students. It is used as a diagnostic tool.
- **Performance Matters** – This test is given to students to measure growth in Reading and Math in grades K-4.
- **Florida Standards Assessments (FSA)** – These Reading and Math assessments are administered to all third and fourth grade students. Students are compared to other third and fourth grade students within the state.
- **Teacher Assessments** – Student performance on teacher developed or curricula produced assessments will be aligned with research based curricula to determine grades on report cards.
- **STAR Reading** – STAR reading is administered to students in grades 1-4 to determine Accelerated Reader level.
- **VPK Assessment** – All pre-kindergarten students will take the VPK Assessment as a pre- and post-assessment.
- **Alternate Assessments** – Several alternate assessments are administered to assess students with disabilities. These assessments include BDI, PPVT, Bracken, FAA, Unique, and Brigance.
- **Science Assessments** – Student in grades K-4 will be tested to measure mastery of state standards for Science. Kindergarten and 4th grade students will be assessed with one test at the end of the year. Students in grades 1-3 will be assessed with a test at the end of each semester.

Guidelines for Exemption of Students with Disabilities

The general expectation of state and district assessment systems is that all students participate in assessment for accountability purposes. However, a student's disability may be such that state and district assessments may not be appropriate for that student. This decision should be made at an Individual Education Plan (IEP) review and should be guided by past performance of the student, and whether the student is pursuing a course of study to obtain a regular high school diploma. The decision to include or exclude should be documented on the IEP. If exemption is the decision, then the rationale should also be included. These decisions should be made every year. Exemption may be permitted only when all of the following criteria are met:

- The student is unable to master the grade level Florida State Standards, even with appropriate and allowable course accommodations.

- The student's demonstrated cognitive ability is the primary reason for the inability to master grade level standards.
- The student is participating in a modified curriculum based on the Florida State Standards (where applicable).
- The student has deficiencies in adaptive behavior, as demonstrated by the inability to function effectively and independently in everyday living skills (interpersonal and social interactions) across a variety of settings.

Progress Monitoring For Student Achievement

Lake Butler Elementary School students will be closely monitored through the Multi-Tiered System of Support (MTSS). Teachers will meet to discuss students who are having academic or behavioral concerns. There are three tiers of instruction. Tier one includes all students in the core curriculum. Tier two interventions are used with students who need interventions in a small group setting as supplementary instruction. Students needing Tier three interventions will be provided with intense instruction in a one to one teacher setting. Teachers are responsible for documenting the interventions provided and updating the school leadership team on the progress of students. Parental contact is maintained to keep them abreast of their child's progress. The Multi-Tiered System of Support is a movement to ensure that all students are successful from special education classes to regular education classes. It is a team approach that includes the entire staff in making the best decisions about the needs of students.

Each student who has not met minimum state expectations defined by the Commissioner of Education on any state assessment tests in reading and mathematics, will continue remedial or supplemental instruction until the expectations are met, or the student graduates from high school, or is not subject to compulsory school attendance. This may be accomplished through one or more of the following:

- Summer Reading Camp (including math instruction)
- After School Tutoring
- Intervention programs
- Exceptional Student Education/ Inclusion Model
- Title I support staff
- Mentoring

The School Board must allocate remedial and supplemental instructional resources first to students who are deficient in reading by the end of grade 3 and next to students who fail to meet achievement performance levels required for promotion. The law's intent is that an intervention model be implemented for students having difficulty meeting the levels of performance for student progression. Such an intervention model might consist of the following steps:

- Effective, research-based, standards-driven initial instruction
- Identification of students with problems (assessment or screening)
- Diagnosis of specific problems of the individual student
- Progress monitoring plan addressing diagnosed problems (prescription)
- Immediate intensive remedial instruction
- Progress monitoring, reevaluation, and redesign of instruction to meet student's current needs
- Continued support and reinforcement.

If any K-4 student exhibits a reading deficiency, the parent shall be notified of the student's deficiency with a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in reading; shall be consulted in the development of a detailed Multi-Tiered System of Support Plan (MTSS), and shall be informed and the student will be given intensive reading instruction until the

deficiency is corrected. If a third grade student scores Level 1 on the State Language Arts Assessment, the child must be retained unless he or she is exempt from mandatory retention for good cause.

Any student who exhibits a substantial deficiency in reading, based upon locally determined assessments, statewide assessments conducted in kindergarten or grades 1, 2, 3, 4 will be given intensive reading instruction immediately following the identification of the reading deficiency. Students will have their reading proficiency reassessed by locally determined assessments or through teacher observations at the beginning of the grade following the intensive instruction. Intensive instruction shall be continued until the reading deficiency has been corrected. Intensive instruction is usually associated with the following characteristics:

- Diagnosis / prescription targeted to specific skill development
- Variety of opportunities for repetitions (repeated exposure)
- Smaller chunks of text or content
- Guided and independent practice
- Skill development and practice integrated into all activities
- Frequent monitoring
- Criterion-based evaluation of success
- Small group instruction
- Intensive / Inclusion classes

Mandatory Grade 3 Retention

It is the ultimate goal of the legislature that every student read at or above grade level. Any student who exhibits a substantial deficiency in reading, based upon locally determined or statewide assessments conducted in kindergarten or grade 1, 2, or 3, through teacher observations, must be given intensive reading instruction immediately following the identification of the reading deficiency. The student's reading proficiency must be reassessed by locally determined assessments or through teacher observations at the beginning of the grade following the intensive reading instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied. Remedial and supplemental resources must be allocated as follows:

- First - students who are deficient in reading by the end of grade 3;
- Second - students who fail to meet performance levels required for promotion.

If a student's reading deficiency is not remedied by the end of grade 3, as documented by scoring Level 2 or higher on the statewide assessment test in reading for grade 3, the student must be retained unless he/she is exempt from mandatory retention for good cause.

Students transferring into the district should be assessed immediately for reading proficiency to determine if remediation is appropriate. This is especially true in grade 3. If a student transfers after the administration of the FSA in grade 3, it is up to the district to assess the student's reading proficiency at the end of the year to determine if the student needs to repeat the third grade.

Exemption for Good Cause

Students in grade 3 who score Level 1 on the State Language Arts Assessment may be exempted from the retention requirement and be promoted to fourth grade as required by state law. This is called a good cause exemption. Good cause exemptions are limited to the following:

- Limited English Proficient (LEP) students who have had less than two years of instruction in an English for Speakers of Other Languages (ESOL) program;

- Students with disabilities whose Individual Educational Plan (IEP) indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule;
- Students who demonstrate an acceptable level of performance on a state-approved alternative standardized reading or English Language Arts assessment approved by the State Board of Education;
- Students who demonstrate, through a student portfolio, that he or she is performing at least at Level 2 on the statewide standardized assessment;
- Students with disabilities who participate in the statewide standardized assessment and whose IEP or 504 Plan reflects that the student has received intensive remediation in reading and English Language Arts for more than two years, but still demonstrates a deficiency and was previously retained in kindergarten, grade 1, grade 2 or grade 3;
- Students who have received intensive reading intervention for two or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2 or grade 3 for a total of two years. A student may not be retained more than once in grade 3.
- Students who have received intensive remediation in reading and English Language Arts for two or more years, but who still have a deficiency in reading and have already been retained in kindergarten, grade 1, grade 2 or grade 3 for a total of two years.

A parent of a student in grade 3 who is identified anytime during the school year as being at risk of retention may request that the school immediately begin collecting evidence for the portfolio. To be accepted as meeting the portfolio option for demonstrating mastery of the required reading skills, the student portfolio must:

- Be selected by the student's teacher;
- Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
- Include evidence that the standards assessed by the grade 3 State Language Arts Assessment have been met. Evidence is to include multiple choice items and passages that are approximately 60 percent literary text and 40 percent information text that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum that are aligned with the Language Arts Florida Standards or teacher-prepared assessments;
- Be an organized collection of evidence of the student's mastery of the Language Arts Florida Standards that are assessed by the grade 3 State Language Arts Assessment. For each standard, there must be at least three examples of mastery as demonstrated by a grade of 70 percent or above on each example; and
- Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

Title I

Title I is a federally funded program designed to supplement basic instructional strategies for reading and mathematics. Qualified students are eligible to receive services if they meet entry level school based criteria or if they attend a Title I eligible school. Lake Butler Elementary School is a Title I school.

Student Health and Fitness

A program of student health and fitness shall be implemented at elementary school level. The program will implement health and fitness, including physical fitness, standards in accordance with Florida State Standards as school(s) facilities allow. Information shall be made available to parents on student health and fitness. All K-4 students will receive 150 minutes of physical education each week.

Virtual Education

Elementary school students have the option of participating in the following virtual education options:

- Florida Virtual School (FLVS) – an accredited public school serving students through online courses. FLVS courses are available 24 hours a day. Students can enroll in FLVS courses anytime. Access shall be available to students during the regular school term and in the summer.
- My District Virtual School (MDVS) – an online learning option provided by the North East Florida Educational Consortium and franchised to the Union County School District. MDVS courses are available 24 hours a day. Students must enroll in MDVS courses at the beginning of each semester. Access shall be available to students during the regular school term only.

The School Board shall award credit for all courses successfully completed through the virtual education options listed above. Students wishing to take courses must gain approval from the school counselor.

Florida Virtual School (FLVS) Guidelines for Elementary School

- Enrollment is open. Students can enroll in FLVS courses at any time.
- All requests for a FLVS course must be approved by the school counselor.
- Home school students will seek approval for courses directly from FLVS.
- If the FLVS course is dropped within the drop/add period established by the district school, the student will be allowed to enroll in the corresponding course on campus.
- Grades issued by FLVS will be honored for credit in district schools.
- All FLVS courses needed to meet progression requirements must be completed by the end of the appropriate school session.
- Students may not simultaneously be placed in the same course concurrently at the district school and at FLVS.
- Accessibility to FLVS courses are offered on campus based on space available.

My District Virtual School (MDVS) Guidelines for Elementary School

- MDVS course enrollments coincide with the regular district school term.
- All petitions to take a course via MDVS should be approved by the student's school counselor prior to the start of a new semester.
- Students may not simultaneously be placed in the same course concurrently at the district school and at MDVS.
- Once a semester has begun and the regular drop period for MDVS has passed, a student may not withdraw from a school course to enroll in the same course online.
- If the MDVS course is dropped within the drop/add period established by the district school, the student will be allowed to enroll in the corresponding course on campus.
- Grades issued by MDVS will be honored for credit in district schools.
- Accessibility to MDVS courses are offered on campus based on space available.

Reporting Student Progress

Report cards will be issued to students every nine weeks regarding the progress of the student towards achieving state and district expectations for proficiency in reading, writing, mathematics, science and social studies. The evaluation of the students' progress must be based on classroom work, observations, tests, and other relevant information. Parent conferences are scheduled frequently to review student progress. Mid-term progress reports are issued to students in grades PK – 4. (Refer to the Student Handbook for the dates these reports are sent to parents.)

Grading Scale K-4

Teachers in grades K-4 evaluate Reading/Language Arts, Math, and Science as follows:

A = 90 through 100

B = 80 through 89

C = 70 through 79

D = 60 through 69

F = 0 through 59

Teachers in Grades K-4 evaluate Social Studies and Enrichment as follows:

S = Satisfactory

N = Needs Improvement

U = Unsatisfactory

Each grading period, students in grades K-4 are graded on reading proficiency as follows:

1 = On Grade Level

2 = Below Grade Level

Promotion

Promotion is based on mastery of performance standards approved by the State Board of Education. Progression from one grade to the other is determined in part by proficiency in language arts/reading, mathematics, science, and social studies at each grade level.

Florida law provides that no student may be assigned to a grade level based solely on age or other factors that constitute social promotion. The district school board may only exempt students from mandatory retention for good cause. Good cause exemptions are explained previously in this document.

The Florida State Assessments are not the sole determining factor of promotion. Additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion.

Grade assignment will occur at the end of the school year or at the end of summer school, if it is available. The primary responsibility for determining each student's performance and ability to function academically, socially, and emotionally in the next grade is that of the classroom teacher in conjunction with the principal. Conditional placement may be an option to consider if good cause guidelines, determined by the State Board of Education are met.

The basis for making the determination regarding promotion should reflect student performance according to:

- The Florida State Standards
- The student's ability to function with materials considered to be "on grade level"
- Teacher judgment
- Tests
- Student's classroom work
- Observation
- Standardized and required statewide assessments
- Parent input
- ESE needs
- Other objective data

Any student who has not met minimum state expectations, on any state assessments, must continue remedial or supplemental instruction until the expectations are met.

Retention

General Requirements - Students failing to achieve district levels of expectation must receive remediation. If, after remediation, they are still deficient, they may be retained. The following criteria are used to identify students for retention in Grades K through 4:

- Students achieving one year or more below grade level in reading and/or math
- Emotional / social maturity of the student
- Failing grades in reading or math
- Standardized test scores
- Parental input
- Exceptional education needs

In most cases, when a student appears to have an achievement problem early in his/her school career and when retention is a possible action, it should normally be considered in the primary years. No more than two retentions shall occur in grades K through 4. When it has been determined that a child will be retained, the parent or guardian will be notified in writing. Every effort will be made to conference with the parent prior to the final decision. The communication between the parent and teacher should be on-going throughout the school year. A final placement decision will rest with the principal.

Successful Progression for Retained Readers

Students retained under the provisions of state law must be provided intensive interventions in reading to ameliorate the student's specific reading deficiency, as identified by a valid and reliable diagnostic assessment. This intensive intervention must include effective instructional strategies, participation in the school district's summer reading camp, and appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level, and ready for promotion to the next grade. Each school district shall:

- Conduct a review of student progress monitoring plans/MTSS for all students who did not score above a level 1 or 2 on the reading portion of the FSA and did not meet the criteria for a good cause exemption. The review shall address additional supports and services needed to remediate the identified areas of reading deficiency.
- Provide students who are retained in grade 3 due to a reading deficiency as evidenced by not scoring level 2 on the reading portion of the grade 3 FSA with intensive instructional services and supports to remediate the identified areas of reading deficiency, which may include but are not limited to:
 - Small group instruction
 - Reduced teacher-student ratios
 - More frequent progress monitoring
 - Tutoring or mentoring
 - Transition classes containing 3rd and 4th grade students
 - Extended school day, week, or year
 - Summer reading camps
- Provide written notification to the parent of any student who is retained in grade 3 due to a reading deficiency as evidenced by not scoring level 2 on the reading portion of the grade 3 FSA that his or her child has not met the proficiency level required for promotion and the reasons the child is not eligible for a good cause exemption. The notification must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency.

- The district school board shall assist schools and teachers in implementing reading strategies that research has shown to be successful in improving reading among low performing readers.
- Implement a policy for the mid-year promotion of any student retained in grade 3 due to a reading deficiency as evidenced by not scoring level 2 on the reading portion of the grade 3 FSA who can demonstrate that he or she is a successful and independent reader, reading at or above grade level, and ready to be promoted to grade 4. Tools that school districts may use in reevaluating any student retained may include subsequent assessments, alternative assessments, and portfolio reviews, in accordance with rules of the State Board of Education. Students promoted during the school year after November 1 must demonstrate proficiency above that required to score at level 2 on the grade 3 FSA, as determined by the State Board of Education.
- The school will provide strategies for parents to use in helping their child succeed in reading proficiency.

Special Assignment for Grade Placement

School personnel should utilize available resources to achieve parental understanding and cooperation regarding grade placement. The final decision is the responsibility of the principal.

Conditional Placement

A student may be conditionally assigned, by the principal, to the next grade if he/she has been retained twice previously and has not met the basic standards and may not benefit from retention. Good Cause reasons, established by the State Board of Education, shall be the main consideration when making the decision. Parents will be notified, in writing, of this placement and it will be documented in the student's cumulative folder. Conditional placements may include:

- Special assignments to a lower grade - Any student may be assigned at any time during the school year to a lower grade if the principal determines standards have not been met and the student will benefit from the placement. Parents will be notified of the special assignment, and it will be documented in the student's record.
- Advancing a grade or special assignment to a higher grade - The assignment of a student to a higher grade which results in advancing a grade, or part of a grade, should be based on evidence that the child will benefit from the instructional program in the advanced grade. Parents will be notified of the special assignment, and it will be documented in the student's record. The final decision for grade advancement is the responsibility of the principal.
- Grade placement of a student transferring from another state or private school - Grade placement of a student transferring from another state or private school will be determined by the principal of the receiving school.
- ESE student - The principal should receive input from the student's IEP regarding the appropriateness of conditional placement.

Mid-Year Promotion of a Retained Student

A student being promoted during mid-year is the responsibility of the principal and the classroom teacher. The student's performance and ability to function academically, socially, and emotionally in the next grade, the ability to function with materials considered being "on grade level", student's classroom work, attendance and parent recommendation will be considered in determining promotion to the next grade. A letter documenting the student was promoted during mid-year and stating the reasons for promotion will be placed in the student's cumulative records for the purpose of notifying principals of incoming school or if a child transfers to another school district.

Academically Challenging Curriculum to Enhance Learning (ACCEL)

ACCEL are educational options that provide academically challenging curriculum or accelerated instruction to eligible public school students in kindergarten through grades 12. Elementary school students are eligible for the following ACCEL options:

- Whole-grade and mid-year promotion

- Subject matter acceleration that may result in a student attending a different school
- Virtual instruction in higher grade level subjects

Parents, teachers, guidance counselors, or administration may request a referral to determine eligibility for acceleration. Parent permission is required.

Principals must implement the district established ACCEL options and procedures for determining eligibility of a student. Establishment of eligibility includes a review of local assessments, statewide assessments, student GPA, attendance and conduct records. Student maturity will also be a consideration. If these records do not support the request for acceleration, the principal may deny initial eligibility.

After initial eligibility is determined, procedures include the establishment of an Acceleration Review Committee consisting of the principal or designee, guidance counselor, current teacher, acceleration teacher, and the parent/guardian. Recommendation from one or more of the student's teachers in core-curricula courses may also be needed. If a student qualifies for acceleration, an Acceleration Contract will be developed. If the student fails to meet the criteria set in the contract, the student will be returned to the previous grade placement. Each student will be limited to one acceleration referral per 12-month period.

Acceleration shall commence at natural transition points within the school calendar, in accordance with school board policy. Students who are determined eligible in accordance with Board Policy will be promoted by whole grade or subject at a semester or beginning of the year. Students who are referred for possible accelerated placement 60 or more days prior to the beginning of school year shall be evaluated prior to the students' first day of school. Students who are referred for possible accelerated placement 60 or more days prior to the beginning of the second semester (mid-year) shall be evaluated prior to the start of the second semester.

Pre-Kindergarten Program

Any child who enters a pre-kindergarten program in Union County must first meet the eligibility requirements for the specific pre-kindergarten program. Each child must also meet the Florida requirements for entrance into Pre-Kindergarten.

STUDENT PROGRESSION PLAN – GRADES 5 - 8

Entrance Requirements

Florida Statutes require that a student entering a Florida public school for the first time must present certification of a school entry medical examination performed within the twelve months prior to enrollment in school. Documentation of the examination must be recorded on the proper Department of Health form. If such certification is not available, the principal must be given a medical appointment notice from a licensed physician signifying that the child is scheduled for a physical examination within a thirty-day period, or the child will be excused from school until the requirement is met. Failure to comply may result in the student being referred to the truant officer. A child shall be exempt from the medical requirements upon receipt of a written notarized statement of the parent or guardian of such student stating objections on religious grounds. This certified written request must be entered into the child's permanent record.

Immunization Requirements for Entrance

A child who is entering a Union County School for the first time must present one of the following proper documented items:

- A current valid certificate of immunization; or
- Certificate of exemption for religious reasons; or
- Certificate of exemption for medical reasons.

A 30-day temporary written exemption may be issued by the Union County Health Department to permit a child who transfers into the district to attend classes until the records can be obtained. If, at the end of the 30-day exemption period, the parent or the student fails to present a proper immunization certificate, the principal will temporarily exclude the student from school. The school administrator will instruct the parent to present the proper immunization certification to the school before the student will be allowed to re-enter.

Middle School Immunization and School Entry Health Examinations

If a student from another state is entering a Florida school for the first time, a certification of immunization is required prior to admission. A 30-day grace period will be given so that a health examination can be obtained. After 30 days if a valid health examination is not provided to the school, the student will be excluded from school until it is received. The Union County School Board requires that all students enrolled in grades 5 through 8 at Lake Butler Middle School maintain current on all immunizations mandated by Florida law. In addition to compliance with all other required immunizations, students entering, attending, or transferring to the seventh grade must complete one tetanus – diphtheria - pertussis (TDP) vaccine prior to enrollment. Mandatory exclusion from school is required by law in Florida until acceptable immunization and health examination documentation is presented. The parents/guardians of any child admitted to or in attendance at a Florida public or private school, grades prekindergarten through 12, are responsible for assuring that the child is in compliance with the above listed requirements.

Admission for Students under Suspension or Expulsion

Students under suspension or expulsion from schools inside or outside the district may be denied admission unless approved by the Superintendent or his designee.

Transfer Students

Students entering a Union County School will be required to present the following items within 30 days of entry:

- An official letter or transcript from the former school which indicates record of attendance, academic information, and grade placement of student;

- Evidence of date of birth
- Current valid certificate of immunization
- Evidence of medical examination performed within the last twelve months and documented on the correct medical form. (This provision is not required of students transferring from another Florida school district. However, it is required of students transferring from a private school, a home school program, or an out-of-state program of any kind.)
- Social Security Number (District Request)

Required Instruction

Each district school board shall provide all courses required for middle grades promotion and appropriate instruction designed to ensure that all students have the opportunity to meet State Board of Education adopted standards in the following subject areas: reading and language arts, mathematics, science, social studies, career and technical education, and electives.

Program of Instruction

The program of instruction for students in grades 5 through 8 is based on the standards for all courses required by state law as provided by the Florida Department of Education.

The 5th grade curriculum consists of math, language arts/reading, science, and social studies. Fifth grade students will have the opportunity to participate in art, music, keyboarding, and physical education. Fifth grade students are required to participate in physical education activities for 150 minutes a week.

The 6th grade curriculum consists of math, language arts/reading, science, and social studies. Students scoring Level 1 on Florida Standards Assessment (FSA) in reading and/or math will receive additional reading and/or math instruction. Students may choose from the following elective courses: art, band, physical education, agriculture, keyboarding, and technology.

Students in the 7th and 8th grades are required to take language arts, math, science, and social studies. One of the social studies courses must be Civics. Students scoring Level 1 on FSA in reading and/or math will receive additional reading and/or math instruction. Students may choose from the following elective courses: art, band, physical education, agriculture, keyboarding, technology, business academy (8th grade only), and yearbook (8th grade only). Students taking middle or high school courses with a state-mandated End Of Course (EOC) Exam must take the EOC Exam if it is a requirement of the course. Students participating in the business academy will take a course that can count as the first course in their high school business academy program.

Progress Monitoring For Student Achievement

Middle School students will be closely monitored through the Multi-Tiered System of Support (MTSS). Teachers will meet to discuss students who are having academic or behavioral concerns. There are three tiers of instruction. Tier one includes all students in the core curriculum. Tier two interventions are used with students who need interventions in a small group setting as supplementary instruction. Students needing Tier three interventions will be provided with intense instruction in a one to one teacher setting. Teachers are responsible for documenting the interventions provided and updating the school leadership team on the progress of students. Parental contact is maintained to keep them abreast of their child's progress. The Multi-Tiered System of Support is a movement to ensure that all students are successful from special education classes to regular education classes. It is a team approach that includes the entire staff in making the best decisions about the needs of students.

Each student who has not met minimum state expectations defined by the Commissioner of Education on any state assessment tests in reading and mathematics will continue remedial or supplemental instruction until the expectations are met, or the student graduates from high school, or is not subject to compulsory school attendance. This may be accomplished through one or more of the following:

- Intensive Reading or Math Courses
- After School Tutoring
- Exceptional Student Education Inclusion Model

Virtual Education

Middle school students have the option of participating in the following virtual education options:

- Florida Virtual School (FLVS) – an accredited public school serving students through online courses. FLVS courses are available 24 hours a day. Students can enroll in FLVS courses anytime. Access shall be available to students during the regular school term and in the summer.
- My District Virtual School (MDVS) – an online learning option provided by the North East Florida Educational Consortium and franchised to the Union County School District. MDVS courses are available 24 hours a day. Students must enroll in MDVS courses at the beginning of each semester. Access shall be available to students during the regular school term only.

The School Board shall award credit for all courses successfully completed through the virtual education options listed above. Students wishing to take courses must gain approval from the school counselor.

Florida Virtual School (FLVS) Guidelines for Middle School

- Enrollment is open. Students can enroll in FLVS courses at any time.
- All requests for a FLVS course must be approved by the guidance counselor.
- Home school students will seek approval for courses directly from FLVS.
- If the FLVS course is dropped within the drop/add period established by the district school, the student will be allowed to enroll in the corresponding course on campus.
- Grades issued by FLVS will be honored for credit in district schools.
- All FLVS courses needed to meet progression requirements must be completed by the end of the appropriate school session.
- Students may not simultaneously be placed in the same course concurrently at the district school and at FLVS.
- Accessibility to FLVS courses are offered on campus based on space available.

My District Virtual School (MDVS) Guidelines for Middle School

- MDVS course enrollments coincide with the regular district school term.
- All petitions to take a course via MDVS should be approved by the student's guidance counselor prior to the start of a new semester.
- Students may not simultaneously be placed in the same course concurrently at the district school and at MDVS.
- If the MDVS course is dropped within the drop/add period established by the district school, the student will be allowed to enroll in the corresponding course on campus.
- Grades issued by MDVS will be honored for credit in district schools.
- Accessibility to MDVS courses are offered on campus based on space available.

Reporting Student Progress

REPORT CARDS - The report card will be the standard means for reporting student progress. With the approval of the Superintendent, schools may develop additional or supplementary reporting instruments to be used in conjunction with the report card. Report cards will be issued to all students four times a year, after each nine-week grading session. Report cards provide students and parents with an objective evaluation of the students' scholastic achievement. The final report card for a school year shall contain a statement indicating end-of-the-year status or performance or nonperformance at grade level.

GRADING SCALE - Numerical guidelines (Florida Uniform Statewide Grading Scale) are as follows:

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

GRADE 5 ENRICHMENT - Teachers in Grade 5 evaluate Enrichment courses as follows:

S = Satisfactory

N = Needs Improvement

U = Unsatisfactory

STATE END OF COURSE EXAMS – State EOC exams are required for all students enrolled in Civics, Algebra 1, Geometry, Biology 1, US History, and Algebra 2. All state EOC exams count as 30% of the final grade. The state Algebra 1 EOC requires a passing score to graduate high school. If a middle school student passes the Algebra 1 course and fails the state Algebra 1 EOC exam, they will receive credit for the course. However, he/she must pass the state Algebra 1 EOC retake exam to receive a standard high school diploma.

PROGRESS REPORTS - Progress reports will be issued to all students at designated times during the regularly established grading period. Refer to student planner for specific dates that progress reports will be issued.

NOTIFICATION OF GRADUATION OPTIONS – The Florida Department of Education lists graduation requirements and resources on their website at <http://www.fldoe.org/academics/graduation-requirements>. 8th grade students and their parents will receive information concerning the high school graduation options so that the students and their parents may select the postsecondary education or career plan that best fits their needs.

READING PROFICIENCY - Each grading period, students in grades 5 through 8 are graded on reading proficiency as follows:

1 = On Grade Level

2 = Below Grade Level

Calculating Grades

Courses with a state EOC assessment (Civics, Algebra 1, Geometry, Biology 1, US History, Algebra 2):

First Semester Grade = 50%

Second Semester Grade = 50%

Total = 100%

It is mandatory that the state EOC assessment be counted as 30% of the overall grade.

Teachers in Grade 5 evaluate Enrichment courses as follows:

- S = Satisfactory
- N = Needs Improvement
- U = Unsatisfactory

Grade Conversions for State EOC Tests

State EOC tests in Civics, Algebra 1, Geometry, Biology 1, US History, and Algebra 2 are scored as Levels 1 through 5. Since these tests count 30% of the student's final grade, a numerical grade conversion is necessary. Grade conversions for state EOC exams will be:

- Level 5 – 99
- Level 4 – 89
- Level 3 – 79
- Level 2 – 69
- Level 1 – 59

Grades for Transfer Students

When students transfer from one school to another, the sending school is requested to forward any grades received during that current grading period regardless of days enrolled. If a student was enrolled in his/her former school for more than 30 days, the departing school shall assign the grade. All evidence of the student's work and placement shall be based upon an official transcript or record authenticated by the proper authority of the sending school. If the sending school fails to provide a numerical equivalency grade, the following standards will be used:

- If the exact equivalency is provided, it will be used.
- If the sending school has no numeric equivalency or fails to provide an alpha numerical equivalency, the following scale shall apply based on Florida's standards:
 - A+= 100
 - A = 95
 - A- = 90
 - B+= 89
 - B = 85
 - B- = 80
 - C+= 79
 - C = 75
 - C- = 70
 - D+= 69
 - D = 65
 - D- = 60
 - F = 59

State law mandates that a transfer student from another state, country, private school, or home school will receive credit in state EOC courses WITHOUT taking the EOC if they have a transcript that shows the passing grade and credit posted on the transcript. However, even if they have a credit in Algebra 1, they still must pass the Algebra 1 EOC to get their diploma unless they can show that they passed a comparable statewide math assessment in their prior district or school.

State law mandates that a transfer student from another state, country, private school, or home school after the beginning of the second term of 8th Grade is not required to meet the Civics course requirement for promotion if the student's transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of Civics education.

Mastery Exams (High School Courses Only)

The mastery exam is pass/fail and is not part of a semester average. In order to take a mastery exam, two conditions must be met:

- The student must have a passing average of at least 60% for the course in question.
- A student that has 11-14 unexcused absences in a semester must pass a mastery exam to receive credit for the course. The student must not have 15 or more unexcused absences. Credit will be withheld for a student who has 15 or more unexcused absences in a semester.

A student who passes the comprehensive mastery exam is then eligible to receive his/her earned grade. If a student fails the mastery exam, they will be denied credit and receive 59% of the earned semester grade.

Course Recovery - Grades 6 - 8

Students in grades 6 – 8 who have not successfully completed a required core course may have an opportunity for course recovery through a Dropout Prevention program known as Step Up. Course recovery curriculum is computer-based. Parents will be notified in writing of their child's eligibility for course recovery classes.

Summer School Eligibility

If funding is available, summer school will be provided for students in grades 5 – 8. A student may be eligible for summer school if:

- He/she has failed to meet promotion criteria (failed mathematics, science, reading, social studies, or language arts).
- He/she has been assigned to an Exceptional Student Education or Educational Alternative Program as required by IEP.

Promotion / Retention

Promotion is based on mastery of the Florida State Standards. Progression from one grade to the other is determined by proficiency in reading/language arts, social studies, science, and mathematics at each grade level.

Students who fail to meet the proficiency level in reading/language arts and/or mathematics on the state assessment as defined by the district must receive remediation in the area(s) lacking proficiency and/or be retained within an intensive program that takes into account the student's learning styles and that is different from the previous year's program. When a student has been retained two or more years, appropriate alternative placement will be determined based on the student's academic needs and programs and/or courses available to best serve the student and assist in continued academic progress.

Promotion Requirements for 5th Grade Students

Promotion requirements for 5th grade students are as follows:

- Passing grades in language arts, math, science, and social studies courses

A faculty review committee consisting of the principal, school counselor, teachers, and other support staff will meet to review all data. The committee will make a recommendation as to the student's placement. A final placement decision will rest with the principal. Communication between the parent and the teachers should be ongoing

throughout the school year. Every effort will be made to conference with the parent prior to the final decision. The parent or guardian will be notified in writing when it has been determined that a child will be retained.

Promotion Requirements for 6th, 7th, and 8th Grade Students

Students in 6th, 7th and 8th grade must successfully complete academic courses as follows:

- Language Arts – 3 middle school or higher year-long courses.
- Mathematics – 3 middle school or higher yearlong courses. Each middle school must offer at least one high school level mathematics course for which students may earn high school credit. (Algebra 1 Honors)
- Social Studies – 3 middle school or higher year-long courses, one of which must be Civics.
- Science – 3 middle school or higher year-long courses.
- Career and Education Planning – the course will be taught in 8th grade and can be taught by any member of the instructional staff. It will result in a personalized academic and career plan for each student.
- Physical Education – students enrolled in grades 6 – 8 must have physical education for the equivalent of one class period per day for one semester of each year unless the student is eligible for state-approved waivers. All students in middle school shall be required to wear appropriate dress provided that adequate dressing facilities are available. In a case where the parent or guardian files an objection for religious reasons, the student shall be permitted to wear some other type of appropriate dress.

A student will be expected to successfully complete language arts, mathematics, social studies and science year-long courses in each grade level in order to stay on course to complete grades 6 - 8 in three years. Students in grades 6 - 8 who do not successfully pass the required courses must retake the course(s).

Academically Challenging Curriculum to Enhance Learning (ACCEL)

ACCEL are educational options that provide academically challenging curriculum or accelerated instruction to eligible public school students in kindergarten through grades 12. Middle school students are eligible for the following ACCEL options:

- Whole-grade and midyear promotion
- Subject-matter acceleration that may result in a student attending a different school
- Virtual instruction in higher grade level subjects

Parents, teachers, guidance counselors, or administration may request a referral to determine eligibility for acceleration. Parent permission is required.

Principals must implement the district established ACCEL options and procedures for determining eligibility of a student. Establishment of eligibility includes a review of local assessments, statewide assessments, student GPA, attendance and conduct records. Student maturity will also be a consideration. If these records do not support the request for acceleration, the principal may deny initial eligibility.

After initial eligibility is determined, procedures include the establishment of an Acceleration Review Committee consisting of the principal or designee, guidance counselor, current teacher, acceleration teacher, and the parent/guardian. Recommendation from one or more of the student's teachers in core-curricula courses may also be needed. If a student qualifies for acceleration, an Acceleration Contract will be developed. If the student fails to meet the criteria set in the contract, the student will be returned to the previous grade placement. Each student will be limited to one acceleration referral per 12-month period.

Acceleration shall commence at natural transition points within the school calendar, in accordance with school board policy. Students who are determined eligible in accordance with Board Policy will be promoted by whole grade or

subject at a semester or beginning of the year. Students who are referred for possible accelerated placement 60 or more days prior to the beginning of school year shall be evaluated prior to the students' first day of school. Students who are referred for possible accelerated placement 60 or more days prior to the beginning of the second semester (mid-year) shall be evaluated prior to the start of the second semester.

Interscholastic Athletics Participation

Participation in interscholastic athletic activities will be allowed for students that meet the qualifications established by state law and the Florida High School Athletic Association (FHSAA). Please consult the FHSAA website at <http://www.fhsaa.org>.

STUDENT PROGRESSION PLAN – GRADES 9 - 12

High School Immunization and School Entry Health Examinations

Students transferring to Union County High School from another school in the state of Florida must provide proof of immunization and health examination prior to enrolling. If a student is entering a Florida school from another state proof of immunization is required prior to enrollment. A 30-day grace period will be given so a health examination can be obtained. After 30 days, from date enrolled, if a valid health examination is not provided to the school, the student will be excluded from school until it is received. Mandatory exclusion from school is required by law in Florida until acceptable immunization and health examination documentation is received. The parents/guardians of any student admitted to or in attendance at a Florida public or private school, grades prekindergarten through 12, are responsible for assuring that the child is in compliance with the above listed requirements.

Admission for Students under Suspension or Expulsion

Students under suspension or expulsion from schools inside or outside the district may be denied admission unless approved by the Superintendent or his designee.

Required Instruction

Each district school board shall provide courses required for high school graduation and appropriate instruction designed to ensure that all students have the opportunity to meet State Board of Education adopted standards in the following subject areas: English, mathematics, science, social studies, career and technical education, and electives.

Grade Placement

All students will progress annually with the cohort in which they entered 9th grade. The grade placements for high school students are designated as freshmen, sophomores, juniors, and seniors based on the criteria listed below:

- 9th Grade – Freshman – student is in their first year of high school.
- 10th Grade – Sophomore – student is in their second year of high school.
- 11th Grade – Junior – student is in their third year of high school.
- 12th Grade – Senior – student is in their fourth or more year of high school.

Transfer students will be entered in the grade that contains students from their 9th grade cohort.

Graduation Options

The school shall provide every student in grades 6-9 and their parents with information concerning the high school graduation options, including the respective curriculum requirements for those options, so that the students and their parents may select the postsecondary education or career plan that best fits their needs. To that end, the following diploma options have been established as specified by state law:

- A 24-credit standard diploma with the eligibility to add two designations (Scholar or Merit)
- An 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) diploma

The Florida Department of Education lists graduation requirements and resources on their website at <http://www.fldoe.org/academics/graduation-requirements>.

Schools will provide parents and students in grades 6 - 12 with information concerning the 18-credit and 24-credit graduation options and the curriculum requirements for each option at the beginning of the school year.

- Students should receive written consent from their parents or guardians for their choice of graduation options. It is suggested that students and their parents or guardians meet with school personnel to receive an explanation of the requirements, advantages, and disadvantages of each graduation option. However, if an

effort to meet with the student's parent or guardian fails and that effort has been documented by school personnel, the student may select either of the 18-credit graduation options with the written consent of the student's parent or guardian. Students that are 18 years of age or older may select a graduation program without the written consent of their parent or guardian.

- Students who fail to select a graduation option shall be considered to have selected the 24-credit high school graduation option.

Graduation Requirements

Graduation requirements can be located electronically at the URLs listed below:

- Graduation requirements for students entering Grade 9 in the 2013-14 school year are located on the Florida Department of Education website at <http://www.fldoe.org/core/fileparse.php/7764/urlt/seniorflyer.pdf>.
- Graduation requirements for students entering Grade 9 in the 2014-15 school year are located on the Florida Department of Education website at <http://www.fldoe.org/core/fileparse.php/7764/urlt/juniorflyer.pdf>.
- Graduation requirements for students entering Grade 9 in the 2015-16 school year are located on the Florida Department of Education website at <http://www.fldoe.org/core/fileparse.php/7764/urlt/sophmoreflyer.pdf>.
- Graduation requirements for students entering Grade 9 in the 2016-17 school year are located on the Florida Department of Education website at <http://www.fldoe.org/core/fileparse.php/7764/urlt/freshmanflyer.pdf>.

Academically Challenging Curriculum to Enhance Learning (ACCEL)

ACCEL are educational options that provide academically challenging curriculum or accelerated instruction to eligible public school students in kindergarten through grades 12. Each school must offer the following ACCEL options:

- Whole-grade and midyear promotion
- Subject-matter acceleration that may result in a student attending a different school
- Virtual instruction in higher grade level subjects
- Credit Acceleration Program (CAP) – allows a student to earn high school credit in Algebra 1, Geometry, U. S. History, and/or Biology 1 without enrolling in the course if the student passes the state EOC assessment for the course.
- 18-Credit ACCEL Diploma – Same requirements as the 24-credit standard diploma except for the following:
 - 3 elective credits instead of 8
 - Physical education is not required
 - Online course is not required

Parents, teachers, guidance counselors, or administration may request a referral to determine eligibility for acceleration. Parent permission is required.

Principals must implement the district established ACCEL options and procedures for determining eligibility of a student. Establishment of eligibility includes a review of local assessments, statewide assessments, student GPA, attendance and conduct records. Student maturity will also be a consideration. If these records do not support the request for acceleration, the principal may deny initial eligibility.

After initial eligibility is determined, procedures include the establishment of an Acceleration Review Committee consisting of the principal or designee, guidance counselor, current teacher, acceleration teacher, and the parent/guardian. Recommendation from one or more of the student's teachers in core-curricula courses may also be needed. If a student qualifies for acceleration, an Acceleration Contract will be developed. If the student fails

to meet the criteria set in the contract, the student will be returned to the previous grade placement. Each student will be limited to one acceleration referral per 12-month period.

Acceleration shall commence at natural transition points within the school calendar, in accordance with school board policy. Students who are determined eligible in accordance with Board Policy will be promoted by whole grade or subject at a semester or beginning of the year. Students who are referred for possible accelerated placement 60 or more days prior to the beginning of school year shall be evaluated prior to the students' first day of school. Students who are referred for possible accelerated placement 60 or more days prior to the beginning of the second semester (mid-year) shall be evaluated prior to the start of the second semester.

Ed Options Online Academy

Union County High School has a partnership with Ed Options Online Academy for students who are in jeopardy of not graduating with their cohort class. Ed Options Online Academy is an accredited virtual instruction program and is approved by the Florida Department of Education. As long as the student meets Ed Options Online Academy's graduation requirements, he/she will receive the private school diploma.

This program is designed to help the student work towards a high school diploma, but provides the safety net of an Ed Options Online Academy diploma. Ed Options Online Academy only requires 21.5 credits of which 5 credits must be earned through Ed Options Online Academy courses. The student remains enrolled in the Union County School District while taking a few Ed Options Online Academy courses online.

If the student meets all the Florida requirements, he/she will receive a regular diploma issued by the school district. If the student has not attained 24 credits and/or cannot pass the State Assessment and/or does not have a 2.0 cumulative grade point average, he/she will be eligible for an Ed Options Online Academy diploma if he/she has met the requirements of attaining an Ed Options Online Academy diploma. Union County students that earn an Ed Options Online Academy diploma will participate in the Union County High School graduation ceremony regardless of the diploma option. They will follow the UCHS graduates in alphabetical order. However, students must complete all credits prior to participating in the graduation ceremony. The Ed Options Online Academy diploma is acceptable at state colleges, technical schools, and for employment.

To participate in the Ed Options Online Academy program, high school students entering their fourth year of high school must meet two out of the three criteria listed below:

- Student has not passed State Assessments required for graduation
- Student has a cumulative grade point average below 2.0
- Student will not have the 24 credits necessary to graduate by the end of their fourth year of high school

Definition of Credit

For the purposes of requirements for high school graduation, one full credit means a minimum of 135 hours of bona fide instruction in a designated course of study that contains student performance standards.

In awarding credit for high school graduation, each district school board shall maintain a one-half credit earned system that shall include courses provided on a full-year basis. A student enrolled in a full-year course shall receive one-half credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would not result in a passing grade. A student enrolled in a full year course shall receive a full credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would result in a passing grade

provided that such additional requirements specified in district school board policies, such as class attendance, homework, participation, and other indicators of performance, shall be successfully completed by the student.

Online Course Graduation Requirement

Students entering 9th grade in 2011-12 or later are required to complete at least one course within the 24-credit program through online learning. The online course requirement can be met through various virtual education programs. The online course requirement can be satisfied by a half-credit course.

Transfer of Credit

Transfer of credits will use the following guidelines:

- All evidence of work or credits earned at another school, community college, or university offered for acceptance shall be based upon an official transcript authenticated by the proper school authority.
- Work or credits from state or regionally accredited schools or institutions are accepted at face value, subject to validation.
- The requirements are retroactive for transfer students provided the student has met all requirements of the school district or state from which he or she is transferring.
- Credit by correspondence course shall not be accepted unless transferred in as part of an official transcript from another accredited school out of district. Credit used for this type of course through a state or regionally accredited school is required to be accepted at face value. Acceptable accreditation is prescribed by Florida State Board of Education Administrative Rules or AdvancEd.
- One or one-half (1/2) unit of credit may be awarded and applied toward meeting graduation requirements for each successfully completed postsecondary course consisting of three (3) or more semester hours. Successful completion is interpreted to mean that the student has maintained at least a "C" average in the course.
- Work or credits from non-credited schools are to be validated on the basis of criteria established in school board policy. A student must have been in attendance for a minimum of 135 clock hours per credit in order for transfer credit to be accepted. The amount of transfer credit accepted from a non-public secondary school cannot exceed the amount of credit which could be earned at Union County High School in a similar time frame and manner. A student may be required to demonstrate mastery of the Next Generation Sunshine State Standards or Florida State Standards in a given subject area on a subject area test, or on a teacher-made test in the absence of a subject area test, in order to receive credit toward meeting graduation requirements.
- Grades transferred from another school within the state, or from another school in another state, shall be converted to a numerical average. That average will be used to determine the letter grade to be assigned based on our district's grading system.
- Students transferring from one school to another shall have the grade assigned by the departing school if registered for 36 or more days, by the receiving school if registered there for 10 or more days. If a student is transferring to a school in another school district at a time near the end of the school year and the school they are transferring to is already "out" for the year, it will be the responsibility of our "sending school" to use good judgment for the benefit of the student involved. Usually no more than 20 school days retroactive, provided the student has met all requirements for that grade placement in the school from which the student is transferring.
- A transfer student from another state, country, private school, or home school is awarded credit in state EOC courses WITHOUT taking the EOC if they have a transcript that shows the passing grade and credit posted on the transcript. However, even if they have a credit in Algebra 1, they still must pass the Algebra 1 EOC to get their diploma unless they can show that they passed a statewide math assessment at their previous school.
- Grades will be assigned to the home school classes transferred. Transfer work from a home education program will be evaluated by the principal or designee and a grade will be assigned.

Additional Credit Provisions

CAREER AND TECHNICAL CENTERS – Students may receive high school credit from the regular high school and the vocational-technical school with permission from both the principal and a parent or guardian. The student must be working towards receiving a standard diploma or special diploma from Union County High School. The same standards for course content and performance that apply to the credits earned in the regularly assigned school apply to credits earned in other programs.

ONLINE OR HOME SCHOOL COURSES – Online or home school courses may be allowed with the approval of the principal. These courses must match the State Course Code Directory as well as the State Curriculum Frameworks and Performance Standards.

DUAL ENROLLMENT COURSES – The Dual Enrollment program is defined as the enrollment of an eligible secondary student or home education student in a postsecondary course credible toward a career in technical certificate or an associate or baccalaureate degree. Students passing Dual Enrollment courses earn weighted high school credit. Guidelines for Dual Enrollment are found later in this document.

MIDDLE SCHOOL STUDENTS TAKING HIGH SCHOOL COURSES – The course(s) will be added to the high school transcript. It may be used to meet the general eligibility requirements for postsecondary entrance and/or scholarship programs (e.g. Florida Bright Futures Scholarship Program).

Opportunities for Transfer Students to Meet High School Graduation Requirements

Students who enter a Florida public school at the eleventh or twelfth grade from out of state or from a foreign country shall not be required to spend additional time in a Florida public school in order to meet the high school course requirements of the school district, state, or country from which he or she is transferring. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition. However, to receive a standard high school diploma, a transfer student must earn a 2.0 grade point average and pass the State Assessment that is mandated for graduation or an alternate assessment. Students who have met all requirements for the standard high school diploma except for passage of the State Assessment that is mandated for graduation or an alternate assessment by the end of grade 12 must be provided the following learning opportunities:

- Participation in an accelerated high school equivalency diploma preparation program during the summer.
- Upon receipt of a certificate of completion, be allowed to take the PERT exams and be admitted to remedial or credit courses at a state community college, as appropriate.
- Participation in an adult general education program for such time as the student requires to master English, reading, mathematics, or any other subject required for high school graduation. A student attending an adult general education program shall have the opportunity to take any must-pass assessment under an unlimited number of times in order to receive a standard high school diploma.
- Students who have been enrolled in an ESOL program for less than two school years and have met all requirements for the standard high school diploma except for passage of the State Assessment that is mandated for graduation or alternate assessment may receive immersion English language instruction are eligible to take the State Assessment that is mandated for graduation or alternate assessment and receive a standard high school diploma upon passage of the State Assessment that is mandated for graduation or the alternate assessment.

Credit Qualifications, Restrictions, and Eligibility

No student shall be granted credit toward high school graduation for enrollment in the following courses:

- More than a total of nine elective credits in remedial programs.

- More than one credit in exploratory career and technical courses as defined in 1003.01 F.S.
- More than three credits in practical arts family and consumer sciences classes as defined in 1003.01 F.S.
- Any Level I course unless the student's assessment indicates that a more rigorous course of study would be inappropriate, in which case a written assessment of the need must be included in the student's individual educational plan or in a student performance plan, signed by the principal, the guidance counselor, and the parent of the student, or the student if the student is 18 years of age or older.

Remedial Credit

Remedial courses taken in grades 9 - 12 may only be counted as elective credit.

Career Academies

Each high school will provide career academies, defined as strategic educational training opportunities. Each academy will offer a research-based program that will integrate a rigorous academic curriculum with an industry-driven career curriculum. These small learning communities will ensure outcomes and skills based on viable careers, occupations and industry needs. The academic focus of individual career academies shall be determined cooperatively among the school district, postsecondary institutions, and local workforce boards. Each high school student shall be assigned to courses appropriate to his/her area of interests and academic needs.

Advanced Placement Courses

Advanced Placement (AP) courses are college level courses. Students taking AP courses can earn high school credit and college credit. Students can earn weighted high school credit by achieving a passing grade for the course and taking the AP exam in May. If the student passes the AP exam, they may receive college credit. Awarding college credit is at the discretion of the higher education institution. Students taking AP courses are still obligated to take the corresponding EOC exam.

Dual Enrollment Courses

The superintendent and president of Florida Gateway College have established an articulation committee to develop a comprehensive inter-institutional articulation agreement for the school district. The Dual Enrollment program is defined as the enrollment of an eligible secondary student or home education student in a postsecondary course credible toward a career in technical certificate or an associate or baccalaureate degree. Students passing Dual Enrollment courses earn weighted high school credit. Dual Enrollment guidelines are as follows:

- Students that are at least 15 years old in grades 10 – 12 are eligible for Dual Enrollment courses. In very rare circumstances, an advanced student that is not in grades 10-12 and/or has not reached 15 years of age might be allowed to take Dual Enrollment courses. Please contact the guidance department for more information.
- Students may take dual enrollment classes during school hours, after school hours, and during the summer.
- Students enrolled are exempt from payment of textbook, registration, matriculation, and lab fees. However, students may have to pay for supplies.
- The course number and title used by the postsecondary institution to schedule the student must be reported by the district to the Department of Education.
- The Department of Education has clarified that all dual enrollment students must be able to show earned credit prior to high school graduation. Therefore, seniors will only be allowed to dual enroll through the spring semester of their senior year.
- Dual enrollment students are required to take the End Of Course assessments that are required by state graduation guidelines.
- If a student earns college credit via the College Level Examination Program (CLEP), they will not receive the corresponding high school credit.

To qualify for the Dual Enrollment program, students must meet the following criteria:

- Students must have a cumulative unweighted GPA of 3.0 or better for the A.A. and A.S. programs. Students must have a cumulative GPA of 2.0 or better for the ATD/Certificate programs.
- Have appropriate entrance scores from a college entrance test (ACT, SAT or PERT).
- Students who have been deficient in basic competencies in one of the areas of reading, writing or mathematics, as determined by scores on a postsecondary readiness assessment shall not be permitted to enroll in college credit courses in curriculum areas precluded by the deficiency; however, students may not earn more than twelve college credit hours prior to the correction of all deficiencies.
- Attend a mandatory meeting with his/her parent at which time the program will be explained in detail.
- Sign a Dual Enrollment contract with the school.
- Complete an application for Florida Gateway College. The guidance office will provide a transcript, test scores and school official recommendation. Students are responsible for taking the application to the Office of Admissions at FGC.
- Receive a letter of acceptance from Florida Gateway College. (This should take about 1-2 weeks.)
- During the fall and spring, students can enroll in a maximum of 12 hours of college coursework per term. Permission for more than 12 hours per semester must be obtained from the guidance department.
- During the summer term students may take up to 6 hours in Summer A and Summer B or a total of 9 hours during Summer C. Permission to enroll in additional summer courses must be obtained from the guidance department.
- Students who are enrolled in a Dual Enrollment class or classes and withdraws from that class or classes must wait a semester before registering for another class.
- If a student receives an "F" in a dual enrollment course, he/she will not be allowed further dual enrollment until that failing course is repeated with a passing grade (C or higher). The student will not be allowed to take other Dual Enrollment courses until the failed course is passed with a C or higher.
- Career and technical dual enrollment shall be provided as a curricular option for secondary students to pursue in order to earn a series of elective credits toward the high school diploma.
- To continue dual enrollment, a student's high school cumulative unweighted GPA must remain at 3.0 or above and college GPA must remain at a 2.0 or above. If the high school cumulative unweighted GPA falls below a 3.0 but the college GPA is still above a 2.0, the student can continue to dual enroll if the high school GPA can be brought up to a 3.0 by the end of the next semester.

Progress Monitoring For Student Achievement

High School students will be closely monitored through the Multi-Tiered System of Support (MTSS). Teachers will meet to discuss students who are having academic or behavioral concerns. There are three tiers of instruction. Tier one includes all students in the core curriculum. Tier two interventions are used with students who need interventions in a small group setting as supplementary instruction. Students needing Tier three interventions will be provided with intense instruction in a one to one teacher setting. Teachers are responsible for documenting the interventions provided and updating the school leadership team on the progress of students. Parental contact is maintained to keep them abreast of their child's progress. The Multi-Tiered System of Support is a movement to ensure that all students are successful from special education classes to regular education classes. It is a team approach that includes the entire staff in making the best decisions about the needs of students.

Each student who has not met minimum state expectations defined by the Commissioner of Education on any state assessment tests in reading and mathematics will continue remedial or supplemental instruction until the expectations are met, or the student graduates from high school, or is not subject to compulsory school attendance. This may be accomplished through one or more of the following:

- Intensive Reading or Math Courses
- After School Tutoring
- Exceptional Student Education Inclusion Model

Virtual Education

High school students have the option of participating in the following virtual education options:

- Florida Virtual School (FLVS) – an accredited public school serving students through online courses. FLVS courses are available 24 hours a day. Students can enroll in FLVS courses anytime. Access shall be available during the regular school term and in the summer.
- My District Virtual School (MDVS) – an online learning option provided by the North East Florida Educational Consortium and franchised to the Union County School District. MDVS courses are available 24 hours a day. Students must enroll in MDVS courses at the beginning of each semester. Access shall be available during the regular school term only.

The School Board shall award credit for all courses successfully completed through the virtual education options listed above. Students wishing to take courses must gain approval from the school counselor. Any virtual school course taken for graduation requirements must be completed prior to participating in graduation ceremonies.

Florida Virtual School (FLVS) Guidelines for High School

- Enrollment is open. Students can enroll in FLVS courses at any time.
- All requests for a FLVS course must be approved by the school counselor.
- Home school students will seek approval for courses directly from FLVS.
- If the FLVS course is dropped within the drop/add period established by the district school, the student will be allowed to enroll in the corresponding course on campus.
- Grades issued by FLVS will be honored for credit in district schools.
- All FLVS courses needed to meet progression requirements must be completed by the end of the appropriate school session.
- Students may not simultaneously be placed in the same course concurrently at the district school and at FLVS.
- Accessibility to FLVS courses are offered on campus based on space available.

My District Virtual School (MDVS) Guidelines for High School

- MDVS course enrollments coincide with the regular district school term.
- All petitions to take a course via MDVS should be approved by the student's school counselor prior to the start of a new semester.
- Students may not simultaneously be placed in the same course concurrently at the district school and at MDVS.
- Once a semester has begun and the regular drop period for MDVS has passed, a student may not withdraw from a school course to enroll in the same course online.
- If the MDVS course is dropped within the drop/add period established by the district school, the student will be allowed to enroll in the corresponding course on campus.
- Grades issued by MDVS will be honored for credit in district schools.
- Accessibility to MDVS courses are offered on campus based on space available.

Schedule Changes

Students or parents requesting a schedule change must do so within the drop/add period at the beginning of each term. A change will be considered only if it meets the school's guidelines for change. Schedule changes after the

drop/add period has passed will only be made if the guidance counselor or the principal deem the schedule change as necessary.

Summer School

High school students may earn credits in summer school. High school students may retake courses they have failed or courses in which they earned a “D” if needed to raise GPA to 2.0. Courses for new credit will be limited and determined on an annual basis by the district. Credits earned from a summer program in another school district may be reviewed by Union County staff to determine appropriateness of assigning local credit. Prior approval should be received before attempting summer courses at other schools.

Reporting Student Progress

REPORT CARDS - The report card will be the standard means for reporting student progress. With the approval of the Superintendent, schools may develop additional or supplementary reporting instruments to be used in conjunction with the report card. Report cards will be issued to all students four times a year, after each nine-week grading session. Report cards provide students and parents with an objective evaluation of the students’ scholastic achievement. The final report card for a school year shall contain a statement indicating end-of-the-year status or performance or nonperformance at grade level.

GRADING SCALE - Numerical guidelines (Florida Uniform Statewide Grading Scale) are as follows:

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

PROGRESS REPORTS - Progress reports will be issued to all students at designated times during the regularly established grading period. Refer to student handbook for specific dates progress reports will be issued.

NO ACADEMIC EXCEPTIONS BASED ON ATTENDANCE - Students will not be exempt from academic performance requirements, such as final exams, based on practices or policies designed to encourage student attendance. A student’s attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement.

STATE END OF COURSE EXAMS – State EOC exams are required for all students enrolled in Civics, Algebra 1, Geometry, Biology 1, US History, and Algebra 2. All state EOC exams count as 30% of the final grade. The state Algebra 1 EOC requires a passing score to graduate high school. If a middle school student passes the Algebra 1 course and fails the state Algebra 1 EOC exam, they will receive credit for the course. However, he/she must pass the state Algebra 1 EOC retake exam to receive a standard high school diploma.

DISTRICT SEMESTER EXAMS – Attainment of course standards in courses not measured by a state assessment will be measured by a district-developed exam at the end of each semester. District-developed semester exams will count 20% of the final semester grade

Calculating EOC Grades

Courses with a state EOC assessment (Civics, Algebra 1, Geometry, Biology 1, US History, Algebra 2):

First Semester Grade = 50%

Second Semester Grade = 50%

Total = 100%

It is mandatory that the state EOC assessment be counted as 30% of the overall grade.

Grade Conversions for State EOC Tests

State EOC tests in Civics, Algebra 1, Geometry, Biology 1, US History, and Algebra 2 are scored as Levels 1 through 5. Since these tests count 30% of the student's final grade, a numerical grade conversion is necessary.

Grade conversions for state EOC exams will be:

- Level 5 – 99
- Level 4 – 89
- Level 3 – 79
- Level 2 – 69
- Level 1 – 59

Grade Forgiveness

The forgiveness policies for required courses shall be limited to replacing a grade of "D" or "F" or their equivalent with a grade of "C" or higher or its equivalent 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 their equivalent with a grade of "C" or higher or its equivalent earned subsequently in the same, a comparable, or 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 "C", "D", or "F". In such case, the district forgiveness policy must allow the replacement of the grade with a grade of "C" or higher, or the equivalent of a grade of "C" or higher, earned subsequently in the same or comparable course. In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student's grade point average. Any course grade not replaced according to a district forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation.

Grade Point Average

Students will be required to have a cumulative minimal grade point average of 2.0 on a 4.0 scale to meet the three graduation option requirement. This would require the inclusion of all high school courses taken in the student's educational program, except those courses to which a forgiveness policy has been applied.

Grades for Transfer Students

When students transfer from one school to another, the sending school is requested to forward any grades received during that current grading period regardless of days enrolled. If a student was enrolled in his/her former school for more than 30 days, the departing school shall assign the grade. All evidence of the student's work and placement shall be based upon an official transcript or record authenticated by the proper authority of the sending school. If the sending school fails to provide a numerical equivalency grade, the following standards will be used:

- If the exact equivalency is provided, it will be used.
- If the sending school has no numeric equivalency or fails to provide an alpha numerical equivalency, the following scale shall apply based on Florida's standards:
 - A+ = 100
 - A = 95

- A- = 90
- B+= 89
- B = 85
- B- = 80
- C+= 79
- C = 75
- C- = 70
- D+= 69
- D = 65
- D- = 60
- F = 59

Graduation Exercises

Students who meet the requirements for a diploma or a certificate of completion shall be eligible to participate in graduation exercises unless district or local school rules dealing with discipline or rules relative to graduation exercise participation are violated. Any violation is subject to review by the school principal for determination of outcome.

During all phases of graduation exercises, including rehearsals, baccalaureate and commencement, students participating will not be differentiated as to diplomas or certificate of completion except as noted in programs used during scheduled exercises. Any reference made relative to the certification of students exiting high school during graduation exercises shall be limited to certification of the entire class. An example of wording or a statement that would be acceptable for use in the exercises would be “seniors of the class of (year) are certified as graduates or have completed their high school course of study as prescribed by the Union County School Board and the State of Florida.” Students that have not satisfied all financial obligations will have their diploma held and will not be allowed to participate in the graduation exercises.

Class Rank and Graduation Ceremonies

At the end of the fourth nine weeks of the senior year, the rank in the class shall be determined for each senior. The following procedures shall apply:

- All grades for which credits have been earned through the senior year shall be used in determining rank.
- Courses listed in the Course Code Directory and Dual Enrollment Classes will be used. For students entering 9th grade prior to the 2013-14 school year, courses listed in the Course Code Directory as Honors, Advanced Placement, an Dual Enrollment courses will earn 1 quality point. Beginning with the 2013-2014 freshman class and each class thereafter, Honors courses will earn 0.5 quality points while Advanced Placement and Dual Enrollment courses will earn 1 quality point.
- For the purpose of the graduation ceremony, letter grades will be converted to quality points as follows:

All 9th Grade Cohorts Prior to 2013-14 School Year			
Standard Course		Advanced Course*	
A	4	A	5
B	3	B	4
C	2	C	3
D	1	D	2
F	0	F	0
*Honors, Advanced Placement, and Dual Enrollment			
Semester classes are calculated at half the point value.			

Students Entering 9 th Grade in 2013-14 and Later					
Standard Course		Honors Course		Advanced Course*	
A	4	A	4.5	A	5
B	3	B	3.5	B	4
C	2	C	2.5	C	3
D	1	D	1.5	D	2
F	0	F	0	F	0
*Advanced Placement and Dual Enrollment					
Semester classes are calculated at half the point value.					

- Quality points will be averaged to the nearest hundredth. However, if necessary to eliminate ties averaging may extend lower.

Graduate Awards

- VALEDICTORIAN – For the graduating classes of 2016 and 2017, the valedictorian is the highest ranking senior student. Beginning with the graduating class of 2018, the valedictorian must meet the following guidelines:
 - Must be a senior, which is defined by being in the fourth year of high school.
 - Must have been enrolled at UCHS the final four semesters prior to graduation.
 - Must have had at least two courses in a traditional setting at UCHS during the final four semesters prior to graduation.
 - Must have the highest weighted grade point average in the graduating class.
- SALUTATORIAN – For the graduating classes of 2016 and 2017, the salutatorian is the second highest ranking senior student. Beginning with the graduating class of 2018, the salutatorian must meet the following guidelines:
 - Must be a senior, which is defined by being in the fourth year of high school.
 - Must have been enrolled at UCHS the final four semesters prior to graduation.
 - Must have had at least two courses in a traditional setting at UCHS during the final four semesters prior to graduation.
 - Must have the second highest weighted grade point average in the graduating class.
- OUTSTANDING HONORS – Students with a 4.0 to 4.5 GPA are recognized as achieving Outstanding Honors.
- HIGH HONORS – Students with a 3.75 to 3.9999 GPA are recognized as achieving High Honors.
- HONORS – Students with a 3.5 to 3.74999 GPA are recognized as achieving Honors.
- SUPERINTENDENT’S SCHOLAR AWARD – Students achieving all of the following criteria will receive the Superintendent’s Scholar Award and have the appropriate seal affixed to their diploma:
 - Student must be a graduating senior
 - Student must have an unweighted 3.75 or better grade point average (without rounding off)
 - Student must have obtained a score of 1180 or better on the SAT or 26 or better on the ACT on combined administrations.
 - Student must have earned 27 credits
- SCHOOL PRINCIPAL AWARD – Student chosen by the principal for academic excellence and outstanding citizenship
- ACADEMIC EXCELLENCE SEAL – The Superintendent will award an Academic Excellence Seal to be affixed to the graduate’s diploma when the following criteria have been met:
 - The student must be recommended by the principal
 - The student has earned 26 credits that include 4 math credits and 4 science credits

- The student has demonstrated excellence in academic performance by maintaining an unweighted grade point average of 3.5 or better (without rounding off) in all course work and achieved a score of at least 1180 on the SAT or 26 on the ACT on combined administrations.
- The student does not have a remedial level credit on his/her transcript.
- SCHOLAR ATHLETE AWARD – The Scholar Athlete Award is presented to two graduating athletes (one male and one female). It is based on the following criteria:
 - The athlete has displayed excellence in academics and athletics
 - The athlete's personal standards and achievements are a model to others
 - The athlete's levels of integrity, self-discipline and courage are exemplary
 - The athlete has exhibited outstanding school citizenship

Graduation Walking Order

The walking order of valedictorian, salutatorian, outstanding honors, high honors and honors graduates will be based on their GPA status. All other graduates will follow in alphabetical order. Ed Options Online Academy graduates will follow UCHS graduates in alphabetical order.

Florida Bright Futures Scholarship Program

The Florida Bright Futures Scholarship Program rewards students for their academic achievements during high school by providing funding to attend a postsecondary institution in Florida. To learn more about Bright Futures, please visit the website at <http://www.floridastudentfinancialaid.org/SSFAD/bf> or talk to a school counselor.

Community Service Guidelines

Community service may be granted for activities performed by students in order to improve the life of others or their surrounding community. In order for a student to earn community service hours, the following requirements must be met:

- The community service activity must have prior approval from school administration.
- The community service activity can be performed at a profit or non-profit agency or organization.
- The community service must be documented according to the procedures and time requirements of the school within the current school year.
- The community service cannot be earned for an activity that is court ordered.
- The community service cannot be earned for an activity in which the student performing the activity is earning money or a grade for a school activity.
- The community service cannot be accomplished at a business or organization run by a family member.

Dependent Children of Military Personnel Transfer to Florida Schools

A dependent child of a member of the United States Armed Forces who enters a public school at the grade 12 level from out-of-state or from a foreign country and provides satisfactory proof of attaining a score on an approved alternative assessment that is concordant to a passing score on the State Assessment that shall satisfy the assessment requirement for a standard high school diploma.

Foreign Exchange Students

Any student from a foreign country sponsored by a foreign exchange visitor program, who fulfills eligibility requirements, including the written approval of the principal, is entitled to attend district high schools.

- Eligibility Requirements – Students must meet the following eligibility requirements:
 - Student must be currently enrolled in a high school in the foreign country they are coming from and must comply with age as stated in Florida Statute.

- Have sufficient knowledge of the English language to participate in high school classes.
- Have appropriate medical insurance coverage.
- Not have received a terminal degree from a high school
- Obtain written approval of the principal. However, the principal is limited to granting only five approvals for entrance of foreign exchange students per year.
- Abide by Union County School Board policies.
- **Procedures for Admission** - The sponsoring organization must apply for admission of the student at least two (2) weeks prior to the student's enrollment date. The application shall include the student's school transcript (in English), evidence of English competency, pertinent information about the student, the student's health record, and an assurance of appropriate medical insurance coverage. Written approval or denial will be given to the sponsoring organization by the principal.

Health and Fitness Instruction

A program of student health and fitness shall be implemented in secondary school. The program will implement health and fitness including physical fitness standards in accordance with state standards as school facilities allow. All students in secondary schools shall be required to wear appropriate dress provided that adequate dressing facilities are available. In a case where the parent or guardian files an objection for religious reasons, the student shall be permitted to wear some other type of appropriate dress.

Character Development Curriculum

State law requires that the character development curriculum for grades 9-12 shall, at a minimum, include instruction on developing leadership skills, interpersonal skills, organization skills, and research skills; creating a resume; developing and practicing the skills necessary for employment interviews; conflict resolution, workplace ethics, and workplace law; managing stress and expectations; and developing skills that enable students to become more resilient and self-motivated. This mandate will be accomplished through the curriculum in the following courses:

- Leadership Skills - JROTC, Agriculture Foundations
- Interpersonal Skills - Research Decision Making Process
- Research Skills - Research Decision Making Process, all English courses
- Organization Skills - Career Explorations
- Creating A Resume - Research Decision Making Process
- Employment Interview Skills - Legal Aspects of Business
- Conflict Resolution - U. S. History, JROTC
- Workplace Ethics - American Government
- Workplace Law - American Government
- Stress Management - Physical Education
- Resilience and Self-Motivation - JROTC, Applied Business Skills

Interscholastic Athletics Participation

Participation in interscholastic athletic activities will be allowed for students that meet the qualifications established by state law and the Florida High School Athletic Association (FHSAA). Please consult the FHSAA website at <http://www.fhsaa.org>.

Driver's License Law

In order for any person under the age of eighteen to be issued a driver's license they must:

- Be enrolled in school (public, nonpublic or home education)
- Have received a high school diploma or its equivalent
- Be enrolled in GED Program
- Have been issued a certificate of exemption or
- Have received a hardship waiver

School personnel will monitor student compliance with the driver's license attendance criteria as established by the Department of Education, and will make reasonable effort to improve the student's attendance prior to denial of license privileges. According to the provisions of state statute, the school principal or designee may authorize the waiver of licensing requirements under certain circumstances. Those circumstances are defined as follows:

- Physical problems – Physical problems which would prevent attendance, upon receipt of relevant documentation from a physician or Director of the Union County Health Department.
- Psychological problems – Psychological problems which would prevent attendance, upon receipt of relevant documentation from a psychiatrist or psychologist.
- Family problems – Family problems include:
 - A student leaving school for the purpose of contributing to the family income, upon receipt of relevant documentation from the school principal.
 - A student has a child for which child care cannot be secured which would prevent attendance, upon receipt of relevant documentation from the Department of Health and Rehabilitation Services, or upon receipt of court order.
- Other problems – Other unusual circumstances not covered above shall be determined on an individual basis by the school principal or designee.

If a student is absent 30 days and has not made the effort to discuss the issue with the principal, the school will recommend that the state revoke the driver's license of the student.

STUDENT PROGRESSION GUIDELINES FOR EXCEPTIONAL STUDENTS

Pre-K through 12

The Union County School District actively seeks to locate exceptional students and maintains information on those students screened and identified as "exceptional." The term "exceptional student" includes, but is not limited to, the following:

- students who have intellectual disabilities
- students with speech and language impairments
- students who are deaf or hard of hearing
- students who are blind or visually impaired
- students who have orthopedic impairments
- students who have traumatic brain injuries
- students who have other health impairments
- students who have emotional or behavioral disabilities
- students who have specific learning disabilities
- students who are gifted
- students who have autism spectrum disorders
- students who are developmentally delayed

Placement for Students with Disabilities

Students with disabilities shall be placed in appropriate courses as dictated by their Individual Education Plan (IEP).

Specially designed instruction will be provided by an ESE teacher or other service provider in the Least Restrictive Environment (LRE) as determined by the IEP team. In most cases, this will be in the regular education classroom with their non-disabled peers but some ESE students may require instruction in a separate environment for a portion of the day.

Information gathered may include the student's social, emotional, physical, psychological, academic and communication, behaviors and abilities. Information is collected through screening programs, checklists, teacher observations, standardized tests, and from such individuals as parents, teachers, psychologists, audiologists, physicians, other professional personnel, and the student. Information is used to assist in the development of appropriate educational programs for exceptional students and for reports to state and federal agencies. Students are screened for vision, hearing, speech, and academic achievement at the initial step in the process of identifying a suspected disability. If your child is recommended for further testing, you will be asked to provide written consent prior to the evaluation.

Admission and Placement

Eligibility for Exceptional Student Education (ESE) Services 1003.43 (11) (a) F.S. All students having difficulty meeting promotional requirements shall be monitored carefully by the Multi-Tiered System of Supports (MTSS) Intervention Team or its equivalent. Eligibility for an Exceptional Student Education program may be considered upon completion of appropriate interventions and activities. State law requires that students with learning problems

in reading and/or math or behavior that interferes with learning must have been on an intervention plan for a reasonable amount of time prior to beginning the referral process for Exceptional Student Education. The school district shall ensure that initial evaluations of students and preschool age children age three (3) through kindergarten entry age suspected of having a disability are completed within sixty (60) calendar days after the school district's receipt of parent consent for evaluation. For the purposes of this rule, the following calendar days shall not be counted toward the sixty (60) calendar day requirement:

- All school holidays and Thanksgiving, winter and spring breaks as adopted by the district school board.
- The summer vacation period beginning the day after the last day of school for students and ending on the first day of school for students in accordance with the calendar adopted by the district school board. However, the school district is not prohibited from conducting evaluations during the summer vacation period.
- In the circumstance when a student is absent for more than eight (8) school days in the sixty (60) calendar day period, the student's absences shall not be counted toward the sixty (60) calendar day requirement.

Eligibility for Exceptional Student Education is determined by the staffing committee in accordance with current eligibility criteria as defined in the Exceptional Student Education Policies and Procedures (SP&P) located on the Florida Department of Education website at <http://beess.fcim.org/sppDistrictDocSearch.aspx>.

Placement for Students with Disabilities enrolled in Exceptional Student Education (ESE)

Individual Education Plan (IEP) teams determine the appropriate ESE program placement for students with disabilities based on their individual needs. School administrators use this information to determine classroom(s) and teacher(s) to which the student will be assigned. Specially designed instruction will be provided by an ESE teacher or other service provider in the Least Restrictive Environment (LRE) as determined by the IEP team. In most cases, this will be in the regular education classroom with their non-disabled peers but some ESE students may require instruction in a separate environment for a portion of the day.

Curriculum and Instruction

Instructional Accommodations for Exceptional Student Education (ESE) Students Accommodations are changes to the way a student with disabilities accesses curriculum, demonstrates learning, or how he or she is tested. Accommodations do not change the content of the standards, but may require a change of instructional methods, materials, assignments, time demands and schedules, learning environments, and special communications systems or assistive technologies. These accommodations must be developed and documented on the student's IEP.

Most students with disabilities can achieve general state content standards pursuant to rule 6A-109401, F.A.C. Effective accommodations must be in place to support involvement of students with disabilities in general education. Exceptional education students who are using general state content standards to attain a standard diploma will have to meet the same requirements. The student's Individual Educational Plan (IEP) will address the areas of academic need and accommodations to the general curriculum. Students with disabilities participate in the district's K-12 Comprehensive Reading Plan and supplemental and intensive instructional supports as appropriate.

The general state content standards are the foundation of curriculum, instruction, and assessment for all Florida students. However, students with significant cognitive disabilities utilize Access Points to access the general curriculum. Access Points consist of foundation skills that are clearly linked to the general education content. The content is reduced in depth and complexity to provide access to the standards, while still providing rigor and challenging academic expectations. Access Points were developed with three levels of complexity to ensure that all students have access to the general state content standards. The three levels of complexity are Independent, Supported and Participatory.

ESE students who are utilizing the Access Points for Students with Significant Cognitive Disabilities will participate in the Florida Standards Alternate Assessment (FSAA). IEP Teams are responsible for determining whether students with disabilities will be instructed on Florida Standards and assessed with the Florida Standards Assessment (FSA)/End of Course (EOC) assessments or on Access Points and assessed with the FSAA based on criteria outlined in Rule 6A-1.0943(4), Florida Administrative Code (F.A.C.) Parents must sign consent for their student to receive instruction on Access Points.

Reporting Student Progress

Notification of IEP Goals

All parents will be notified of their child's achievement during the school year with at least the same frequency as that of a non-disabled peer enrolled in the same school. Progress toward IEP goals will be reported to the parent at the time designated on the IEP.

Report Cards and Grading

- A student's placement in an Exceptional Student Education (ESE) program may not be designated on the report card due to FERPA (Family Education Rights and Privacy Act).
- ESE students must receive a report regarding progress toward IEP goals and objectives along with the report card. The final report card for the year shall contain a statement indicating end-of-the-year status or performance, or non-performance, at grade level; acceptable or unacceptable behavior and attendance and promotion or non-promotion.
- Students may not be discriminated against in grading because of their disability. Teachers may not unilaterally decide to use an individual grading system for a student with disabilities.
- An ESE student shall not be penalized with a lower grade for using accommodations.

In very limited cases where the district report card would be ineffective in communicating progress of an ESE student, an alternative to the district report card, approved by the Director for Exceptional Student Education, may be used.

Statewide Assessment

All students, including Exceptional Student Education (ESE) students, must participate in the state's assessment and accountability system. ESE students who are following the general education program and pursuing a standard diploma shall participate in the same state and district assessments as their general education peers, including the Florida Standards Assessment (FSA) and End of Course (EOC) exams. If ESE students receive testing accommodations, the accommodations must be listed in the student's Individual Education Plan (IEP) and utilized

regularly during classroom instruction and assessment. Allowed accommodations are listed in the procedures manual for each specific assessment.

Legislation provides for a waiver of the FSA as a requirement for graduation with a standard high school diploma for students with disabilities whose abilities cannot be accurately measured by the statewide assessments after attempting each required assessment at least twice. The individual educational plan (IEP) team may request a waiver of the FSA requirement for a standard high school diploma for those students with disabilities identified in the Enhanced New Needed Opportunity for Better Life and Education for Students with Disabilities Act (ENNOBLES) who also meet the requirements set forth in Sections 1003.43(11)(b) or 1003.428(8)(b), Florida Statutes. Students with disabilities with Section 504 plans are not eligible for a waiver.

Students with disabilities enrolled in courses for which a statewide EOC assessment is required are expected to participate in the Florida EOC Assessments. Waivers are available for an EOC requirement for students who have IEPs. The IEP team must determine that an EOC assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations. The student may have the EOC assessment results waived for the purpose of determining the student's course grade and credit.

To be considered for an FSA waiver, the student must:

- Be identified as a student with a disability
- Have a current IEP
- Have been provided instruction to prepare the student to demonstrate proficiency in the core content knowledge and skills necessary for grade to grade progression and high school graduation (1000.3.428(8)(a) F.S.)
- For an FSA waiver, must have taken the FSA with appropriate accommodations at least twice (once in 10th grade, once in 11th grade)
- Be progressing toward meeting the state credit, GPA and district graduation requirements.
- The IEP team has determined that the FSA exams cannot accurately measure the student's abilities, even if all appropriate, allowable testing accommodations are used. If there is sufficient evidence that the student has mastered the applicable course content or the Florida Standards, the FSA requirement may be waived and the student may graduate with a standard diploma.

To be considered for an EOC waiver, the student must:

- Be identified as a student with a disability (1007.02(2) F.S.)
- Have a current IEP
- For EOC waiver, must have taken EOC with appropriate accommodations at least once
- Have demonstrated achievement of course standards as determined by IEP team. The student must pass the core course that is associated with the EOC.
- The IEP team has determined that the EOC exams cannot accurately measure the student's abilities, even if appropriate, allowable testing accommodations are used. If there is sufficient evidence that the mastered applicable course content or Florida Standards, the EOC requirement may be waived and the student may graduate with a standard diploma.

ESE students who are following the Access Points for Students with Significant Cognitive Disabilities will participate in the Florida Standards Alternate Assessment (FSAA) based on Florida Access Points. The IEP teams are responsible for determining whether students with disabilities will be assessed with the FSA or with the FSAA based

on criteria outlined in Rule 6A-1.0943(4), Florida Administrative Code (F.A.C.) The IEP team should consider the student's present level of educational performance in reference to the Florida Standards. The IEP team should also be knowledgeable of FSA guidelines and the use of appropriate testing accommodations. In order to be eligible to participate in the FSAA, all of the following criteria must be met:

- The student has a significant cognitive disability.
- The student is unable to master the grade-level general state content standards.
- The student is participating in a curriculum based on the state standards access points.
- The student requires direct instruction in academics based on access points in order to acquire, generalize, and transfer skills across settings.

Parents must sign consent for a student to participate in FSAA. A student with a disability may be allowed a special exemption from participating in FSA or FSAA due to extraordinary circumstances that affect the student's ability to communicate in acceptable modes for statewide assessment. A specific process and timeline must be followed as outlined in Rule 6A-1.0943(5)F.A.C.

Parent Notification of Non-Participation in Florida Standards Assessment

The school must notify the student's parents/guardians in writing that their child is not participating in the statewide assessment (FSA/EOC) and provide the parent with information regarding the expected proficiency levels in reading, writing, math, and science. The school is also responsible for administering an alternate assessment based on Florida Standards with Access Points.

Parent Notification of Classroom Instructional Accommodations Not Allowed on Statewide Assessments

If a student is provided with instructional accommodations in the classroom that are not allowable as accommodations in the statewide assessment program, as described in the test manuals, the school must:

- inform the parent in writing, and
- provide the parent with information regarding the impact on the student's ability to meet expected proficiency levels in reading, writing, and math.

This notification is documented on the student's individual educational plan.

Promotion, Assignment, and Retention of Exceptional Students for Standard Diploma

Students who are receiving ESE Services and are following the general education program, take the state assessment (FSA) and End-of-Course (EOC) assessments and are working toward a standard diploma, fall under the same guidelines for promotion as non-disabled students.

Promotion of ESE students who are following the Access Points for Students with Significant Cognitive Disabilities will be determined by the IEP team and based on the achievement of the students' goals and objectives.

Retention decisions for ESE students following the Access Points for Students with Significant Cognitive Disabilities are made on an individual basis by the IEP Team.

GRADUATION OPTIONS

Graduation Programs for Students with Disabilities

Schools shall provide instruction to prepare students with disabilities to demonstrate proficiency in the skills and competencies necessary for successful grade-to-grade progression and high school graduation. A student with disabilities is not restricted or limited to a diploma option/graduation program. Students with disabilities shall be afforded the opportunity to meet all standard graduation requirements and qualify for a standard diploma. Decisions regarding the diploma option that a student with a disability will pursue are made by the IEP team. For students with disabilities who are entering 9th grade in the 2014-2015 school year, options for graduation include standard diploma or special certificate of completion. For students with disabilities who entered 9th grade prior to the 2014-2015 school year and declared intent to pursue a special diploma may continue on that pathway to graduation.

Students with disabilities who have not earned a standard diploma or GED may stay in school until the end of the semester of their 22nd birthday. This also applies to students with disabilities who have been awarded a special diploma, certificate of completion or standard diploma with Access Points before they turned 22. The IEP team will determine appropriate services for students depending on their diploma status, if any, whether they have the option to remain within the Union County School District.

Standard Diploma Program for Exceptional Student Education (ESE) Students 1003.4282(10)9d)1-5, F.S.

Exceptional education students must meet the same requirements for a standard diploma as required by the school district for non-disabled students. Accommodations may be provided in order to meet the needs of students with disabilities. Accommodations change how students learn and demonstrate their knowledge. Accommodations do not change what the students are expected to learn. The transition IEP team determines appropriate accommodations.

Special Diploma Option for Exceptional Student Education (ESE) Students 1003.438 F.S.

(Only available to students who entered 9th grade and indicated intent to pursue special diploma prior to the 2014-2015 school year) Special diploma options offer choices to students with disabilities who are not able to meet the requirements for a standard diploma

Special diplomas are available to students with disabilities who have been properly identified as one or more of the following:

- intellectually disabled,
- deaf and hard of hearing,
- specific learning disabled,
- physically impaired,
- language impaired,
- emotional behavior disorder, and/or
- autism spectrum disorder.

(Only available to students who entered 9th grade and indicated intent to pursue special diploma prior to the 2014-2015 school year) To earn a Special Diploma, students must earn the same number of course credits as for a standard diploma. The course credits may be earned by taking exceptional student education (ESE) classes and/or general education classes.

In order to graduate with a Special Diploma Option 1, a student must:

- Earn the minimum number (24) of course credits, and
- Master the Florida Standards for the courses in which the student is enrolled.

Course requirements for students entering 9th grade prior to the 14-15 school year:

Language Arts/Reading	4 credits
Math	4 credits
Science	3 credits
Social Studies	3 credits
Practical Arts	1 credit
Life Management and Transition	0.5 credit
Physical Education	0.5 credit
Electives	<u>8 credits</u>
	24 Total

The IEP committee may substitute another course in any area when it is determined more appropriate to meeting the needs of the student. All courses are repeatable or multi-credit. An exceptional education student may earn more than one (1) credit in each course. The particular course requirements that the student should master to earn credit must be specified on an individual basis. Students who are identified solely as visually impaired or speech impaired are not eligible for a special diploma. To be eligible, they must also have another identified disability.

The three-year, 18-credit graduation program is not available for students working toward a special diploma.

Certificates of Completion for Exceptional Student Education (ESE) Students 1003.43 (11) (a) F.S.

Students who are unable to meet graduation requirements for a standard or special diploma may receive a certificate of completion. A certificate of completion is not a diploma. It certifies that the student attended high school but did not meet all graduation requirements for a diploma. Refer to the certificate of completion section for specific requirements.

Special Certificate of Completion

A Special Certificate of Completion is available to any ESE student with significant cognitive disabilities following Access Points who is unable to meet all of the graduation requirements for a diploma. The Special Certificate of Completion certifies that the student participated in ESE coursework in high school but failed to master the standards for a diploma.

Moving Between Diploma Options

The diploma choice is reviewed annually at the Transition IEP meeting. The team may change the diploma option if appropriate. However, fundamental courses can be used only as electives toward a standard diploma. This may mean a student spends additional time in school to earn sufficient credits for graduation.

Summary of Performance (SOP)

The SOP is required under the reauthorization of IDEA of 2004, and must be completed during the final year of the student education whose eligibility under special education terminates due to graduation with a Standard Diploma, or due to exceeding the age of eligibility for a FAPE at age 22, or at the end of the school year the student reaches age 22. The SOP will provide the student and family with a clear understanding of the skills the student has mastered thus far (academic and functional).

Additional Programs

Extended School Year

Extended School Year is specially designed instruction and related services beyond the normal school year of the district; these are provided to a student with a disability the IEP team determines needs these services in order to receive a free, appropriate public education (FAPE). ESY is available at no cost to the parent. Specific requirements and procedures must be followed. Refer to the Exceptional Student Education Policies and Procedures (SP&P) located on the Florida Department of Education website at <http://beess.fcim.org/sppDistrictDocSearch.aspx>

Hospital Homebound

A homebound or hospitalized student is a student who has a medically diagnosed injury, a chronic physical/psychiatric condition, or has repeated intermittent illness due to a persisting medical problem. The condition, illness or medical problem must confine the student to home or hospital and restrict activities for an extended period of time (at least 15 consecutive school days). A physician licensed in the state of Florida makes the medical diagnosis. "A physician licensed in the state of Florida" as used in this rule, is one who is qualified to assess the student's physical or mental condition. Students are dismissed from the program when the physician recommends that the student no longer requires participation in the program and is ready to return to school.

The minimum evaluation for determining eligibility is an annual medical statement, from a physician licensed in the state of Florida, including a description of the disabling condition or diagnosis and medical implications for instruction. The report must state that the student is unable to attend school and gives an estimated duration of condition or prognosis. Students are eligible for services from their third birthday until they graduate (receive a standard diploma or G.E.D.) or through the semester of their 22nd birthday. An Individual Education Plan (IEP) shall be developed or revised prior to assignment to the homebound or hospitalized program placement.

Hospital/homebound students are eligible for the FSA waiver only if they have been found eligible for special education services through an eligible disability program in addition to hospital/homebound.

ENGLISH for SPEAKERS of OTHER LANGUAGES (ESOL)

Placement

Students in the English for Speakers of Other Languages (ESOL) program are commonly referred to as English Language Learners (ELLs). ELLs shall be placed in appropriate courses designed to provide ESOL instruction in English and the basic subject areas of mathematics, science, social studies and computer literacy.

The ELL Committee, which is composed of the principal or designee, an ESOL/language arts teacher, the guidance counselor, the district ELL Interpreter and any other instructional personnel responsible for the instruction of ELLs, shall make recommendations concerning the appropriate placement, promotion and retention of English Language Learner students. Parents/guardians of students being reviewed shall be invited to participate in the meetings.

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

- academic performance and progress of a student based on formal and/or alternative assessments in English and/or the student's native language,
- progress, attendance and retention reports, and
- number of years the student has been enrolled in the ESOL Program.

Assessment, Retention and Promotion

Assessment

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

Retention

Retention of an ELL is based on unsatisfactory performance in reading, writing and mathematics as determined by the Child Study Team or its equivalent, in conjunction with the ELL Committee. Students cannot be retained based solely on lack of English language proficiency.

Promotion in Grade 12 1003.433 (3) F.S.

Students who have been enrolled in an ESOL program for less than two (2) years and have met all requirements for a standard high school diploma except for passing the grade 10 FSA/FSAA may receive immersion English language instruction during the summer following their senior year (to the extent funding is provided in the General Appropriations Act.) Students receiving such instruction are eligible to take the FSA/FSAA and receive a standard high school diploma upon passing the FSA/FSAA.

Awarding of Credit

ELLs shall be given credit toward fulfilling graduation requirements in English for Speakers of Other Languages (ESOL) English course completed satisfactorily. Credit shall also be given toward fulfilling graduation requirements for each basic subject area course completed satisfactorily through ESOL instruction.

ADULT EDUCATION GUIDELINES

General Guidelines

The primary goal of Union County's Adult Education Program is to reduce illiteracy and under-education among adults in Union County. Basic educational skills are considered requisite to effective citizenship and productive employment. Guidelines for the Union County Adult Education program include the following:

- Students that are eligible to participate in adult education classes include:
 - Persons age 16 or older who are legally separated from the regular K-12 school program are eligible for adult education. Eligible students in a Performance-Based Exit Option Program or a Juvenile Justice program are eligible for adult education courses while enrolled in the K-12 program.
 - Students under 16 years of age may be served by the adult program by obtaining approval from the Superintendent.
- Students who have been expelled from the regular school program cannot enter the adult education program during the period of expulsion unless approved by the Union County School Board.
- Students who withdrew from the regular school program and enter the adult program must have approval of the high school principal or designee before re-entering the regular school program.
- Students seeking a GED diploma in the Union County Adult Education program must pay the following tuition costs and fees as required by state law:
 - Tuition costs of \$45 per semester
 - GED Testing Fees
- The Union County School Board's Code of Student Conduct applies to students enrolled in the Adult Education Program.
- All district policies relating to the Driver License Law as in current state statutes are in effect.

State of Florida High School Diploma (GED) Guidelines

The State of Florida High School Diploma is awarded in accordance with State Board of Education Administrative Rule 6A-6.021. GED guidelines are:

- Any candidate for a GED high school diploma shall be at least eighteen (18) years of age on the date of examination, except that, in extraordinary circumstances as determined by the Superintendent or his designee, said candidate may take the examination after reaching the age of sixteen (16).
- The following circumstances are required before a justification for underage testing is approved:
 - A sixteen (16) or seventeen (17) year old candidate shall be attending adult classes (not K-12 program) in the district when the examination is administered; except as an eligible student in a Performance-Based Exit Option Program or a Juvenile Justice program.
 - Must have left the regular school program; except as an eligible student in a Performance-Based Exit Option Program or a Juvenile Justice program.
 - Attendance shall be for one month and/or until the student can demonstrate a high probability of passing the GED test by receiving a passing score on a district administered predictive exam.
 - Must make a minimum score of 2250 and pass all parts of the GED predictive test.
 - Must provide written parental or legal consent for testing.
 - Must provide and/or exhibit a need to justify GED testing as approved in a waiver from the Superintendent of Schools.
- All tuition and fee costs, as established by the State Department of Education and the district school board, will be paid in advance of the test date.
- GED preparation classes are offered through an open entry / open exit format and a managed enrollment format.

- The GED diploma is the State of Florida High School Diploma and, upon successful completion, a student will not be eligible to return to school seeking a high school diploma; except students with disabilities can continue to be eligible for free and public education (FAPE) until their 22nd birthday if they have not earned a standard diploma, even if they have earned a GED diploma.

DROPOUT PREVENTION PLAN

The Union County School Board recognizes that persons who do not complete their public school education are greatly limited in obtaining gainful employment, in achieving their full potential and in becoming productive members of society. The intent of this Dropout Prevention Plan is to keep students in school by providing alternative instructional methods and environments so that students can receive a high school diploma.

Programs

The Union County School District operates five dropout prevention programs. They are:

- An educational alternative program known as Step Up.
- A disciplinary alternative program known as The Outpost.
- A juvenile justice residential facility known as Union Juvenile Residential Facility (UJRF).
- A Performance-Based Exit Option program.
- A teenage parent program known as TAPP.

Step Up

Step Up is an educational alternative program for high school and middle school students that are not on track to graduate with their peer group due to lack of credits. It allows those students to earn credits or units in less time than allowed by their regular program. The Step Up curriculum will stress the basic skills in all academic subjects with emphasis on the Florida State Standards. Content will be administered through a computer-generated curriculum.

Student Eligibility Criteria:

- Any high school or middle school student that has been retained one or more years.
- Any high school or middle school student that is not on course to graduate with his/her peer group due to lack of credits or units.
- Any high school or middle school student that has been previously served in an educational alternative program and is in need of continued services as documented by the principal or his/her designee.

Admission Procedures:

- Eligibility is established by the guidance office or the principal.
- After establishing eligibility, the guidance office notifies the parent/guardian of the student of the possibility of participation in Step Up.
- Parent/guardian signature is required prior to entry in Step Up unless the student is married or 18 years of age. Since students at Union Juvenile Residential Facility (UJRF) come from all over the state, conferences can be held over the phone and written permission obtained by fax or mail.
- After parent/guardian permission is received, the student is scheduled for the necessary Step Up classes. Student will be limited to 4 Step Up classes per grading period.
- The guidance office and Step Up teacher(s) will review the student's progress after the grading period and recommend whether the student can continue in Step Up classes. The principal can terminate any student's participation in the Step Up program at the recommendation of the Step Up teacher or guidance counselor.

The Outpost Alternative School

The Outpost is an alternative school program for students in grades K-12 that exhibit disciplinary problems in their regular school. It is an alternative to long-term suspensions and expulsions. The curriculum content will be administered through a computer-based program

Student Eligibility Criteria:

- Any student in grades K-12 that has been assigned to the alternative program by their regular school due to disciplinary problems.
- Any student in grades K-12 that has been expelled from their regular school and recommended to attend the alternative school by the superintendent of schools and/or the school board.
- Any student in grades K-12 that has committed a crime designated by state statutes as a felony.
- Any student in grades K-12 that has been previously served in an alternative school program and is in need of continued services as documented by the principal or his/her designee.

Admission Procedures:

- Eligibility is established by the principal or assistant principal of the student's regular school and the alternative program teacher.
- After establishing eligibility, staff at the student's regular school notifies the parent/guardian of the student of their child's assignment to the alternative program. ESE students cannot be assigned to the alternative program until an IEP meeting is held at their regular school.
- Any student's participation in the alternative program can be terminated through expulsion.

Union Juvenile Residential Facility (UJRF)

All juvenile justice schools in the state of Florida are considered as dropout prevention programs. Students at UJRF are eligible for all educational services described in this Student Progression Plan for grades 6 - 12.

Performance-Based Exit Option

Performance-Based Exit Option is a program for high school students from 16 to 21 years old that are not on track to graduate with their peer group due to lack of credits and low grade point average. It allows those students to earn a Union County School District High School Equivalency Diploma and/or a State of Florida High School Diploma. This is accomplished by incorporating GED instruction into their regular daily curriculum and then taking the GED tests and the FCAT. To earn a State of Florida High School Diploma, they must pass the GED tests. To earn both a Union County School District High School Performance-Based Equivalency Diploma and/or a State of Florida High School Diploma, they must pass the GED tests and receive a passing score on all parts of the State Assessment required for graduation. The Performance-Based Exit Option will be offered only at Union Juvenile Residential Facility.

Student Eligibility Criteria:

- Any high school student from 16 to 21 years old that has been retained one or more years.
- Any high school student from 16 to 21 years old that is not on course to graduate with his/her peer group due to lack of credits and/or low grade point average (cumulative GPA below 2.0).
- Any high school student from 16 to 21 years old that can demonstrate a reading ability of at least 7th grade level on the TABE test upon entry into the program. The TABE reading score must rise to 9th grade level prior to taking the GED test.

Admission Procedures:

- A referral can be initiated by the student, parent or guardian, or school personnel. Eligibility is established by the district dropout prevention coordinator and school site personnel.
- After establishing eligibility, the guidance office notifies the parent/guardian of the student of the possibility of participation in the Performance-Based Exit Option program.

- A conference is then held at the school site with the parent/guardian and the student. Parent/guardian signature is required prior to entry in the Performance-Based Exit Option program unless the student is married or 18 years of age. Since students at UJRF come from all over the state, conferences can be held over the phone and written permission obtained by fax or mail.
- After parent/guardian permission is received, the student is scheduled for his/her regular classes. GED instruction will be incorporated to the content of the regular curriculum.
- The building administrator can terminate any student's participation in the Performance-Based Exit Option program at the recommendation of a Performance-Based Exit Option teacher or guidance counselor.

Teenage Parent Program (TAPP)

The Teenage Parent Program (TAPP) is designed to serve the specific needs of pregnant teens, teen parents and their children. This voluntary program provides academic instruction as well as instruction in child birth, child development and proper care. Enrollment in a parenting class will be part of the program, but students can also be served on a pullout basis if necessary.

Admission Procedures:

- Students may refer themselves or may be referred by school staff, parent/guardian or a community agency.
- Referrals are received by the principal, guidance counselor or TAPP teacher.
- A parent conference is scheduled to explain the program and obtain parent permission. Parent permission is not required if the student is married or at least 18 years old.
- Necessary documentation is completed. If babies are enrolled for daycare, a student identification number is assigned and appropriate documentation is completed.

HOME EDUCATION GUIDELINES

Section 1002.01 F.S. defines home education as the sequentially progressive instruction of a student directed by his or her parent or guardian, in order to satisfy the requirement for compulsory attendance as defined in Section 1002.20 F.S. Current law does not prescribe a curriculum or course of study for home education programs. Any parent who complies with the reporting, record keeping, and student evaluation requirements specified in statutory law may conduct a home education program. The parent is not required to be a certified teacher. As required by Section 1002.41 F.S. to establish a home education program and maintain compliance with the statute, a parent must:

- Send a written notice of intent to the district school.
- Maintain a portfolio of records, consisting of a log of educational activities, writings, worksheets, and creative materials used or developed by the student.
- Make the portfolio available for inspection by the district school superintendent upon a 15-day notice. (The legislation does not require the superintendent to inspect all portfolios.)
- Provide an annual educational evaluation for the student's educational process to the school district superintendent.
- Preserve each student's portfolio for two years.
- Submit a letter of termination upon completion of the home education program or change of residence.

Section 1002.41 F.S. defines a portfolio as "a log of educational activities which are made contemporaneously with the instruction and which designate by title any reading materials used and samples of any writings, worksheets, workbooks, or creative materials used or developed by the student." The portfolio shall be preserved by the parent/guardian for two years and shall be made available for inspection by the superintendent, or the superintendent's agent, upon a 15-day written notice. The superintendent, or the superintendent's agent, is not required to inspect all portfolios.

Section 1002.41 F.S. requires the parent to provide for an annual evaluation of the home education student and to file a copy of the evaluation annually with the district school superintendent's office in the county in which the student resides. Failure to comply with this requirement may trigger the district's policy regarding non-compliance with compulsory school attendance. The evaluation must consist of one of the following:

- A Florida certified teacher chosen by the parent/guardian may evaluate the child's progress based on the review of the portfolio and discussion with the student;
- The student may take any nationally normed student achievement test administered by a certified teacher;
- The student may take a state student assessment test used by the school district and administered by a certified teacher, at a location and under testing conditions approved by the school district;
- The student may be evaluated by a psychologist holding a valid, active license pursuant to the provisions of Section 490.003 F.S.; or
- The student may be evaluated with any other valid measurement tool as mutually agreed upon by the school superintendent of the district in which the student resides and the student's parent/guardian.

While a parent may utilize several methods to assess student progress in the regular course of providing a home education program, for the purposes of Section 1002.41 F.S., only one method may be selected and submitted to the school district.

Although there is no requirement to do so, the Union County School District provides opportunities for home education students to enroll in specified courses in district schools. However, section 1006.15 F.S. requires that

home education students be given the same opportunity to participate in "inter-scholastic extracurricular activities" as public school students. The law prohibits any requirements that would make participation less accessible for home education students. If a class is required in order to take part in the interscholastic extracurricular activity, such as band class during the day in order to take part in the school's marching band, the district must afford the home education student the opportunity to enroll for that class, pursuant to 1006.15 F.S.

If a parent has identified the FCAT as the measure of their child's annual progress, home education students may participate in the FCAT administration as directed by the District Coordinator of Assessment. School districts may offer other standardized tests to home education students.

School districts, adult high schools, and community colleges are not authorized to award a regular Florida high school diploma to home education students. However, a home education student may take the General Educational Development (GED) test at an education center and be awarded a Florida GED diploma if the student receives a passing score.

Home Education Students

- Home education students must register to enter, re-enter or withdraw to or from the home education program at the office of the Superintendent or his designee.
- Examinations of all properly evaluated portfolios are handled at the appropriate school. The granting and/or validation of credits for students are the sole responsibility of the principal.
- Registration for any interscholastic extra-curricular activity is handled at the appropriate school.