

LAFAYETTE SCHOOL DISTRICT

STUDENT PROGRESSION PLAN 2024-2025

Revised June 2000, June 2001, June 2002, June 2003, August 2003, June 2004, August 2004, January 2005,
August 2005, March 2007, Sept. 18, 2007, July 14, 2008, Feb. 2009, July 2009, July 2010, Oct. 2010, July 2011,
July 2012, July 2013, Oct. 2014, July 2015, July 2016, September 2017, Rev. February 20, 2018, July 2018,
October 2019, July 2020, July 2021, January 2022, July 2022, August 2023, July 2024



Robert Edwards
Superintendent of Schools

363 NE Crawford St.
Mayo, FL 32066
(386) 294-1351

“Building a Community of Learners”

“The vision of the Lafayette County School District is to provide all students with educational opportunities within a safe environment conducive to learning which will enable them to become successful students and positive, productive citizens.”

TABLE OF CONTENTS

INTRODUCTION	4-10
Parental Responsibilities	
Student Performance Standards	
GENERAL PROCEDURES FOR PROMOTION, SPECIAL ASSIGNMENT, CONDITIONAL PLACEMENT, GRADES K-12	6-10
Statewide Student Assessment Program	
Assessment & Remediation	
Annual Report to Parents	
Attendance	
Regular School Attendance	
Declaration to Terminate	
ELEMENTARY PROGRESSION	11-27
ADMISSIONS	11-14
Transfers	
Attendance	
ELEMENTARY INSTRUCTION	15-20
Regular Program	
Virtual Instruction	
Testing	
Progress Monitoring Plan	
Reading Deficiencies and Parent Notification	
Elementary Reading Deficiency and Intensive Reading Instruction	
Guidelines for Exemption of Students with Disabilities	
English Language Learner	
School Choice Options	
REPORTING STUDENT PROGRESS	20-27
Grading Scales	
Promotion/Retention	
Policy on Mid-Year Promotion of a Retained Student	
Mandatory Grade 3 Retention	
Exemption for Good Cause	
Successful Progression of Retained Readers	
K-3 READ Initiative	
Intensive Acceleration Class for Retained Third Graders	
Limitations to Retention	
Special Assignment for Grade Placement	
Conditional Placement	
Principal's Responsibility—Good Cause	
Student Health and Fitness	
MIDDLE SCHOOL PROGRESSION	28-36
ENTRANCE REQUIREMENTS	28-31
Immunization Requirements	
Transfer Students	
Attendance	
Suspension and Expulsion	
Notice of In Loco Parentis	
Annual Reporting	
Local Newspaper	
Grading Scale	
Examination Procedure	
Notice to Parents and Students	
GENERAL REQUIREMENTS FOR MIDDLE SCHOOL PROMOTION	32
Elimination of Social Promotion	
Grade Assignment	
PROGRAM OF STUDY	32-33
Promotion/Retention	
Parent Notification	
Intensive Intervention	
Required Instruction	
PROGRESS MONITORING PLAN	33-35
Grades 6-8 Summer School Eligibility	
English Language Learners (ELL)	
Homebound/Hospital	
Home Education Program	
Virtual Instruction	

Florida Virtual School	
MIDDLE SCHOOL INSTRUCTION	35-36
REPORTING PUPIL PROGRESS	35-36
Student Rights	
Assessment	
Guidelines for Exemption of Students with Disabilities	
Transfer Students	
Grading for Transfer Students	
Guidelines for Awarding Numerical Equivalence to Transfer Grades	
HIGH SCHOOL PROGRESSION	36-52
ACCELERATION MECHANISMS	36-40
Three Year Standard College Preparatory Program	
Three Year Career preparatory Program	
Dual Enrollment	
Collegiate Academy (Dual Enrollment)	
Virtual Instruction	
Florida Virtual School	
College level Examination Program (CLEP)	
Advanced Placement	
Bright Futures	
Community Service Hours – Student Volunteer Hours for Bright Futures Scholarship	
CRITERIA FOR GRADE PLACEMENT	40-41
Transfer of Credits	
Additional Credit Provisions	
ATTENDANCE	41-43
Driver's license Law	
Exceptional Education	
English Language Learners (ELL)	
Florida Virtual School	
Foreign Exchange Students	
HIGH SCHOOL GRADUATION REQUIREMENTS FOR STANDARD DIPLOMA	44-45
General Requirements	
Graduation Exercises	
Certificate of Completion	
Military Personnel's Dependent Children Transferring into the District	
HIV/AIDS	
Homebound	
Home Education Program Students	
Interscholastic Participation	
English Language Learner	
PROGRESS MONITORING PLAN	45-52
PROMOTION AND CONDITIONAL PLACEMENT	
Intensive Intervention	
Annual Notice to Parents	
School Grading Procedures	
Examination Procedures	
Grade Forgiveness Procedures	
Definition of "Credit"	
Reporting Student Progress	
Parent Notification	
Requirements & Qualifications for Advanced Academic Program Completion, Valedictorian & Salutatorian	
Schedule Changes	
Special Classes/Programs	
Student Rights	
Transfer Students	
Assigning Grades to Transfer Students	
Student Health and Fitness	
ADULT EDUCATION	52
EXCEPTIONAL EDUCATION	53-58
HOSPITAL / HOMEBOUND	59
ENGLISH LANGUAGE LEARNERS (ELL)	59
HOME EDUCATION	60-61

INTRODUCTION

The purpose of this document is to present to school personnel, parents, students, and other interested citizens the Board Rule and administrative procedures required to implement state legislative requirements.

School Code Rewrite s. 1008.25:

1. “Each district school board shall establish a comprehensive program for student progression which shall be based upon an evaluation of each student’s performance standards approved by the state board.”
2. The district program for student progression shall be based upon local goals and objectives which are compatible with the state’s plan for education and which supplement the performance standards approved by the State Board of Education.
3. Each district comprehensive program for student progression shall reflect an effort to identify students at each grade level in grades 9 through 12 who have attained a cumulative grade point average of 2.5 or below. The program shall further include provisions for assisting such student to achieve the 2.0 cumulative grade point average required for graduation pursuant to s.1003.43. The District is committed to the implementation of a Response to Instruction/Intervention (MTSS) framework to integrate/align efforts to improve educational outcomes and meet the academic/behavioral needs of all students. The District will provide high quality instruction/intervention matched to student needs and use learning rate and level of performance to inform instructional decisions—including decisions regarding promotion, acceleration, retention, and remediation. **Response to Instruction/Intervention (MTSS)** is a “data-based decision making” process applied to education. A four-step problem-solving method and the systematic use of assessment data—at the District, school, grade class, and individual level—will guide decisions about the allocation of resources and intensity of instruction/interventions needed to improve learning and/or behavior.
4. Each district shall incorporate the Florida Standards into the Student Progression Plan. 6A-1.09401. Herein, standards referenced will refer to Florida Standards.
5. It is the intent of the legislature that each student’s progression from one grade to another be determined in part, upon proficiency in ELA, writing, science and mathematics. Each school district must establish policies, which facilitate such proficiency and ensure each student and his or her parents or legal guardian is informed of their student’s academic progress. The Lafayette District has determined to use the **MTSS** process to ensure the learning needs of all students are addressed. A three-tiered approach will provide increasing supports to students as individual data indicates a need. The aim is that each student will receive the proper amount of support to ensure his/her academic success.

Additional Florida Statutes establish specific requirements for graduation. These requirements have been incorporated in order to provide a comprehensive plan for the progression of students through Lafayette District Schools. Reference Florida Statutes: 1003.43, 1003.438, 1003.435.

PARENTAL RESPONSIBILITIES (s.1002.20(f))

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

STUDENT PERFORMANCE STANDARDS (6A-1.09401)

1. Standards to benchmark student achievement serve as guides to best practices for local curriculum designers to help schools implement school improvement strategies to raise student achievement. Beginning with the 2020-2021 school year, the Benchmarks for Excellent Student Thinking (B.E.S.T) standards for English Language Arts referenced below in paragraph (1)(a), describe what students should know and be able to do at grade level progression for kindergarten to grade 8 and in grade bands for grade levels 9-10 and 11-12. Beginning with the 2019-2020 school year, the Benchmarks for Excellent Student Thinking (B.E.S.T) for mathematics referenced below in paragraph (1)(b) describe what students should know and be able to do at grade level progression from kindergarten to grade 8 and for each of the mathematics content areas of: Number and Quantity, Algebra, Functions, Modeling, Statistics and Probability, and Geometry for grades 9-12. Beginning with the 2015-16 school year, the science benchmarked standards for science referenced below in paragraphs (1)(c), describe what students should know and be able to do at grade level progression from kindergarten to grade 8 and for each of the science content areas of: earth and space science, life science, physical science, and nature of science for grades 9-12. Beginning with the 2014 school year, the health, physical education, and social studies benchmarked standards describe what students should know and be able to do at ten progression levels (grades K,1,2,3,4,5,6,7,8,9-12). The benchmarked standards in paragraphs (1)(e)-(f) of this rule describe what students should know and be able to do at four progression levels (grades Pre-K-2, 3-5, 6-8, 9-12) in the subjects of arts and foreign languages. The access points contained in the Florida state standards provide access to the general education curriculum for students with significant cognitive disabilities. Public schools shall provide appropriate instruction to assist students in the achievement of these standards or the Sunshine State Standards for Special Diploma as appropriate. These standards, benchmarks and access points are contained in the following publications, which are hereby incorporated by reference and made part of this rule.
 - a) Next Generation Sunshine State Standards (Benchmarks for Excellent Student Thinking (B.E.S.T)) – English Language Arts, 2021
 - b) Next Generation Sunshine State Standards (Benchmarks for Excellent Student Thinking (B.E.S.T.)) – Mathematics, 2020
 - c) Next Generation Sunshine State Standards – Science, 2016
 - d) Next Generation Sunshine State Standards-Social Studies, 2021
 - e) Next Generation Sunshine State Standards- World Languages, 2011
 - f) Next Generation Sunshine State Standards-The Arts, 2014
 - g) Next Generation Sunshine State standards – Health, 2021
 - h) Next Generation Sunshine State Standards- Physical Education , 2014
 - i) Sunshine State Standards for Gifted, 2014
 - j) Next Generation Sunshine State Standards –Special Skills, 2014
 - k) English Language Development/Proficiency Standards for English Language Learners, 2014
 - l) Benchmarks for Excellent Student Thinking (B.E.S.T) English Language Arts (ELA) 2022
 - m) Benchmarks for Excellent Student Thinking (B.E.S.T) Mathematics 2022
 - n) Access Points to the Next Generation Sunshine State Standards for Science – 2016
 - o) Access Points to the Next Generation Sunshine State Standards for Social Studies - 2016

Copies of the publications containing the State Standards may be obtained from the Division of Public Schools, Department of Education, 325 W. Gaines Street, Tallahassee, Florida, 32399-0400.

1. Each district school board shall incorporate the State Standards contained herein into the district Student Progression Plan.

2. The State Standards shall serve as the basis for statewide assessments.

The Student Progression Plan is the Lafayette School District's official plan of instruction and assessment for students as they progress from one level of the curriculum to the next. The Student Progression Plan provides a standard of consistency for the instructional program, as well as the assessment and reporting of student's classroom performance as requested by the Lafayette County School Board, Florida Statutes and State Board of Education Administrative Rules.

It is intended that the grade placement of each student be made to serve the best interest of the student. Promotion, retention, or special assignment procedures contained in this Student Progression Plan are designed for this purpose – to ensure each student in Lafayette District Schools is placed in an instructional program in which the student can achieve academically and develop emotionally, socially, and physically.

GENERAL PROCEDURES FOR PROMOTION, SPECIAL ASSIGNMENT AND CONDITIONAL PLACEMENT, GRADES K-12.

1. Student promotion in the Lafayette School District is based upon an evaluation of each student's achievement in terms of appropriate instructional goals. The basis for making the determination should be based on consideration of progress tests, classroom assignments, daily observations, standardized tests, state assessment, mastery of Course Performance Standards, district competencies and objectives and other objective data, as appropriate or required. Responsibility for determining each pupil's level of performance and ability to function academically, socially and emotionally at the next academic level, is that of the classroom teacher, subject to the review and final approval of the principal.
2. District Standards for Promotion are established in this Student Progression Plan. Meeting the required standards does not automatically result in pupil progression. Consideration may be given to other factors, such as general progress, attendance, sense of responsibility, mental and physical health, maturity, work habits and attitudes.
3. Students who do not satisfactorily achieve established objectives for the grade, or course, to which they are assigned, may be assigned to the same grade for the next school year or given alternative assignment. A student's level of proficiency in the areas of ELA, writing, science, and mathematics must be reviewed and the student's progression must be based, in part, upon this proficiency. Students not meeting success will be further diagnosed through progress monitoring assessments such as I-Ready, Math assessments (Pre, middle and Post tests), district writing assessments and Science assessments (Pre/Post). The **MTSS** process will be used to analyze this data for specific areas of difficulty, the areas of academic need and strategies for instruction/intervention at the appropriate **MTSS** instructional tier. Students not meeting desired levels of proficiency as determined by the district and/or as evidenced by the results of state mandated tests are to be provided remedial instruction designed to foster their progress toward mastery of essential concepts and required standards. If mastery is not achieved, remediation may be provided through, but not limited to, one or more of the following: summer school course work or intensive skill development, extended day or school year services/academic tutoring, parent tutorial programs, mentoring, modified curriculum, exceptional education services and class size reduction.

Retention of students must be considered if the student has been provided remedial instruction and upon reassessment falls below determined cutoff points on the district criteria for retention or on assessment as prescribed by the state. It is the intent of the school district that children should be retained as little as possible during the elementary and middle school years. Students must not be retained without

documentation that remediation was provided in a timely and comprehensive manner as documented by either the student's Progress Monitoring Plan or the student's IEP. Summer school, as an option, will be assessed annually as determined by state funding.

STATEWIDE STUDENT ASSESSMENT PROGRAM

1. The primary purpose of the statewide assessment program as presented in S.1008.25 is to provide information needed to improve the public schools by maximizing the learning gains of all students and to inform parents of the educational progress of their public school children. The program must be designed to:
 - a. Assess the annual learning gains of each student toward achieving the Florida Standards appropriate for the student's grade level.
 - b. Provide data for making decisions regarding school accountability and recognition.
 - c. Identify the educational strengths and needs of the students and the readiness of students to be promoted to the next grade level or to graduate from high school with a standard high school diploma.
 - d. Assess how well educational goals and performance standards are met at the school, district, and state levels.
 - e. Provide information to aid in the evaluation and development of educational programs and policies.
 - f. Provide information on the performance of Florida students compared with others across the United States.
2. The statewide assessment program is designed to implement a statewide program of educational assessment that provides information for the improvement of the operation and management of the public schools. Pursuant to the statewide assessment program, the commissioner shall:
 - a. Submit to the state board a list that specifies student skills and competencies to which the goals for education specified in the state plan apply, including but not limited to, reading, writing, science, and mathematics. The skills and competencies must include problem-solving and higher-order skills as appropriate and shall be known as the Florida Standards. The commissioner shall select such skills and competencies after receiving recommendations from educators, citizens, and members of the business community. The commission shall submit to the state board revisions to the list of student skills and competencies in order to maintain continuous progress toward improvement in student proficiency.
 - b. Develop and implement a uniform system of indicators to describe the performance of public school students and characteristics of the public school districts and the public schools.
 - c. Develop and implement a student achievement testing program as part of the statewide assessment program to be administered annually in grades 3 through 10 to measure ELA, writing, science, and mathematics. The testing program must be designed so that :

The tests measure student skills and competencies adopted by the state board as specified in paragraph (1). The tests must measure and report student proficiency levels in ELA, writing, science and mathematics. Other content areas may be included as directed by the commissioner. The tests are criterion-referenced and include items that require the student to produce information performance tasks in such a way that the skills and competencies he or she uses can be measured. This annual assessment will determine the effectiveness of the core instruction provided in **MTSS** Tier 1.

Each testing program, whether at the elementary, middle, or high school level, includes a test of writing in which students are required to produce writings which are then scored by appropriate methods.

A score is designated for each subject area tested. The school districts shall provide appropriate remedial instruction (using the **MTSS** tiers) to students who score below these levels.

ASSESSMENT AND REMEDIATION – s. 1008.25 (a) (b) (c)

- a. Each student must participate in the statewide assessment tests required by s. 1008.22. Each student who does not meet specific levels of performance as determined by the district school board in reading, writing, science, and mathematics for each grade level, or who does not meet specific levels of performance as determined by the commissioner on statewide assessments at selected grade levels, must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need. These additional assessments will include I-Ready and various district developed assessments in reading, writing, math and science. These additional assessments will be given 3 times each school year, will be used to determine specific skill deficiencies, and will be used for placement decisions regarding the 3 **MTSS** tiers. These tiers will provide progressive levels of support and differentiated instruction to ensure each student receives the support necessary to be successful in attaining educational standards.
- b. The school in which the student is enrolled must develop, in consultation with the student's parent, and must implement a Progress Monitoring Plan designed to assist the student in meeting state and district expectations for proficiency. In lieu of individual Progress Monitoring Plans each school will use a Schoolwide Progress Monitoring Plan, which assesses all students three times per year, and the **MTSS** process to analyze student data and provide appropriate instruction based on this data. Instruction will be provided in progressively increasing intensity based on the student's measure of success. If the student has been identified as having a deficiency in reading, the Progress Monitoring Plan shall identify the student's specific areas of deficiency in phonemic awareness, phonics, fluency, comprehension, and vocabulary; the desired levels of performance in these areas; and the instructional and support services to be provided to meet the desired levels of performance. Schools shall also provide for the frequent monitoring of the student's progress in meeting the desired levels of performance. District school boards shall assist schools and teachers to implement research-based reading activities that have been shown to be successful in teaching reading to low-performing students. Remedial instruction provided during high school may not be in lieu of English and mathematics credits required for graduation.
- c. Upon subsequent evaluation, if the documented deficiency has not been remediated in accordance with the Progress Monitoring Plan, the student may be retained. Each student not scoring proficient as designated by the Commissioner of Education for the statewide assessment tests in ELA, writing, science, and mathematics must continue to be provided with remedial or

supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance.

ANNUAL REPORT (FS 1008.25(8) (a)(b)(1)(2))

Annual Notice to Parents

The district school board must annually report to the parent of each student the progress of the student toward achieving state and district expectations for proficiency in English Language Arts, science, social studies, and mathematics. The district school board must report to the parent the student's results on each statewide, standardized assessment and the screening and progress monitoring system as required by F.S. 1008.25. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments, response to intensive interventions provided under Florida law, and other relevant information. Progress reporting must be provided to the parent in writing in a format adopted by the district school board.

The district school board must annually publish on the district website and in the local newspaper and report in writing to the State Board of Education by September 1 of each year the following information on the prior school year:

- The provisions of the law relating to public school student progression and the district school board's policies and procedures on student retention and promotion
- By grade, the number and percentage of all students in grades 3-10 performing at levels 1 and 2 on the reading portion of the ELA statewide progress monitoring assessment
- By grade, the number and percentage of all students retained in kindergarten through in grades 3-10
- Information on the total number of students who were promoted for good cause, by each category of good cause
- Any revisions to the district school board's policy on retention and promotion from the prior year

ATTENDANCE

Regular School Attendance

Each parent/guardian shall be responsible for the attendance of a child within the age of compulsory attendance (6-16 years of age) as required by Florida law. Regular school attendance may be achieved by any of the following:

1. Attendance in a public school supported by public funds;
2. Attendance in a parochial, religious, or denominational school;
3. Attendance in a private or charter school supported by tuition or endowments;
4. Attendance in the District's Virtual Instruction School; or
5. Attendance in a home education program as defined in s.1000.21 (Part I)

Please see the Elementary School, Middle School and/or High School sections of this plan for specific attendance requirements at each level.

Declaration to Terminate

Students who are at least 16 years of age must file a declaration of intent to terminate school enrollment. The Guidance Counselor or Principal will conduct an exit interview with the student prior to withdrawal to determine the reason for withdrawal and to investigate alternatives to encourage the student to remain in school. Parent/guardian notification and signature must be obtained. Students are informed that this action is likely to reduce future earning potential.

AUTHORITY: s.1003.24

LAW IMPLEMENTED: 232, F.S.

HISTORY: ADOPTED JANUARY 1983, REVISED 1/84, REVISED SECTION (3) 1/13/87, revised (3) 1/9/90, REVISED (5) 8/13/96, revised 9/14/99.

ELEMENTARY SCHOOL PROGRESSION (Grades PK-5)

ADMISSION AND TRANSFER

Admissions

State law and district requirements are as follows:

- **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; or
 - 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 under Florida Statute 1003.21; or
 - Otherwise meets the criteria for admission as specified by the District.
- **First Entry to Lafayette District Schools** - Before admitting a student to Florida schools for the first time, the school must have documentation required by Florida Statutes and Lafayette County School Board policy/procedures as follows:
 - Proof of date of birth for kindergarten and grade one students (FS 1003.22)
 - 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. (FS 1003.22)
 - A valid DH 680 Florida Certificate of Immunization (Grades K-5). A second dose of measles vaccine, preferably MMR, is a requirement before entry into kindergarten or grade one. (FS 1003.22). In addition to their routine childhood vaccinations, kindergarten students must have hepatitis B vaccine series (three 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.
 - Effective with the 2001-2002 school year, 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.
 - 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 shall be in accordance with the requirements as stated in s.1003.21 will be subject to the following conditions:

- In-State Transfers from Nonpublic Schools to Kindergarten through 5th grade - students transferring from a nonpublic Florida school to the Lafayette District Schools must provide:

- Evidence of date of birth (five years of age on or before September 1 for Kindergarten);
 - Proof of immunization;
 - Evidence of medical examination performed within the last twelve months;
 - Social Security number at school district request.
 - Evidence of successful completion of prior year grade in a nonpublic Florida school;
 - 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 the first week of enrollment.
- 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 Rule 6A 1.0985. 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 as required by s.1003.22;
 - Evidence of date of birth in accordance with s.1003.22;
 - 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 Lafayette 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.
- As per FS 1000.36, 1000.37, 1000.38 & 1000.39 children of military personnel will receive the following considerations regarding their transfer to, or from, another school: 1) if an official copy is not ready at withdrawal, the student must be given an official copy of his(her) transcript; 2) the student must be given a reasonable time to obtain any needed immunizations; 3) the receiving school must honor placement of the student in educational courses based on the sending school's records, however, the receiving school may make additional evaluations; 4) the school district may have flexibility in waiving course or program prerequisites; and 5) the students must be granted additional excused absences at the Superintendent's discretion to visit with his or her parent.

ATTENDANCE (FS 1003.26)

Absences of a medical or dental nature which are documented by a licensed physician or dentist will be considered excluded (excused) absences. Other excluded absences are death in the immediate family or recognized religious holidays of the student's faith. Three tardies, or three early checkouts, will constitute one unexcluded absence. Any other absence in a nine-week period is considered to be unexcluded (unexcused). If total absences in a school year exceed 20 days, retention will be determined on an individual basis in a family support team meeting consisting of the parent, teacher and principal.

Three unexcluded (unexcused) absences in a nine-week grading period will result in a mandatory meeting with the student's parent or guardian. A habitual truant is defined by Florida law as a student who has 15 unexcused absences within 90 days. The names of habitually truant students will be reported to the circuit court by the Superintendent after being referred by the principal. The habitual truant who does not successfully master the student performance standards for his/her grade level shall be retained. The district school board policies require each parent of a student to justify each absence of the student, and that justification will be evaluated based on adopted district school board policies that define excused and unexcused absences. Schools will track excused and unexcused absences and contact the home in the case of an unexcused absence from school, or an absence from school for which the reason is unknown, to prevent the development of patterns of nonattendance. Each school shall implement the following steps to enforce regular school attendance:

- Upon each unexcused absence, or absence for which the reason is unknown, the school principal or his or her designee shall contact the student's parent to determine the reason for the absence.
- If a student has had at least five unexcused absences, or absences for which the reasons are unknown, within a calendar month or 10 unexcused absences, or absences for which the reason are unknown, within a 90 calendar day period, the student's primary teacher shall report to the school principal or his or her designee that the student may be exhibiting a pattern of nonattendance. The principal will convene a child study team to meet with the parent to identify potential remedies.
- The child study team shall implement interventions which may include:
 - *Frequent communication between the teacher and the family;
 - *Changes in the learning environment;
 - *Mentoring;
 - *Student counseling;
 - *Tutoring, including peer tutoring;
 - *Placement into different classes;
 - *Evaluation for alternative education programs;
 - *Attendance contracts;
 - *Referral to other agencies for family services; or
 - *Other interventions, including, but not limited to, a truancy petition.
- The child study team shall be diligent in facilitating intervention services and shall report the case to the superintendent only when all reasonable efforts to resolve the nonattendance behavior are exhausted.
- If the parent refuses to participate the district school board may provide a hearing officer, and the hearing officer shall make a recommendation for final action to the district school board. If the parent still refuses to participate or cooperate, the superintendent may seek criminal prosecution for noncompliance with compulsory attendance.
- If the parent of a child who has been exhibiting a pattern of nonattendance enrolls the child in a home education program pursuant to chapter 1002, the superintendent shall provide the parent a copy of s.1002.41. The superintendent shall also refer the parent to the district contact for home education programs and at least two home educators selected by the parent from a district list of all home educators who have conducted a home education program for least 3 years and who have indicated a willingness to serve on the committee. The home education review committee shall review the portfolio

of the student, as defined by s. 1002.41, every 30 days during the district's regular school terms until the committee is satisfied that the home education program is in compliance with s. 1002.41(1)(b). If the parent fails to provide a portfolio to the committee, the superintendent shall then terminate the home education program. The parent shall not be eligible to re-enroll the child in a home education program for 180 calendar days.

- Failure of a parent to enroll the child in an attendance option shall constitute noncompliance with the compulsory attendance requirements and may result in criminal prosecution under s.1003.27(2).
- If a student subject to compulsory attendance will not apply with attempts to enforce school attendance, the parent or the superintendent shall refer the case to the case staffing committee pursuant to s. 948.12, and the superintendent or his or her designee may file a truancy petition pursuant to the procedures in s. 984.151.
- A designated school representative shall give written notice that requires enrollment or attendance within 3 days after the date of notice, in person or by returning receipt mail, to the parent when no valid reason is found for a student's non-enrollment in school. The superintendent shall take such steps as are necessary to bring criminal prosecution against the parent. The superintendent or his or her designee shall give written notice in person or by return-receipt mail to the parent that criminal prosecution is being sought for nonattendance. The superintendent may file a truancy petition as defined in s. 984.03, following the procedures outlined in s. 984.151.
- A designated school representative shall visit the home or place of residence of a student and any other place in which he or she is likely to find any student who is required to attend school when the student is not enrolled or is absent from school during school hours without an excuse. The student shall be returned to his or her parent, or the principal, or other location established by the district school board to receive students who are absent from school. Upon receipt of the student, the parent shall be notified immediately.
- A designated school representative shall report to the appropriate authority designated by law to receive such notices, all violations of the Child Labor Law that may come to his or her knowledge.
- A designated school representative shall have the right of access to, and inspection of, establishments where minors may be employed or detained only for the purpose of ascertaining whether students of compulsory school age are actually employed there and are actually working there regularly. The designated school representative shall, if he or she finds unsatisfactory working conditions or violations of the Child Labor Law, report his or her findings to the appropriate authority.

ELEMENTARY INSTRUCTION

ACCEL Options (Academically Challenging Curriculum to Enhance Learning) s. 1002.3105 F.S.

Florida Statute 1002.45 requires that each Florida school district offer a Virtual Instruction Program (VIP) for its students. By law an elementary student may enroll in a virtual instruction program provided by the school district in which he or she resides if the student meets at least one of the following conditions:

- a. The student has spent the prior school year in attendance at a public school in this state
- b. and was enrolled and reported by a public school district for funding during the preceding October or February for purposes of the Florida Education Finance Program surveys.
- c. The student is a dependent child of a member of the United State Armed Forces who was
- d. transferred within the last 12 months to this state from another state or foreign country pursuant to the parent's permanent change of station orders.
- e. The student was enrolled during the prior school year in a school district virtual instruction program under this section or a K-8 Virtual School Program under s. 1002.415.
- f. The student is a sibling of a student who was enrolled in a virtual program at the end of the prior school year.
- g. The student is eligible to start kindergarten or first grade.
- h. The student is in grades 4 or 5 and has attained a score of L4 or L5 on the Statewide Progress Monitoring Assessment in reading or math. Such student is eligible to enroll part-time in middle school virtual courses in the subject where the designated score is achieved.

Enrollment:

1. Students may enroll in Lafayette Virtual School, MyDistrict Virtual School (FLVS franchise) or FLVS on a full-time (grades K-12) or part-time (grades 9-12) basis by completing the registration information at <http://www.nefec.org/virtual> and receiving approval. This school will offer students an additional option for their education.
 - Students should be highly motivated and independent learners to be considered for this option.
 - Parents wishing to use this option should discuss these plans with the guidance counselor and the principal before proceeding with registration.

Regular Program

Each student in grades K-5 will receive regularly scheduled instruction based on the district adopted curricula which is based on Grade Level Expectations from Florida Standards as they become available. This will include language arts, mathematics, reading, writing, science/health, social studies, physical education, art, and music, and drama. Flexibility in the designing of school schedules is permissible and may reflect the integration of content determined necessary to provide an appropriate instructional program. Currently, the program consists of instruction in the following subjects:

- Computer Literacy
- Health (to include activities in alcohol and substance abuse education, and HIV/AIDS education) K-4 – 35 hours/year and Grade 5 – 45 hours/year
- Language Arts
- Mathematics
- Physical Education**—must provide 150 minutes per week
- Reading-- All students in K-5 will receive 90 minutes of uninterrupted reading instruction.
- Science
- Social Studies

Career Education

Character Development

Consumer Education

Disability History and Awareness Instruction (FS 1003.4205) during the first two weeks in Oct. to expand students' knowledge, understanding, and awareness of individuals with disabilities, the history of disability, and the disability rights movement. The goals of this instruction include:

1) better treatment of individuals with disabilities in society (especially youth in school) and increased attention to preventing the bullying or harassment of students with disabilities; 2) encouragement to individuals with disabilities to develop self-esteem, resulting in more individuals with disabilities gaining pride, obtaining postsecondary education, entering the workforce, and contributing to their communities; and, 3) reaffirmation of the commitment to the full inclusion of and equal opportunity for all individuals with disabilities.

Florida Studies – Grade 4

American History – Grade 5

▪ **Supplemental Programs:**

Art

Music

Media

Drama

****In accordance with Florida Statute 1003.455(1), the school board is required to develop a program that stresses physical fitness and encourages healthy, active lifestyles, and encourages all students in grades preK-12 to participate in physical education which shall consist of physical activities of at least a moderate intensity level and for a duration sufficient to provide a significant health benefit to students. Additionally, as per FS 1003.455, on any day during which physical education instruction is conducted there will be at least 30 consecutive minutes per day.**

All students must meet state requirements concerning mastery of Curriculum frameworks and student performance standards based on the Next Generation Sunshine State Standards and Common Core State Standards as appropriate. Mastery is documented by passing grades as determined by the classroom teacher.

Virtual Instruction – See section on pages 61-62 and also ACCEL Options

Testing

Students in grades Kindergarten through 5 are evaluated annually. All students, unless specifically exempted, must take all statewide and achievement tests at their appropriate grade level as required by 1008.22 F.S. and 1008.34 F.S. Test adaptations and modification of procedures, as necessary, for students in Exceptional Education and for students who are English Language Learners, are provided through the Individual Education Plan (IEP), Limited English Proficiency (LEP) Plan, or 504 Plan.

The elementary testing requirements are as follows:

- **I-Ready** – This test is administered at the end of third grade summer reading camp to all third graders attending for determining whether the student is promoted or retained.

- **I-Ready** – This test is given to students in kindergarten through fifth-grade and is used to evaluate students' progress in reading and math to diagnose specific skill deficiencies.
- **FCAT Science** – This test is administered to fifth-grade students. Students are compared to other students within the state.
- **Florida Assessment of Student Thinking** – State developed assessment for grades PK-5 used to compare students to other students within the state. PK-2 will be assessed using STAR Early Literacy or Early Reading. ELA-writing grades 4 and 5, ELA grades 3-5, and Math grades 3-5.
- **Teacher Assessments** - Student performance on teacher developed or assessments from state adopted curriculum to determine grades on progress reports.

Progress Monitoring Plan

The school in which the student is enrolled must develop and implement, in consultation with the student's parent, a Progress Monitoring Plan designed to assist the student in meeting state and district expectations for proficiency.

If the student has been identified as having a deficiency in reading, the progress monitoring plan shall identify the student's specific areas of deficiency in phonemic awareness, phonics, fluency, comprehension, and vocabulary; the desired levels of performance in these areas; and the instructional support services to be provided to meet the desired levels of performance. Schools shall also provide for the frequent monitoring of the student's progress in meeting the desired levels of performance. District school boards shall assist schools and teachers to implement research-based reading activities that have been shown to be successful in teaching reading to low-performing students. This will be accomplished using the MTSS process of tiered instructional levels based on identified student needs. Progressively more support will be added by placement in additional tiers until the student is successful. These supports will be continued, if necessary to maintain adequate levels of achievement.

Upon subsequent evaluation, if the documented deficiency has not been remediated in accordance with the Progress Monitoring Plan, the student may be retained.

Each student who has not met **minimum** state expectations defined by The Commissioner of Education on any state assessment tests in ELA-writing, ELA, science and mathematics, must 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
- Tutorial programs
- Exceptional Student Education (Extended School Year)
- Title I support staff
- Mentoring

A progress monitoring plan will be written for students who meet the following criteria:

- Kindergarten – Each student will be administered the statewide assessment within the first 30 days of kindergarten. These entry level tests will determine if a child needs a Progress Monitoring Plan in Reading and/or Math.

- First Grade – Student grades, I-Ready scores, statewide assessment scores, math progress monitoring scores, and other teacher assessments will determine if a child needs a Progress Monitoring Plan in Reading, Math, Science and Writing. A PMP will be developed for any student who scores below 40% in Reading Comprehension or Math progress monitoring.
- Second Grade – Student grades, I-Ready scores, statewide assessment scores, math progress monitoring scores, and other teacher assessments will determine if a child needs a Progress Monitoring Plan in Reading, Math, Science and Writing. A PMP will be developed for any student who scores below 40% in Reading Comprehension or Math progress monitoring.
- Third Grade – Student grades, I-Ready scores, statewide assessment scores, math progress monitoring scores, and other teacher assessments will determine if a child needs a Progress Monitoring Plan in Reading, Math, Science and Writing. A PMP will be developed for any student who scores below 40% in Reading Comprehension or Math progress monitoring.
- Fourth Grade – A PMP will be written for students who score a level 1 or 2 in Math and/or ELA on the statewide assessment.

The progress monitoring plan (PMP) should:

- Clearly identify the specific diagnosed academic needs to be remediated,
- Clearly identify the success-based intervention strategies to be used
- Clearly identify how, when, how often, by whom and how long intensive remedial instruction is to be provided, and
- Clearly identify the monitoring and reevaluation activities to be employed.

Individual progress monitoring plans are not required if the school utilizes a schoolwide progress monitoring plan which documents the proficiency of all students in the areas of reading, math, science and writing. The MTSS process will be used in conjunction with the schoolwide progress monitoring system to determine appropriate tiered support for each student.

The School board must allocate remedial and supplemental instruction 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.

Reading Deficiencies And Parent Notification (1002.20(11) F.S.)

If any K-3 student exhibits a reading deficiency, the parent shall be immediately 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 progress monitoring plan (PMP), as described in 1008.25(4)(b) F.S.; and shall be informed and the student will be given intensive reading instruction until the deficiency is corrected.

If a child's reading deficiency is not remediated by the end of third grade, the child must be retained unless he or she is exempt from mandatory retention for good cause.

Elementary Reading Deficiency and Intensive Reading Instruction (1008.25(5)(a) F.S.)

Any student who exhibits a substantial deficiency in reading, based upon locally determined assessments, progress monitoring assessments or statewide assessments conducted in kindergarten, grades 1, 2 or 3, must be given intensive reading instruction immediately following the identification of the reading deficiency. Students must 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 remediated. 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

The MTSS process, including all 3 tiers, will provide the framework for accomplishing this support. Tier 1, or core, instruction will be of sufficient quality for at least 80% of the students to make adequate learning gains. Tier 2 instruction will consist of intensive reading instruction grouped according to similar needs identified through progress monitoring and will assist 15% of the remaining 20% of students who were not successful with Tier 1 instruction alone. The last 5% may require Tier 3 instruction where students are tutored individually, or in groups of no more than 3 students with similar needs. Students will continue to receive the level of support necessary to be successful.

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 the following criteria are met:

- The student's demonstrated cognitive ability and behavior prevent the student from completing required coursework and achieving Florida Standards and Student Performance Standards even with appropriate and allowable course modification.
- The student requires extensive direct instruction to accomplish the application and transfer of skills needed for domestic community living, leisure, and vocational activities.
- The student's inability to complete the required course work is not due to excessive or extended absences or the result of social, cultural, or economic differences.
- The student is unable to apply or use academic skills at a minimal competency level in the home, community, or work site.

English Language Learners (ELL) – See this section on page 59

School Choice Options

Students are offered school choice through the following school options:

1. Florida Virtual Academies— is an online elementary program offered through the K12, a Florida Department of Education provider. Information may be obtained online at www.k12.com or at phone # 855.748.4737.
2. Florida Connections Academy has partnered with FLVS to offer an online elementary program, approved by the Florida Department of Education. Information may be obtained online at <http://connectionsacademy.com> or at phone # 800.500.3587.
3. Home Education—students may be home schooled by registering their intent to be home schooled with the Home Education Coordinator, whose office is located in the high school guidance department. Information on the requirements for this program may be obtained from the Home Education Coordinator.
4. Lafayette District Virtual School – a virtual instruction program offered through Lafayette County. Information on the requirements and registration procedures for this program may be obtained from the Director of Teaching and Learning Services and/or the district website.

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, district and state assessments, and other relevant information. A complete explanation of the grading system and the student's conduct shall be on the report card.

Parent conferences are scheduled three times a year immediately following a progress monitoring assessment period in order to review student progress which includes report cards, PMP, student assessment, etc.

Grading Scales

Kindergarten, first and second grades - the teacher evaluates Language Readiness, Math, Social Skills, and Fine Motor Skills using Standards Based Report Cards.

Grades 2-5: all subjects are evaluated according to the following scale:

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

EVERY GRADING PERIOD TEACHERS INDICATE WHETHER A STUDENT IS MEETING GRADE LEVEL EXPECTATIONS IN READING, WRITING, AND/OR MATHEMATICS WITH THE FOLLOWING SCALE:

- 1—Student is working above grade level
- 2—Student is working at grade level
- 3---Student is working below grade level

Promotion/Retention

Promotion is based on mastery of performance standards approved by the State Board of Education according to s.1001.03. Progression from one grade to the other is determined in part by proficiency in language arts, social studies, reading, writing, science, and mathematics at each grade level.

1008.26(a)(b)F.S. - 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, as provided by the good cause exemption.

The Statewide Progress Monitoring Assessment is not the sole determiner of promotion and additional evaluations, portfolio reviews, and assessments are available to the student 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 as indicated by:

- The Florida BEST 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 recommendation
- 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, or the student graduates from high school, or is not subject to compulsory school attendance.

Policies for Mid-Year Promotion of a Retained Student, 1008.25(5)(c)(7)F.S.

Determination of midyear promotion of a student 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 "on-grade level" materials, 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 to document such promotion. This evidence of sufficient progress will be documented through schoolwide progress monitoring data and as a result of MTSS placement in the appropriate tier.

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.

Retention Criteria for Grades K-5 - The following criteria are used to identify students for retention:

- Students achieving one year or more below grade level in ELA and/or math
- Emotional/social maturity of the student
- Failing grades in reading, math, or science
- Standardized test scores (FAST, Math, Science, ELA,)
- 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-3. 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.

Mandatory Grade 3 Retention 1008.25(5)(b) F.S.

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, to students who are deficient in reading by the end of grade 3 and second to students who fail to meet performance levels required for promotion. If the 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 in ELA 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 Statewide Progress Monitoring Assessment 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 1008.25(6)(b) (1)(2)(3)(4)F.S.

The school board may only exempt students in grade 3 who demonstrate a continued deficiency in reading from mandatory retention for good cause. The State Board of Education has established "good cause" criteria as follows:

1. Limited English proficient students with less than two (2) years, based on Date Entered United States School (DEUSS), of instruction in English for Speakers of Other Languages program may be exempted from retention, with approval from the EL Committee.
2. Students with disabilities whose individual education plan (IEP) indicates that participation in the statewide assessment program is not appropriate.
3. Students that score Level 1 on the ELA Statewide Progress Monitoring Assessment must score 45 percentile or higher on the Alternate Assessment, I-Ready, as good cause exemption for third grade
4. Students with disabilities who participate in the Statewide Progress Monitoring Assessment and who have an IEP or a Section 504 plan that reflects that the student has received the intensive remediation in reading for more than 2 years but still demonstrates a deficiency in reading and was previously retained in kindergarten, grade 1 or grade 2.

5. Third grade students who have received intensive remediation in reading for 2 or more years but still demonstrate a deficiency in reading and were previously retained in kindergarten, grade 1, or grade 2 for a total of 2 years. A student may not be retained more than once in third-grade.

Good cause exemptions shall be made consistent with the following (FS 1008.25 (6)(c):

- 1) Documentation shall be submitted from the student's teacher to the school principal that indicates that the promotion of the student is appropriate and is based upon the student's academic record as demonstrated by the progress monitoring plan, individual educational plan, if applicable, report card, or student portfolio.
- 2) The school principal shall review and discuss such recommendation with the teacher and determine whether the student should be promoted or retained. If the school principal determines that the student should be promoted, the school principal shall make such recommendation in writing to the superintendent. The superintendent shall accept or reject the school principal's recommendation in writing.

Successful Progression For Retained Readers 1008.25 F.S.

Students retained under the provisions of s.1008.25(5)(b), F.S., 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. Beginning with the 2004-2005 school year, each school district shall:

- Conduct a review of student progress monitoring plans for all students who did not score above a level 1 or 2 on the reading (ELA) portion of the Statewide Progress Monitoring Assessment and did not meet the criteria for one of the good cause exemptions outlined in s.1008.25(6)(b). The review shall address additional supports and services needed to remediate the identified areas of reading deficiency. The school district shall require a student

portfolio to be completed for each such student. (*Explanatory Note:* This portfolio must contain evidence of mastery of benchmarks, other information to inform parents, as well as results of diagnostics and progress monitoring. Every retained third grade student who may qualify for a promotion for good cause must have the opportunity to have a portfolio. If a portfolio already exists for a student, it can continue to be used.)

- Provide students who are retained in grade 3 due to a reading deficiency as evidenced by not scoring level 2 on the reading (ELA) portion of the grade 3 Statewide Progress Monitoring Assessment, (s.1008.25(5)(b), F.S.), with intensive instructional services and supports to remediate the identified areas of reading deficiency, including a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction and other strategies prescribed by the school district, 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 (ELA) portion of the grade 3 Statewide

Progress Monitoring Assessment, (1008.25(5)(b), F.S., 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 as provided in s.1008.25(6)(b), F.S. The notification must comply with the provisions of 1002.20(14), F.S. and 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 (ELA) portion of the grade 3 Statewide Progress Monitoring Assessment, 1008.25(5)(b), F.S.), 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 4 Statewide Progress Monitoring Assessment, as determined by the State Board of Education. (*Explanatory Note:* The State Board of Education shall adopt standards that provide a reasonable expectation that the student's progress is sufficient to master appropriate fourth grade level reading skills. Mid-year promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level as specified in 1008.25(5)(c)7, F.S.)
- Provide students who are retained under 1008.25(5)(b) F.S., with a high-performing teacher as determined by student performance data and above-satisfactory performance appraisals.
- Provide parents of students to be retained with at least one of the following instructional options in addition to required reading enhancement and accelerated strategies:
- Supplemental tutoring in scientifically research-based reading services in addition to the regular reading block, including tutoring before and/or after school
 - A "Read at Home" plan outlined in a parental contract, including participation in "Families Building Better Readers Workshops" and regular parent-guided home reading
 - A mentor or tutor with specialized reading training. (*Explanatory Note:* The student should also demonstrate his readiness for performing the work of the next grade in other core subjects before receiving a midyear promotion. The mentor/tutor option does not require that districts must pay for private tutors. Volunteers or school staff may be used.
- The school will provide strategies for parents to use in helping their child succeed in reading proficiency.

K-3 Read Initiative 1008.25(7)(b)(7) F.S.

A Reading Enhancement and Acceleration Development (READ) Initiative shall be established to prevent the retention of grade 3 students and to offer intensive accelerated reading instruction to grade 3 students who failed to meet standards for promotion to grade 4 and to each k-3 student who is assessed as exhibiting a reading deficiency. The READ Initiative must:

- Be provided to all K-3 students at risk of retention as identified by the statewide assessment system used in Reading First Schools (The assessment must measure phonemic awareness, phonics, fluency, vocabulary, and comprehension.)
- Be provided during regular school hours in addition to the regular reading instruction

- Provide a state-identified reading curriculum that has been reviewed by the Florida Center for Reading Research at Florida State University and meets, at a minimum, the following specifications:
 - assists students assessed as exhibiting a reading deficiency in developing the ability to read at grade level
 - provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension
 - provides scientifically based and reliable assessment
 - provides initial and ongoing analysis of each student's reading progress
 - is implemented during regular school hours
 - provides a curriculum in core academic subjects to assist the student in maintaining a meeting proficiency levels for the appropriate grade in all academic subjects (*Explanatory Note:* The comprehensive core reading programs on the state adopted list satisfy this requirement)

Intensive Acceleration Class for Retained Third Graders 1008.25(7)(b)8 F.S.

An intensive acceleration class will be established for retained grade 3 students who subsequently score at a level 1 on the reading (ELA) portion of the statewide assessment. The focus of the intensive acceleration class shall be to increase a child's reading level at least two grade levels in one school year. (*Explanatory Note:* This class is for a student who would be spending his third year in third grade. Applicable schools are those with retained grade 3 students who subsequently score at level 1 on statewide assessment reading (ELA). Through this class, a retained third grader could be promoted from third grade to fifth grade.) The intensive acceleration class must be provided to any student in grade 3 who scores at level 1 on the reading (ELA) portion of the statewide assessment and who was retained in grade 3 the prior year because of scoring at level 1 on the reading (ELA) portion of the statewide assessment. The IAC must:

- Have a reduced teacher-student ratio
- Provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master the grade 4 Florida Standards in other core areas
- Use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year
- Provide intensive language and vocabulary instruction using a scientifically research-based program, including use of a speech language therapist (*Explanatory Note:* This provision does not mandate the use of a speech and language pathologist but rather allows the speech and language pathologist to be involved
- in designing the intensive accelerated class and, through multi-stream funding, perhaps work with certain students whose diagnosed reading deficiencies might best be addressed by a speech and language pathologist.)
- Include weekly progress monitoring measures to ensure progress is being made
- Report to the Department of Education, in the manner described by the department, the progress of students in the class at the end of the first semester
- Report to the State Board of Education, as requested, on the specific intensive reading interventions and supports implemented at the school district level.
- Provide a student who has been retained in grade 3 and has received intensive instructional services but is still not ready for grade promotion, as determined by the school district, the option of being placed in a transitional instructional setting. Such setting shall specifically be designed to produce learning gains sufficient to meet grade 4 performance standards while continuing to remediate the areas of reading deficiency.

(*Explanatory Note:* The primary factor is what is being provided to help the student catch up, not where it is being provided.)

Placement in Tier 2 or Tier 3 of the **MTSS** system may satisfy the requirements of the IAC class, as described above, since the instruction is delivered in small, or individual groups, based on the student's needs. These

needs are identified through schoolwide progress monitoring data and instruction is tailored to the needs of the individual student to ensure the maximum learning gains.

Limits To Retention

Students who have difficulty meeting promotion requirements should be evaluated for retention by the administrator, teacher and counselor. Consideration should be given for a referral to the Child Study Team, and/or counseling services as needed. No student may be retained more than twice in any grade.

The state board shall adopt rules to prescribe limited circumstances in which a student may be promoted without meeting the specific assessment performance levels prescribed by the district's student progression plan. Such rules shall specifically address the promotion of students with limited English proficiency and students with disabilities.

A school district must consider an appropriate alternative placement for a student who has been retained two (2) or more years.

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.

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 will be determined by the principal of the receiving school.

Exceptional Student Education - The principal should receive input from the student's IEP regarding the appropriateness of conditional placement.

Principal's Responsibility – Good Cause (FS 1008.25)

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

- Documentation shall be submitted from the student's teacher to the school principal that indicates that the promotion of the student is appropriate and is based upon the student's academic record. Such documentation shall consist only of the existing Progress Monitoring Plan, Individual Education Plan, if applicable, report card, and/or student portfolio.

- The school principal shall review and discuss such recommendation with the teacher and make the determination as to whether the student should be promoted or retained. If the school principal determines that the student should be promoted, the school principal shall make such recommendation in writing to the district school superintendent. The district school superintendent shall accept or reject the school principal's recommendation in writing.

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 Sunshine State Standards as school(s) facilities allow. Each school shall make available to parents information on student health and fitness. All K-5 students will receive 150 minutes of physical education per week.

MIDDLE SCHOOL PROGRESSION (Grades 6-8)

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. Also acceptable is an in-state or out-of-state physical examination if the exam was within one year of school entry. 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

A child who is entering a Lafayette District 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 thirty-day temporary written exemption may be issued by the Florida Department of Health - Lafayette to permit a child who transfers into the district to attend classes until the records can be obtained. If, at the end of the thirty-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.

Transfer Students

Any student who enters a Lafayette County School will be required to present the following items within thirty 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
- Social Security Number (District Request) / FL ED ID
- As per FS 1000.36, 1000.37, 1000.38 & 1000.39 children of military personnel will receive the following considerations regarding their transfer to, or from, another school: 1) if an official copy is not ready at withdrawal, the student must be given an official copy of his(her) transcript; 2) the student must be given a reasonable time to obtain any needed immunizations; 3) the receiving school must honor placement of the student in educational courses based on the sending school's records, however, the receiving school may make additional evaluations; 4) the school district may have flexibility in waiving course or program prerequisites; and 5) the students must be granted additional excused absences at the Superintendent's discretion to visit with his or her parent.

LAFAYETTE HIGH SCHOOL ATTENDANCE POLICY (Grades 6-12):

School attendance is the responsibility of the parent. Since there is a strong relationship between attendance and academic performance, it is important that parents take an active role in working with the school to ensure their child's attendance on a daily basis.

Florida Statutes 1003.24 and 1003.26

Absences of a medical or dental nature which are documented by a licensed physician or dentist will be considered excluded (excused) absences. Other excluded absences are death in the immediate family or recognized religious holidays of the student's faith, or an ordered court appearance by the student. Exceptions may be made by the principal on an individual basis.

The following protocol will be followed for LHS students (Grades 6-12):

1. On the 4th unexcused absence of a nine (9) weeks grading period parents will be notified of the student's accumulated absences. A student is allowed five (5) unexcused absences per nine (9) week grading period, (parent notes will be considered unexcused absence). If a student exceeds five (5) unexcused absences, the nine (9) week benchmark assessment for each class period must be passed with a 60% or higher grade. (The attendance for each class period is recorded independently.) If the student fails the benchmark assessment, their nine (9) weeks grade will default to a 59%. (If student's average is below 59%, they will receive the lower average for that nine (9) weeks grading period.)
2. On the 7th unexcused absence of a nine (9) week grading period the student and parent will be contacted by the Dean of Students. If this is repeated in additional nine (9) week grading periods, the student and parent will be required to have a face-to-face meeting with our child study team. Student will be suspended from participating and/or attending any extracurricular activities until meeting has taken place.
3. On the 10th unexcused absence of a nine (9) week grading period the student will receive a grade of 59%, (F-failing). If student's average is below 59%, they will receive the lower average for that nine (9) week grading period. In addition, this information will be reported to the Florida Department of Highway Safety and Motor Vehicles (DMV).
4. Once a student misses 10 unexcused days of school in any one period during the nine (9) weeks, the student will be suspended from participating or attending any extracurricular activities for the remainder of the nine (9) week grading period. (This includes sporting events, club activities, prom, grad bash, etc.) If this happens twice within the first three (3) grading periods, the student will be suspended from participating or attending any extracurricular activities for the remainder of the school year.
5. Students who fail a class due to attendance will be allowed to retrieve the credit by retaking the class (brick and mortar setting), completing the standard version of the course using the districts credit retrieval program, or through FLVS.

Suspension/Expulsion

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

Notification of In Loco Parentis

A special power of attorney or certification form is used for admission purposes in cases in which a student is not residing with his or her parents/guardian. This form designates that the adult person with whom the student resides stands in loco parentis.

Grading Scale

Report card grades are to provide the student and/or the student's parents with an objective evaluation of the student's scholastic achievement and conduct. Student's academic grades are to reflect their academic achievement. Report cards will reflect when a student is working at a skill level below that of this assigned grade placement. Grades in subjects taken at a remedial level may reflect student's progress toward remediation of their basic skills deficits and do not reflect expected achievement for the grade level; these grades must be clearly indicated as remedial.

Students are to be advised of the grading criteria employed in the school and in each class prior to the beginning of the grading period. Students and parents are also to be advised of district wide standards for promotion and graduation as applied to the student's grade placement.

Grades in conduct are to reflect objectively the student's progress independent of academic achievement. Standards for grading in this area are to be explained to the students. Conduct implies the degree to which a student relates to others in socially acceptable ways. Schools will not exempt students from academic performance requirements based on policies or practices designed to encourage student attendance.

The following specific grading criteria will be followed in grades 6-8:

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

For middle school students taking high school courses:

At the secondary level letter grades and number grades should be placed on report cards and used in determining final grades.

Cumulative GPA's will be calculated at the secondary level using the following Quality Point System:

Letter	Quality Points
A	4
B	3
C	2
D	1
F	0
I	Incomplete

All incomplete (I) work must be completed by the end of the next grading period. Failure to make-up required work in specified grading period will result in F for earned grade.

Teachers will use a combination of the following to determine nine weeks grades: (a) test grades (b) class participation and (c) assigned work (homework, reports, term papers, etc.).

Examination Procedures

Exams include: Benchmark assessments, local EOCs (end of course exams), state EOCs and statewide progressing monitoring assessments.

- Cumulative benchmark assessments will be given at the end of each nine (9) week grading period. These assessments will be calculated in the nine (9) weeks grade.
- State EOCs will be calculated as 30% of yearly grade.
- Local EOCs and statewide progress monitoring assessments will be calculated as 20% of second semester grade of aligned course.

An examination will be required in each credit earning course (teacher discretion will be used for other classes). Examinations will cover all pertinent material presented in each respective class during the school year. Teachers will prepare examinations to fit into the given period in order to provide students ample time for completion of the examination

If the principal of a school feels it is necessary to change a student's grade in any subject at the end of a term, the principal shall consult with the teacher who issued the original grade; give his reasons in writing for the necessary change to the teacher, and place a copy of his reasons in the student's cumulative folder. If a change in grade is made, it shall be recorded as the principal's grade and not the teacher's grade. Students and their parents shall be notified of all such changes.

Grade Forgiveness for High School Courses Taken in Middle School

A student in middle school who takes any high school course for high school credit and earns a grade of "C," "D," or "F" or the equivalent of "C," "D," or "F" will be allowed to replace the grade with a grade of "C" or higher, or the equivalent of "C" or higher, earned subsequently in the same or comparable course. FS1003.4282(5)

MIDDLE SCHOOL STUDENTS – HIGH SCHOOL COURSES - Those students below 9th grade enrolling in courses for high school credit may receive high school credit for a successfully completed course (the student must earn a grade of "C" or higher), including passage of an End of Course (EOC) Exam, if warranted. Students not passing the EOC may receive middle school credit only for the course. It may be used to meet the general eligibility requirements for postsecondary entrance and/or scholarship programs (e.g. Florida Bright Futures Scholarship Program).

Notices to Parents and Students

It is recommended that schools notify parents of a student's exemplary achievement or significant improvement in the same manner as unsatisfactory work notices are issued. Parents are to receive reports on their child's performance toward achieving state and district expectations for proficiency in reading, writing, science, and math. The district will report individual student results on the standardized tests administered as part of the county wide achievement testing program. Parents of those students tested through the State Assessment Program will receive reports on their child as they are made available by the state. These reports will be distributed through the Guidance Department. The evaluation of each student's progress will also be reported in writing to the parent in the form of report cards.

GENERAL REQUIREMENTS FOR MIDDLE GRADES PROMOTION

Elimination of Social Promotion

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion or administrative placement. There should not be placement of a student to the next grade without regard to the student's proficiency.

Middle grades students not passing three or more of the four core subjects will not be promoted to the next grade. In addition, a student will not be promoted if (s)he fails both Language Arts and Math (unless the student scores proficient on Statewide Progress Monitoring in ELA and/or Math). 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. Retention should be based on more than a single test score. If a student is retained, it must be within an intensive program that is different from the previous year's program and that takes into account the student's learning style. A student who is retained two or more years must be placed in an appropriate alternative placement program.

PROGRAM OF STUDY

All middle grades courses will follow a rigorous program of study and must be aligned with the state of Florida educational standards.

In accordance with Section 1003.4156, Florida Statutes, related to middle grades promotion (6, 7 and 8 grades). Students must successfully complete academic courses as follows:

1. English – 3 middle school or higher year-long courses
These courses must emphasize literature, composition, and technical text.
2. Mathematics – 3 middle school or higher year long courses
Each middle school must offer at least one high-school-level mathematics course for which students may earn high school credit. (Algebra I)
3. Social Studies – 3 middle school or higher year-long courses
One semester of these courses must include the study of state and federal government and civics education (s.1008.22, F.S.). End of Course Exam (EOC) will be administered in Civics-30% of the grade will be determined using EOC scores.
4. Science – 3 middle school or higher year-long courses
5. Physical Education – Every student should have the opportunity to participate in and benefit from a quality physical education program. Fla. Statute encourages this course to be 225 minutes per week. The Lafayette School District adheres to the Florida Standards and reflects state and local requirements for middle school education. As per FS 1003.455, beginning in school year 2009-2010, middle school students must receive the equivalent of one period per day of physical education instruction for one semester each year. This requirement may be waived if 1) the student is enrolled in a remedial course; 2) if the student's parent requests that the student enroll in another course; or 3) if the student is participating in physical activities outside the school day which are equal to, or in excess, of the mandated requirement.
6. Career and Education Planning – a career and education planning course must be completed in grades 6, 7 or 8 per HB 7071 amending FS 1003.4156, and must result in a compiled personalized academic and career plan (refer to SB 196 and SB 240) for the student.
7. Computer Science and Technology Instruction – FS 1007.2616

The program will implement health and fitness, including physical fitness standards in accordance with Florida Standards as school(s) facilities allow. Each school shall make available to parents information on student health and fitness.

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.

The principal may exempt a student from physical education only after meeting with the student's parents and/or guardians, consulting with the physical education staff, and receiving written verification that the exemption is necessary for validated medical reasons.

Elective courses such as agriculture, band, technology, and/or digital tools may be taught as the schedule permits. The legislature intends that by July 1, 2018, on an annual basis, at least 75 percent of public middle grades students earn at least one CAPE Digital Tool certificate.

Promotion/Retention

Promotion is based on mastery of performance standards approved by the State Board of Education according to Section 1008.25 FS for Pre-K through 12. A student will be expected to successfully complete English, mathematics, social studies and science year-long courses in each grade level in order to stay on course to complete middle school in three years.

Any required course not completed successfully must be taken again. Successful completion of middle school is expected prior to entering high school. Students and parents will be notified of options available for course recovery should a student fail to successfully complete a required course.

Intensive Intervention

For grades 6-8 students performing below grade level in ELA and Math state progress monitoring will receive intervention. In addition to core ELA/Math course, student is placed in an intensive class where they are taught grade level standards. Diagnostic data will be used to help intervene with student learning gaps through small group instruction. Other students may be placed in Reading/Math courses for the purpose of enrichment. Students without an IEP which are not working a grade level will be monitored through our MTSS process.

Required Instruction (S. 1003.42, F.S.)

Each district school board shall provide all courses required for middle grades promotion, 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: reading and other language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts.

PROGRESS MONITORING PLAN (S.1008.25)

(4) Assessment & Support)

(a) Each student must participate in the statewide, standardized assessment program required by s. 1008.22. Each student who is not proficient on the statewide, standardized English Language Arts assessment, the statewide, standardized Mathematics assessment, or the Algebra I EOC assessment must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance.

A student who is not meeting the school district or state requirements for satisfactory performance in English Language Arts and mathematics must be covered by one of the following plans:

1. A federally required student plan such as an individual education plan;
2. An individualized progress-monitoring plan.

Grades 6-8 Summer School Eligibility

Summer school will be provided for students in grades 6 through 8 who may be eligible for promotion after completing the program (Provided funding is available)

A student may be eligible for summer school if;

- He/she has failed to meet promotion criteria (failed mathematics, science, reading, social studies, and/or language arts).
- He/she has been assigned to an Exceptional Student Education or Educational Alternative Program as required by IEP.
- He/she is a migrant student.
- Fails an End of Course (EOC) exam required for graduation or middle school promotion.

Students who have not successfully completed a required core course in which the student was enrolled may be permitted to attend summer school, if available, as an opportunity for course recovery

If a student has completed three years at middle school and lacks no more than two courses meeting the middle school requirements, then the student maybe permitted to attend summer school, if available, as an opportunity to complete the middle grades course requirements.

Parents will be notified in writing of their child's eligibility for summer school and the reasons for the recommendation. A student's progress will be reviewed during and after summer school. The review of the progress will determine his/her placement for the next school year. The principal will have the final decision-making authority regarding a student's promotion to the next grade.

ACCEL Options (Academically Challenging Curriculum to Enhance Learning) 1002.3105

Students may enroll in Lafayette Virtual School, MyDistrict Virtual School (FLVS franchise or FLVS) on a full or part time basis by completing the registration information at <http://www.nefec.org/virtual> and after receiving approval. This school will offer students the opportunity for a greater variety of courses, including many advanced courses, and will offer the opportunity for acceleration.

- There is a 14-day grace period for FLVS and a 20-day grace period for MyDistrict Virtual School. Students not showing adequate progress at the end of these grace periods will be automatically withdrawn by these virtual school entities.
- Students should be highly motivated and independent learners to be considered for this option.
- Any student wishing to use this option should discuss these plans with the guidance counselor and the principal before proceeding with registration.
- Students electing to attend this school will be eligible for extra-curricular activities offered through Lafayette High School.

ELIGIBILITY:

- (1) Students who elect to participate in ACCEL Options must be performing above grade level on the most recent state progress monitoring assessment. Must have a GPA of 3.0 or higher.

PROCEDURES:

Students electing to participate in ACCEL Options must submit an application to the school principal. The application will be reviewed by an administrator and must be signed by the student, parent, guidance counselor and principal.

English Language Learners (ELL) - See this section on page 59

Homebound/Hospital – See this section on page 59

Home Education Program 1002.41 – See section on pages 60-61

VIRTUAL INSTRUCTION (see section on pages 61-62 - also see ACCEL above)

MIDDLE SCHOOL STUDENTS – HIGH SCHOOL COURSES - Those students below 9th grade enrolling in courses for high school credit may receive high school credit for a successfully completed course (the student must earn a grade of “C” or higher), including passage of an End of Course (EOC) Exam, if warranted. Students not passing the EOC may receive middle school credit only for the course. It may be used to meet the general eligibility requirements for postsecondary entrance and/or scholarship programs (e.g. Florida Bright Futures Scholarship Program).

REPORTING PUPIL PROGRESS s.1003.33(1)F.S.

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 are available online through Skyward for all students four (4) times a year, after each nine (9) week grading period. Report cards provide students and parents with an objective evaluation of the students’ scholastic achievement, attendance (absences and tardies), effort, and conduct.

*Parents lacking access to Skyward may request, in writing, to receive paper copies.

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

PROGRESS REPORTS - Parents may review student progress at any time through the online grading system (Skyward). Parents lacking access to Skyward may request in writing to receive paper copies of progress reports every 3 weeks. Deficiency notices will be mailed at the mid-point of every grading period for any student at risk of not passing the course.

STATEWIDE ASSESSMENT - Parents will receive reports on their student’s performance on statewide assessment tests or any other form of standardized test administered as part of the county wide testing program.

Student Rights

The right of a student to participate fully in classroom instruction and extracurricular activities shall not be abridged or impaired because of age, sex, race, handicap, religion or natural origin.

Assessment

Students in grades 6 – 8 are evaluated using a statewide assessment. All students, unless specifically exempted, must take all statewide and achievement tests at their appropriate grade level (1008.22). Test adaptations and modifications 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 English Plan (LEP), or 504 Plan.

1008.25(4)(a) FS - Each student who does not meet state or district levels of performance for student progression in reading writing, science, and mathematics for each grade level must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need. It is up to school districts and schools to determine the nature of this diagnostic assessment.

The Middle School testing requirements are as follows:

ELA and Math Progress Monitoring Assessments – (State of Florida Educational Standards Assessment). This test is administered to all sixth through eighth grade students in reading and math. Results are used to compare students with other students in the state.

Statewide Science Assessment for Grade 8 - This test is administered to all students in grade 8. Results are used to compare students with other students in the state.

EOC (End of Course) Exams---End of course exams will be required for any middle school student taking middle School civics or any high school course for which there is an end of course exam in place. The guidance counselor or principal will have a list of courses for which end of course exams are required and the performance expectations.

Guidelines for Exemption of Students With Disabilities – See section on page 56-57

Grades for Transfer Students

When students transfer from one school to another, the sending school is requested to forward any grades received during the current grading period regardless of days enrolled. 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 receiving school.

Guidelines for Awarding Numerical Equivalencies to Transfer Grades:

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	B+ = 89	C+ = 79	D+ = 69	F = 59
A = 95	B = 85	C = 75	D = 65	
A- = 90	B- = 80	C- = 70	D- = 60	

HIGH SCHOOL PROGRESSION (GRADES (9-12))

To be considered a full-time LHS student:

- A student must have a full schedule which generates a full FTE unless approved by the principal
- A student must be enrolled in at least four LHS brick and mortar classes or approved courses

Approved courses:

- Brick and mortar course on campus with LHS staff
- Dual Enrollment courses (including CTE Dual Enrollment courses) approved by guidance office
- Co-Op Courses under LHS staff member
- Virtual classes offered through LHS with staff member teaching course

Non-Approved courses:

- All non-LHS virtual courses
- Non-credit study hall

*A student must be considered a full-time LHS student the last semester prior to graduation and meet all graduation requirements to receive a LHS diploma and participate in all graduation ceremonies.

ACCEL OPTIONS s. 1002.3105 F.S./ACCELERATION MECHANISMS s.1003.02(1)(i),F.S.

Students may enroll in Lafayette Virtual School/MDVS or Florida Virtual School on a full or part time basis by completing the registration information at <http://www.nefec.org/virtual> and receiving approval. This school will offer students the opportunity for a greater variety of courses, including many advanced courses, and will offer the opportunity for acceleration.

- Students should be highly motivated and independent learners to be considered for this option.
- Any student wishing to use this option should discuss these plans with the guidance counselor and the principal before proceeding with registration.
- Students electing to attend this school will be eligible for extra-curricular activities offered through Lafayette High School.
- There is a 14-day grace period for FLVS and a 20-day grace period for MyDistrict Virtual School. Students not showing adequate progress at the end of these grace periods will be automatically withdrawn by these virtual school entities.

ELIGIBILITY:

- (1) Student participating in our Accelerated Graduation Program or students participating in our Cooperative Diversified Education Program must be college and career accelerated, be a CTE program completer or be working toward acquiring these during their final year of high school.

PROCEDURES:

Students electing to participate in ACCEL Options must submit an application to the school principal. The application will be reviewed by an administrator and must be signed by the student, parent, guidance counselor and principal.

The beginning of each school year, parents of high school students will be notified of the opportunity and benefits of Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, and Florida Virtual school courses. The following acceleration mechanisms are offered in the Lafayette District's high school program:

I. Dual Enrollment s.1007.27(1)-(2), F.S.

A. Academic Dual Enrollment §1007.271, Florida Statutes

1. Section 1007.271(1) of Florida Statutes says that a “dual enrollment program is the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree. A student who is enrolled in postsecondary instruction that is not creditable toward a high school diploma may not be classified as a dual enrollment student.”

2. Students are permitted to enroll in these programs in fall and spring terms during school hours and after school hours (and during summer when courses are offered by NFC). In addition, eligible secondary school students shall be permitted to enroll in eligible courses regardless of delivery method. Any student so enrolled shall be exempt from the payment of registration and tuition, as well as laboratory and/or matriculation fees.

B. Career and Technical Dual Enrollment, §1007.271(7), Florida Statutes

1. Career dual enrollment was established by the Legislature as a positive measure to expand the scope of the dual enrollment program. Students make take up to 330 vocational clock hours per term part time Career Dual Enrollment. 2. This type of dual enrollment shall be provided as a curricular option for eligible secondary students to earn industry certifications pursuant to 1008.44, FS which count as credits toward the high school diploma.

Eligibility for Academic and Career Dual Enrollment is contingent upon the Annual Articulation Agreements with individual Post-Secondary Institutions.

Students must meet the following eligibility criteria:

- Be enrolled as a student in a Florida public or nonpublic secondary school (grades 6-12), or in a home education program. The College limits eligible students in grades 6-8 to one course per semester. The number of semester hours that an eligible student in grades 9-12 enrolls each term is at the discretion of the high school counselor. The College recommends that eligible students in grades 9 and 10 limit coursework to two courses per semester and students in grade 11 limit coursework to three courses per semester.
- Achieve and maintain, with no exceptions, an unweighted 3.0 high school grade point average to enroll in college credit courses.
- Achieve and maintain, with no exceptions, an unweighted 2.0 high school grade point average to enroll in career dual enrollment courses.
- Achieve a minimum score in reading, writing, and math preparation through submission of appropriate placement test scores pursuant to Rule 6A-14.064, Florida Administrative Code

(F.A.C.). No student shall be enrolled in a college credit course on a dual enrollment basis unless the student has demonstrated adequate preparation through submission of appropriate placement test scores in **reading, writing and math**.

- Program admission requirements/exit requirements (Appendix A) for CTE programs and other DE eligible limited access programs. The TABE can be exempted if the student meets cut score on a college placement test (ACT, SAT, PERT, or CPT). Students are responsible for costs for placement and/or exit tests.
- Cannot be scheduled to graduate from high school prior to the completion of the dual enrollment course.

The student is responsible for applying for admission and meeting admission requirements prior to the published deadlines. Incomplete applications will cause delays that may prevent registration into the desired course or program. **The deadline for qualifying PERT scores and registration for fall term is August 1. The deadline for qualifying PERT and registration scores for spring term is December 1.**

The high school guidance office is responsible for verifying that the student has earned the required scores on the proper placement test(s) in order to register for a specific course(s). The guidance counselor or designee at the high school will sign the registration form to verify that the student is eligible to take the dual enrollment course(s). Students enrolling in dual enrollment courses must identify a postsecondary education objective. The Dual Enrollment Coordinator will work closely with students and high school guidance professionals in the development of student academic and education plans. NFC will only send a letter grade to the high school for each dual-enrolled course. The grading scale transfer will be as follows:

Grade	Percent	Grade Point Value
A	100	4
B	89	3
C	79	2
D	69	1
F	59	0

II. Virtual Instruction (See pages 61-62)

III. College Level Examination Program (CLEP)

1. Students may earn college course credit through a passing score on the CLEP test. Such credit may be used for dual enrollment purposes.

IV. Advanced Placement

1. Post secondary credit for Advancement Placement courses shall be limited to students who score a minimum of 3, on a 5 point scale, on the corresponding Advanced Placement Examination. The specific courses for which students receive such credit shall be determined by the Florida Department of Education and shall be exempt from the payment of any fees for the examination. Credit at post-secondary institutions is determined by each specific institution.

****Home education students may participate in dual enrollment, career and technical dual enrollment, early admission, and credit by examination. Credit earned by these students through dual enrollment shall apply toward the completion of a home education program. It is not the responsibility of the Lafayette School District to provide textbooks for dual enrolled home education students.**

Bright Future Scholarship Program

Bright Futures Scholarship Program establishes a lottery-funded scholarship to reward any Florida high school graduate who merits recognition of high academic achievement and who enrolls in a degree program, certificate program or an applied technology program eligible Florida public or private post-secondary educational institution. The Bright Futures Scholarship Academic Scholarship, the Florida Medallion Scholarship, the Florida Gold Seal CAPE Scholarship, and the Florida Gold Seal Vocational Scholarship.

For more information, visit [Florida Bright Futures Scholarship Program](#).

Community Service Hours/Paid Work Hours – Student Volunteer Hours for Bright Futures Scholarship

Guidelines to receive credit in Voluntary Public Service or to document community service hours:

- a. Students wishing to satisfy the Florida Statute 1009.534 requirements for hours of volunteerism, as a requirement for Bright Futures Scholarships, may choose social issues of interest to the student. After obtaining prior approval of their project from the principal the student should obtain the proper forms to document their service.
- b. Students must follow the Guidelines for Student Volunteer Hours and maintain documentation for purposes of meeting Bright Futures requirements.
- c. Students must complete and have approved by school staff a “Community Service/Paid Work Plan”.
- d. Documentation of the required minimum number of hours must be kept on forms (a written time log) provided by the Guidance Department. Immediate family members are not permitted to verify the volunteer work.

At each school site, the principal will:

- a. Verify that the requested community service project is of merit (providing substantial community services needs) and verifiable
- b. Provide notice to students regarding the procedures for Community Service
- c. Establish a method for communication of the procedures to students and parents
- d. Upon receipt of the documented community service for an approved activity provide students with the Voluntary Public/Paid Work Service credit posted to transcript records.

The eligibility requirements vary for each scholarship. Requirements include, but are not limited to, certain course requirements and minimum grade point averages. Detailed information about this program may be obtained in the guidance office or at the following website:

<https://www.floridastudentfinancialaidsg.org/PDF/BFHandbookChapter1.pdf>

Work-based Learning or Elective Credit for Career and Technical Student Organizations (CTSO) Activities Section 1003.4282 (7)(a)4., F.S:

- Students may earn one (1) High School elective credit upon completing 135 hours of Career and Technical Student Organization Activities.
- Hours must be approved by (CTSO) advisor and Principal or his/her designee.

CRITERIA FOR GRADE PLACEMENT

Transfer of Credit

Transfer of credits will follow 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 Southern Association Standards or Florida State Board of Education Administrative Rules.
- One or one half (1/2) unit of credit may be awarded and applied toward meeting graduation requirements for each successfully completed post secondary 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 in the Lafayette School District in a similar time frame and manner. A student may be required to demonstrate mastery of the Florida 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. (See Numerical Equivalents to Transfer Grade section). 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.
- Transfer work from a home education program will be evaluated by the principal or designee and a grade will be assigned.
- Dual enrolled course credit will be awarded as outlined in the Dept. of Education Dual Enrollment Course Equivalency Table.
- As per FS 1000.36, 1000.37, 1000.38 & 1000.39 children of military personnel will receive the following considerations regarding their transfer to, or from, another school: 1) if an official copy is not ready at withdrawal, the student must be given an official copy of his(her) transcript; 2) the student must be given a reasonable time to obtain any needed immunizations; 3) the receiving school must honor placement of the student in educational courses based on the sending school’s records, however, the receiving school may make additional evaluations; 4) the school district may have flexibility in waiving course or program prerequisites;; 5) the students must be granted additional excused absences at the Superintendent’s discretion to visit with his or her parent; 6) the district may waive specific courses required for graduation if similar course work has been satisfactorily completed in another state; and 7) the district must ensure the

receipt of a diploma from the sending district if the student transfers in his or her senior year, is ineligible to graduate from the receiving district and meets the graduation requirements of the sending district.

- EOC (End of Course) Exams—Out of State Transfers: As per 6A-1.09941 Florida Administrative Code State Uniform Transfer of High School Students, the Principal will make decisions regarding appropriateness of the EOC for particular students based upon individual circumstances.

LAFAYETTE HIGH SCHOOL ATTENDANCE POLICY:

School attendance is the responsibility of the parent. Since there is a strong relationship between attendance and academic performance, it is important that parents take an active role in working with the school to ensure their child's attendance on a daily basis.

Florida Statutes 1003.24 and 1003.26

Absences of a medical or dental nature which are documented by a licensed physician or dentist will be considered excluded (excused) absences. Other excluded absences are death in the immediate family or recognized religious holidays of the student's faith, or an ordered court appearance by the student. Exceptions may be made by the principal on an individual basis.

The following protocol will be followed for LHS students (Grades 6-12):

1. On the 4th unexcused absence of a nine (9) weeks grading period parents will be notified of the student's accumulated absences. A student is allowed five (5) unexcused absences per nine (9) week grading period, (parent notes will be considered unexcused absence). If a student exceeds five (5) unexcused absences, the nine (9) week benchmark assessment for each class period must be passed with a 60% or higher grade. (The attendance for each class period is recorded independently.) If the student fails the benchmark assessment, their nine (9) weeks grade will default to a 59%. (If student's average is below 59%, they will receive the lower average for that nine (9) weeks grading period.)
2. On the 7th unexcused absence of a nine (9) week grading period the student and parent will be contacted by the Dean of Students. If this is repeated in additional nine (9) week grading periods, the student and parent will be required to have a face-to-face meeting with our child study team. Student will be suspended from participating and/or attending any extracurricular activities until meeting has taken place.
3. On the 10th unexcused absence of a nine (9) week grading period the student will receive a grade of 59%, (F-failing). If student's average is below 59%, they will receive the lower average for that nine (9) week grading period. In addition, this information will be reported to the Florida Department of Highway Safety and Motor Vehicles (DMV).
4. Once a student misses 10 unexcused days of school in any one period during the nine (9) weeks, the student will be suspended from participating or attending any extracurricular activities for the remainder of the nine (9) week grading period. (This includes sporting events, club activities, prom, grad bash, etc.) If this happens twice within the first three (3) grading periods, the student will be suspended from participating or attending any extracurricular activities for the remainder of the school year.

5. Students who fail a class due to attendance will be allowed to retrieve the credit by retaking the class (brick and mortar setting), completing the standard version of the course using the districts credit retrieval program, or through FLVS.

Florida Statute 232.19 states that minors between the ages of 14 and eighteen years of age who drop out of school or who accumulate 15 unexcused absences during the 9 week grading period will not be issued a learner's permit or will have their driving privilege suspended by the Florida Department of Highway Safety and Motor Vehicles. Students must attend school for 30 consecutive school days with no unexcused absences to get their Florida driver's license, learner's permit or driving privileges reinstated.

Please refer to the following Florida State Statutes for guidance on school attendance:

[Florida Statute 1003.24](#)

[Florida Statute 1003.26](#)

Drivers License Law

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

1. Be enrolled in school (public, nonpublic or home education)
2. Have received a high school diploma or its equivalent
3. Be enrolled in GED Program
4. Have been issued a certificate of exemption or
5. 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.

HARDSHIP WAIVER – According to the provisions of the statute, the school principal or designee may authorize the waiver or licensing requirements under certain circumstances. Those circumstances are defined as follows:

1. Physical problems – Physical problems which would prevent attendance, upon receipt of relevant documentation from a physician or Director of the Lafayette County Health Department.
1. Psychological problems – Psychological problems which would prevent attendance, upon receipt of relevant documentation from a psychiatrist or psychologist.
3. Family problems
 - a. A student leaving school for the purpose of contributing to the family income, upon receipt of relevant documentation from the school principal.
 - b. 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.
4. Other problems – Other unusual circumstances not covered above shall be determined on an individual basis by the school principal or designee.

Exceptional Education – See this section on pages 53-58

English Language Learner (ELL) – See this section on page 59

Florida Virtual School/My District Virtual School - See this section on pages 61-62

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.

(1) **Eligibility Requirements** – Students must meet the following eligibility requirements:

- (a) Be currently enrolled in a high school in their country of origin and must comply with age as stated in Florida Statute.
- (b) Have sufficient knowledge of the English language to participate in high school classes.
- (c) Have appropriate medical insurance coverage.
- (d) Must not have received a terminal degree from a high school
- (e) Obtain written approval of the principal subject to the following restriction: The principal may grant approval for entrance of foreign exchange students up to a maximum of five (5) per year.
- (f) Abide by Lafayette County School Board Policy.

Procedure for Admission

The sponsoring organization must apply for admission of the student and provide documentation of the eligibility requirements before the student may begin attending class. 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.

HIGH SCHOOL GRADUATION REQUIREMENTS FOR STANDARD DIPLOMA

General Requirements [Standard Diploma Requirements \(fldoe.org\)](http://fldoe.org)

Sections 1003.43, 1003.428, 1003.429 and 1003.438, Florida Statutes, identify state minimum graduation requirements for basic, adult, and students with disabilities who are to be awarded a standard high school diploma by any public school. The state has specified a total number of credits that students shall earn in certain subject areas. District school boards are authorized and encouraged to establish requirements for standard 24-credit high school diploma in excess of the general requirements that apply to students already enrolled in high school. Districts may not add requirements to either of the accelerated graduation options identified in Section 1003.429, Florida Statutes, high school graduation in excess of these state minimum requirements. Standard Diploma requirements are summarized at: [Standard Diploma Requirements \(fldoe.org\)](http://fldoe.org)

- All high school students must be enrolled in a CTE class each year of high school unless approved by the Principal.

Graduation Exercises

Students who meet the requirements for a standard high school diploma or a certificate of completion shall be eligible to participate in graduation exercises.

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.

Certificate of Completion

A student who completes standard graduation course credit requirements, but who is unable to earn a passing score on the state progress monitoring assessments, complete all requirements in student progression and remedial instruction, or achieve a cumulative grade point average of 2.0 shall be awarded a certificate of completion. A student who has received a certificate of completion who subsequently meets the requirements for a standard high school diploma shall be awarded a standard high school diploma whenever the requirements are completed.

Basic education students or students served under Section 504 of the Rehabilitation Act of 1973 who receive a certificate of completion, or are eligible to receive a certificate of completion, may return to school for one additional year to meet all graduation requirements and receive a regular high school diploma.

Military Personnel's Dependent Children Transfer to Florida Schools and Equivalencies for Standardized Test

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 grade 10 ELA State Progressing Monitoring Assessment shall satisfy the assessment requirement for a standard high school diploma as provided in s.1003.43(5)(a) (General Requirements for High School Graduation)

HIV/AIDS

Updated and factual School Board adopted curricula related to human sexuality, Human Immunodeficiency Virus Infection, Acquired Immune Deficiency Syndrome (AIDS), and other sexually transmitted diseases shall be integrated into health and science courses for junior high, life management skills courses, family living, and other appropriate courses for high school. Instruction shall address human reproduction, fetal development, and pregnancy prevention along with causes, transmission, and prevention through materials approved by the School Board. Instruction in reproductive health, interpersonal skills, and parenting to reduce teenage pregnancy and to promote healthy behavior for all students K-12 shall be taught in accordance with current Florida Statutes.

A student shall be exempt from these instructional activities provided his/her parent(s) or legal guardian files a written request with the school principal.

The Superintendent, or designee, shall review curriculum frameworks, which are prepared and distributed by the Florida Department of Education and related to acquired Immune Deficiency Syndrome (AIDS) education. If the curriculum frameworks are inconsistent with locally determined curriculum for AIDS education or are not reflective of local values and concerns, the Superintendent shall advise the School Board and provide recommendations for instructional activities. (s.1003.46)

Hospital/Homebound – See this section on page 59

Home Education Program Students – See section on pages 60-61

Interscholastic Participation

Students must have a cumulative 2.0 GPA on a 4.0 scale to participate in interscholastic activities. Students who fall below the 2.0 requirement will remain ineligible for the entire next semester.

Summer school subjects shall be included in the calculation of passed subject and grade point average of the previous semester for participation in extracurricular activities during the first semester of each school year.

English Language Learner (ELL) – See this section on page 59

PROGRESS MONITORING PLAN

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

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

The plan chosen must be designed to assist the student or the school in meeting state and district expectations for proficiency. If the student has been identified as having a deficiency in reading, the K-12 Comprehensive Reading Plan required by S. 1011.62(8), Florida Statutes shall include instructional and support services provided to meet the desired levels of performance. Students will receive reading and math intervention as per the state intervention plan.

Upon subsequent evaluation, if the documented deficiency has not been remediated, the student may be retained. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide tests in ELA, writing, science, and mathematics must continue to be provided with remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance.

Each Progress Monitoring Plan must include the provision of intensive remedial instruction in these areas of weakness. This may be accomplished through one or more of the following:

- summer school course work (if available)
- extended day services (if available)
- tutorial programs
- Exceptional Student Education
- Mentoring
- Reading/Math Remediation

A schoolwide progress monitoring plan will be used. In this case the performance of all students in the school is documented at least three times annually. Teachers will receive the results of the progress monitoring and instruction will be altered to address student needs. Data from this progress monitoring will be used to determine placement in the **MTSS** system of tiered instruction. In this system Tier 1, or core, instruction will be of sufficient quality for 80% of students to make the appropriate learning gains. Of the 20% requiring additional support, at least 15% of these students will meet success with the Tier 2 support afforded through intensive reading and/or math classes. Students requiring still more support will receive Tier 3 support through individual or small group, of no more than 3 students, instruction based on common needs. Students will continue to receive the level of support necessary in order for them to make adequate learning gains.

PROMOTION AND CONDITIONAL PLACEMENT

Student promotion in the Lafayette School District is based upon an evaluation of each student's achievement in terms of appropriate instructional goals. The basis for making the determination will be based on consideration of the following: progress tests, classroom assignments, daily observation, standardized tests, state assessment, mastery of Course Performance Standards, district competencies and objectives and other appropriate objective data. The primary responsibility for determining each student's grade, level of performance, ability to function academically, socially, and emotionally at the next grade level is that of the classroom teacher, subject to review and final approval of the principal.

Minimum district-wide standards for promotion are established in this Student Progression Plan. The average pupil should perform well above these standards. Meeting the minimum standards does not automatically result in pupil promotion. Consideration may be given to other factors such as general progress, attendance, sense of responsibility, mental and physical health, maturity, work habits and attitudes.

Students who do not satisfactorily achieve established objectives for the grade or course which they are assigned, may be assigned to the same grade for the next school year or given an alternative assignment. Students' level of proficiency in the areas of ELA, language art/writing, science, and mathematics must be reviewed. The student's progression must be based, in part, upon this proficiency. Students not meeting desired levels of proficiency as determined by the district and/or as evidenced by the results of the state mandated tests are to be provided remedial instruction based upon an academic improvement plan designed to foster their progress toward mastery of essential concepts and required standards. If mastery is not achieved, remediation may be provided through, but not limited to, one or more of the following: summer school course work or intensive skills development; extended day or school year services/academic tutoring; mentoring; modified curriculum; exceptional education services; class size reduction; and suspension of other curriculum offerings in areas other than Reading, English, Science and Mathematics, or in those subjects specifically required for graduation.

Unless approved by the Principal, students must meet the age requirements as outlined by Florida statutes for enrollment purposes at Lafayette District Schools (LHS or Lafayette District Virtual School):

- a. The student must be able to meet graduation requirements (24 credits) during the school year in which the student turns age nineteen (19) by earning six (6) credits per academic year. In addition, the student must maintain the required grade point average (GPA).
- b. Students who will be age eighteen (18) years of age as of the first day of school, and who, by earning six (6) credits in the upcoming academic year cannot meet graduation requirements by the end of the school year, including grade point average (GPA), are not eligible to enroll in Lafayette High School or LDVS FULL TIME.
- c. Students who are age nineteen (19) or older are not eligible to enroll in Lafayette High School or LDVS FULL TIME.
- d. The limitations regarding age requirements do not include students with disabilities. Please note the age requirements for students with disabilities that have an active Individual Educational Plan (IEP) differ from the general school age requirements.

Each district must annually report to the parent or legal guardian of each student the progress of the student towards achieving state and district expectations for proficiency in ELA, writing, mathematics, and science. The district must report to the parent or legal guardian the student's results on each statewide test. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information. Progress reporting must be provided to the parent or legal guardian in writing.

Intensive Intervention

For grades 9-12 students scoring below grade level in ELA/Math: In addition to core ELA/Math course, student is placed in an intensive class where they are taught grade level standards. Other students may be placed in Reading/Math courses for the purpose of enrichment. Students without an IEP which are not working a grade level will be monitored through our MTSS process. Progress monitoring through the use of DAR/District Resources will be used to diagnose and monitor students.

School Grading Procedures

Report card grades are to provide the student and/or the student's parents with an objective evaluation of the student's scholastic achievement and conduct. Student's academic grades are to reflect their academic achievement. Report cards will reflect when a student is working at a skill level below that of this assigned grade placement. Grades in subjects taken at a remedial level may reflect student's progress toward remediation of their basic skills deficits and do not reflect expected achievement for the grade level; these grades must be clearly indicated as remedial.

Students are to be advised of the grading criteria employed in the school and in each class prior to the beginning of the grading period. Students and parents are also to be advised of district wide standards for promotion and graduation as applied to the student's grade placement.

Grades in conduct are to reflect objectively the student's progress independent of academic achievement. Standards for grading in this area are to be explained to the students. Conduct implies the degree to which a student relates to others in socially acceptable ways. Schools will not exempt students from academic performance requirements based on policies or practices designed to encourage student attendance.

The following specific grading criteria will be followed in grades 9-12.

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

At the secondary level letter grades and number grades should be placed on report cards and used in determining final grades.

Cumulative GPA's will be calculated at the secondary level using the following Quality Point System:

Letter	Quality Points
A	4
B	3
C	2
D	1
F	0
I	Incomplete

All incomplete (I) work must be completed by the end of the next grading period. Failure to make-up required work in specified grading period will result in F for earned grade.

Teachers will use a combination of the following to determine nine weeks grades: (a) test grades (b) class participation (c) assigned work (homework, reports, term papers, etc.)

At the secondary level, semester tests are required and will be given during a period of two pre-determined examination days each session.

Examination procedures are as follows:

Exams include: Benchmark assessments, local EOCs (end of course exams), state EOCs and Statewide Progress Monitoring assessments.

- Cumulative benchmark assessments will be given at the end of each nine (9) week grading period. These assessments will be calculated in the nine (9) weeks grade.
- State EOCs will be calculated as 30% of yearly grade.
- Local EOCs and Statewide Progress Monitoring assessments will be calculated as 20% of second semester grade of aligned course.

If the principal of a school feels it is necessary to change a student's grade in any subject at the end of a term, the principal shall consult with the teacher who issued the original grade; give his reasons in writing for the necessary change to the teacher, and place a copy of his reasons in the student's cumulative folder. If a change in grade is made, it shall be recorded as the principal's grade and not the teacher's grade. Students and their parents shall be notified of all such changes.

Grade Forgiveness Procedure FS 1003.4282(5).

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" of their equivalent with a grade of "C" or higher or its equivalent earned subsequently in the same, a comparable, or another course. 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.

Definition of "Credit" F.S1003.436.

- a. 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. The State Board of Education shall determine the number of postsecondary credit hours earned through dual enrollment pursuant to s.1007.271 that satisfy the requirements of a district's inter-institutional articulation agreement according to s.1007.235 and that equal one full credit of the equivalent high school course identified pursuant to s.1007.271(6).
- b. The hourly requirements for one-half credit are one-half the requirements specified in paragraph (a).

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.

REPORTING STUDENT PROGRESS (s.1003.33(1) F.S.)

A. 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 are available online through Skyward for all students four (4) times a year, after each 9 week grading period. Report cards provide students and parents with an objective evaluation of the students' scholastic achievement, effort, attendance, and conduct.

*Parents lacking access to Skyward may request, in writing, to receive paper copies.

The final report card for a school year shall contain a statement indicating end-of-year performance or non-performance at grade level, acceptable or unacceptable behavior, attendance, and promotion or non-promotion. 1003.33(2)F.S.

B. PROGRESS REPORTS - Parents may review student progress at any time through the online grading system (Skyward). Parents lacking access to Skyward may request in writing to receive progress reports every 3 weeks. Deficiency notices will be mailed at the mid-point of every grading period for any student at risk of not passing the course.

C. STATEWIDE ASSESSMENT

Parents will receive reports on their student's performance on statewide assessment tests or any other form of standardized test administered as part of the county wide testing program.

D. 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.

Parental Notification FS1003.43 (5)(e)2.

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

Requirements and Qualifications for Valedictorian and Salutatorian:

Valedictorian/Salutatorian:

1. Eligibility will be based on the successful completion of the **Scholar Diploma Designation Requirements**.
2. **All course work** taken in each academic area of study (**English, Math, Science, Social Studies and Foreign Language**) will be averaged into the Final **NUMERICAL** Grade Point Average Calculation to determine Valedictorian and Salutatorian.
3. **Minimum test scores as follows:**

ACT:	English – 17	Reading – 19	Math – 19	OR a minimum composite score of 20
SAT:	Reading – 24	Mathematics - 24	Writing - 25	
PERT:	Reading – 106	Writing – 103	Math - 114	

4. Must be in attendance at LHS for **3** consecutive semesters prior to graduation.
5. Valedictorian will be the **Scholar Diploma Designation** recipient with the **highest** numerical Grade Point Average.
6. Salutatorian will be the **Scholar Diploma Designation** recipient with the **second highest** numerical Grade Point Average.
7. Grade Point Averages within 0.01 of a point will be considered identical.

Honor Student:

1. Must be in the top 25% of the senior class within the scholar diploma designation track.
2. Top 3 candidates is determined by vote of students in grades 9-12.
3. The top 3 candidates are voted on by the 6-12 instructional staff at LHS.

In order to participate in Graduation ceremonies for Lafayette High School, a student must be enrolled as a full-time LHS student the final semester of high school.

Schedule Changes

Students or parents requesting a schedule change must do so within the first five (5) days of the school term. All reasonable requests will be considered.

Student Rights

The right of the student to participate fully in classroom instruction and extracurricular activities shall not be abridged or impaired because of age, sex, race, color, disability, religion, marital status, pregnancy, natural origin, or genetic information.

Transfer Students

Guidelines for Awarding Numerical Equivalencies to Transfer Grades:

If the sending school fails to provide a numerical equivalency grade, the following standards will be used:

1. If the exact equivalency is provided, it will be used.
2. 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

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 High School Student Withdrawal Notice shall be used to report this information.

Out of State and Out of Country Transfer 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 grade 10 Statewide Progressing Monitoring Assessment, specified in s.1008.22(3), or an alternate assessment as specified in s.1008.22(9). Students who have met all requirements for the standard high school diploma except for passage of the grade 10 Statewide Progress Monitoring Assessment 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 College Placement test and be admitted to remedial or credit courses at a state community college, as appropriate
- Participation in an adult general education program as provided in s.1004.93 for such time as the student requires to master English, reading, mathematics, or any other subject required for high school graduation. A student attending an adult general education program shall have the opportunity to take the grade 10 Statewide Progress Monitoring Assessment 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 2 school years and have met all requirements for the standard high school diploma except for passage of the grade 10 Statewide Progress Monitoring Assessment or alternate assessment may receive immersion English language instruction during the summer following their senior year. Students receiving such instruction are eligible to take the Statewide Progress Monitoring Assessment or alternate Assessment and receive a standard high school diploma upon passage of the grade 10 Statewide Progress Monitoring Assessment or the alternate assessment.

Student Health and Fitness

A program of student health and fitness shall be implemented in all secondary schools.

The program will implement health and fitness including physical fitness standards in accordance with Florida Sunshine State Standards as school(s) facilities allow. Each school shall make available to parents information on student health and fitness.

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.

ADULT EDUCATION

Diploma by Examination

Any student eighteen years of age or older may elect to obtain a diploma by examination. The examination will be the GED and will be administered by the District's GED Testing Agent a minimum of four times a year. If a student elects to enter into this procedure and passes the GED, a High School Equivalency Diploma will automatically be issued by the State. The student will then be considered a graduate, enrollment in high school will be terminated and he/she will no longer be eligible for FTE funding. In extraordinary circumstances as determined by the Superintendent or his designee, a student may take the examination after reaching the age of 16.

Diploma by Course Credit

Currently, an adult high school diploma is not offered in the Lafayette School District. Referrals are made to neighboring districts.

EXCEPTIONAL STUDENT EDUCATION PROGRESSION

This document applies only to those students who have met the criteria and have been staffed into an Exceptional Student Program. Placement into an Exceptional Student Education Program is in accordance with State Statutes 1001.42(1)-(4), 1012.22(5), 1006.07(6), 1006.28(7), 1006.21(8), 1001.42(9)-(20)&(22), State Board of Education Rules 6A-6.03411, and local rules and procedures as reflected in the Exceptional Student Education Policies and Procedures (SP&P) of the Lafayette County School Board. A copy of each school district's SP&P can be found at the following link: <https://beessgsw.org/#/spp/institution/public/>

AREAS OF ELIGIBILITY:

- Intellectual Disability
- Orthopedic Impairment
- Speech Impairment
- Language Impairment
- Deaf or Hard-of-Hearing
- Hospitalized or Homebound
- Dual-Sensory Impairment
- Autism Spectrum Disorder
- Visual Impairment
- Developmental Delay
- Emotional or Behavioral Disability
- Specific Learning Disability
- Other Health Impairment
- Traumatic Brain Injury
- Gifted

AREAS OF RELATED SERVICE:

- Language Therapy
- Occupational Therapy
- Physical Therapy
- Speech Therapy

Opportunities are provided for students with disabilities through the Florida Standards ranging from regular course options to special course offerings based on the needs of the student.

STUDENT PERFORMANCE GOALS AND OBJECTIVES

The Multi-Tiered System of Supports (MTSS) Student Support Team or its equivalent shall monitor all students having difficulty meeting promotional requirements carefully. Eligibility for an Exceptional Student Education program may be considered upon completion of appropriate interventions and activities. Individual Education Plan (IEP) teams determine the appropriate ESE program placement for students with disabilities based on their individual needs. An ESE teacher or other service provider in the Least Restrictive Environment (LRE) as determined by the IEP team will provide specially designed instruction. In most cases, this will be in the regular education classroom with their non-disabled peers but some students with disabilities may require instruction in a separate environment for a portion of the day.

To the maximum extent possible students with disabilities instructional objectives in basic skills and content areas indicated for students in basic programs, shall be included in the general curriculum with goals and objectives addressing their access needs. If an alternate curriculum is needed, a curriculum based on Access Points of the Florida Standards or Community Based Instruction and Employability Programs will be available. Goals and objectives will be geared toward facilitating students' participation in employment and community life.

Each student placed into an exceptional student program shall have an Individual Educational Plan, which is reviewed and updated at least annually. The term "individual educational plan" or "IEP" means a written statement for each child with a disability that is developed, reviewed and revised in accordance with this section and which includes:

1. A statement of the child's present level of educational performance, including:
 - a. How the child's disability affects the child's involvement and progress in the general curriculum,
 - b. For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;
2. A statement of measurable annual goals, including benchmarks or short-term objectives, related to:
 - a. Meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general curriculum; and
 - b. Meeting each of the child's other educational needs that result from the child's disability;
3. A statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided for the child:
 - a. To advance appropriately toward attaining annual goals;
 - b. To be involved and progress in the general curriculum and to participate in extracurricular and other nonacademic activities; and
 - c. To be educated and participate with other children with disabilities and non-disabled children in the activities described in this paragraph;
4. An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in activities;
5. A statement of any individual modifications in the administration of state or district-wide assessments of student achievement that are needed in order for the child to participate in such assessment. If the IEP Team determines that the child will not participate in a particular state or district-wide assessment of student achievement (or part of such an assessment), there must be a statement of why that assessment is not appropriate for the child and how the child will be assessed.

CURRICULUM AND INSTRUCTION

The Instructional Accommodations for students with disabilities 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 environment, and special communication 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 standard mastery pursuant to rule 6A-109401, F.A.C. Effective accommodations must be in place to support involvement of students with disabilities in

general education. Students in exceptional student education programs who are using general state content standards to attain a standard diploma will have to meet the same requirements. The student's Individual Education Plan (IEP) will address the areas of academic need and accommodations to the general curriculum. Students with disabilities participate in supplemental and intensive instructional supports as prescribed by the district's K-12 Comprehensive Reading Plan.

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 skills that are clearly linked to the general education content but the content is reduced in depth and complexity to provide access to the standards, while still providing rigor and challenging academic expectations.

Students with disabilities who are receiving instruction based on the access point standards for students with significant cognitive disabilities will participate in the Florida Standards Alternate Assessment. IEP teams are responsible for determining whether a student with a disability will be instructed on the general Florida Standards, assessed with the Statewide Progress Monitoring/EOC assessments or the Access Points Standards, and assessed with the Florida Standards Alternate Assessment (FSAA) as outlined in Rule 6A-1.0943 (4), Florida Administrative Code.

ASSESSMENT OF STUDENT PERFORMANCE

The general expectation of state and district assessment systems is that all students participate in assessment for accountability purposes.

Testing should result in an accurate reflection of the individual's educational achievement. However, a student's disability may be such that alternative assessment measures would be more meaningful and appropriate than participating with modifications in assessments provided by the state or district.

State and District Assessment

Accommodations: Assisting Students with Disabilities manual and the Statewide Assessment for Students with Disabilities, State Board Rule 6A-1.0943, FAC provide the basis for accommodations to Florida's statewide assessment system for students with disabilities who have an IEP. Each school board shall implement appropriate accommodations/modifications of the test instruments and test procedures established for issuance of a standard or special high school diploma, pursuant to Rules 6A-1.0942, 6A-1.095, and 6A-1.0995, FAC, within the limits prescribed herein.

The Division of Public Schools shall develop the modified test instruments required herein and provide technical assistance to school districts in the implementation of the modified test instruments and procedures.

The modifications are authorized when determined appropriate by the school district superintendent or designee, for any student who has been determined to be an eligible exceptional student pursuant to Rules 6A-6.0301 and 6A-6.0331, FAC., and has a current individual educational plan, or who has been determined to be a student with a disability pursuant to Rule 6A-19.001(6), FAC.

Students classified solely as gifted shall not receive any special test modifications. Satisfaction of the requirements of Rule 6A-1.0942, FAC., by any of the above modifications shall have no bearing upon the type of diploma or certificate issued to the student for completing school.

Accommodations identified for testing situations are those identified in the test manual and regularly used by the student in the classroom. A parent must provide signed consent for a student to receive instructional accommodations not permitted on statewide assessments and acknowledge, in writing, the implications of such accommodations. No Statewide Progress Monitoring Assessment or EOC accommodations may be made that will jeopardize the test's validity. (Students who are identified solely as gifted are not eligible for state assessment accommodations.) Allowable and appropriate accommodations which will demonstrate the student's abilities on the Statewide Progress Monitoring Assessment rather than reflect the student's impaired sensory, manual, speaking, or psychological process skills are included in the test administration manual.

Modifications/Accommodations:

1. Are not an authorization to provide a student with assistance in determining the answer to any test item.
2. Should facilitate an accurate demonstration of what the student knows or can do.
3. Should not provide the student with an unfair advantage or interfere with the validity of a test; they must not change the underlying skills that are being measured by the test.
4. Must be the same or nearly the same as adaptations used by the student currently in completing classroom instruction and assessment activities.
5. Must be necessary for enabling the student to demonstrate knowledge, ability, skill or mastery.

All students, including those with disabilities, must participate in the state's assessment and accountability system. Students with disabilities shall participate in the same state and district assessments as their general education peers, including the Statewide Progress Monitoring Assessments, and EOC exams. If students with disabilities receive testing accommodations, the accommodations must be listed in the student's Individual Education Plan (IEP) and be utilized regularly during classroom instruction and assessment specific test. . Allowed accommodations are listed in the procedures manual for each specific test.

Legislation provides for a waiver of the state assessments as a requirement for graduation with a standard high school diploma for students with disabilities, and an IEP, whose abilities cannot be accurately measured by the statewide assessments. The individual education plan team may request a waiver of the state assessments requirement for a standard high school diploma for those students identified in the Enhanced New Needed Opportunity for a Better Life and Education for Students with Disabilities Act (ENNOBLES) who also meet the requirements set for in Sections 1003.4282. Students with disabilities with Section 504 plans are not eligible for a waiver.

Alternate Assessment

The use of alternate assessment is an individual decision for students who have been excluded from taking the district and state assessment and have cognitive disabilities that limit their ability to achieve the Florida Standards, even with accommodations. The alternate assessment results will be reported to the parent around the same period as Statewide Progress Monitoring Assessment reports are sent out. Alternate assessment results will also be used to plan the student's IEP, report progress toward mastery of annual goals, and plan the instructional program for the next year.

State Board of Education Exemption

Pursuant to S. 1008.212, F.S., if the IEP team including the parent, determines that the student with disabilities is prevented from demonstrating mastery of skills that have been acquired and are measured by the Statewide Progress Monitoring assessment, or an alternate assessment, must be granted an extraordinary exemption from the administration of the assessment. The IEP team, including the parent, must submit to the district school superintendent a written request for an extraordinary exemption at any time during the school year, but not later

than 60 days before the current year's assessment administration for which the request is made. Upon receipt of a written request from the superintendent, the Commissioner may exempt a student with a disability pursuant to

Rule 6A-19.001(6), FAC, from meeting specific requirements for graduation, due to extraordinary circumstances which would cause the results of the testing to not represent the student's achievements, but rather reflect the student's impaired sensory, manual, speaking or psychological process skills. The written request must document the specific extraordinary circumstances, which prevents the students from meeting the requirements of Rules 6A-1.0942 and 6A-1.0095(4), FAC.

REPORT OF STUDENT PROGRESS

Parents of students with disabilities shall be notified, as least as often as parents are informed of their nondisabled children's progress, of their child's progress toward the annual goals or benchmarks, and the extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year.

- A student's placement in an Exceptional Student Education Program may not be designated on the report card due to FERPA (Family Education Rights and Privacy Act).
- Students with disabilities must receive a report regarding progress toward IEP goals and objectives along with the report card.
- 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.
- A student with a disability shall not be penalized with a lower grade for using accommodations.

STANDARDS AND PROMOTION CRITERIA

For students enrolled in exceptional student education programs, retention, promotion, or movement between grades and levels (elementary, middle school, high school) will be a reflection of successful completion of IEP goals and objectives, mastery of regular performance, chronological age, social and emotional maturity. Decisions to promote/retain are made by the principal based on the recommendations of the IEP committee.

Students with disabilities are exempt from mandatory retention policies for good cause when their IEP documents that the student is unable to meet the required levels of proficiency. These exemptions are limited to the following:

- A. Students with disabilities whose individual educational plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule.
- B. Students with disabilities who participate in the Statewide Progress Monitoring Assessment and who have an individual educational plan that reflects that the student has received the intensive remediation in reading for more than two (2) years but still demonstrates a deficiency in ELA and was previously retained in kindergarten, grade 1, or grade 2 or grade 3.

GRADUATION REQUIREMENTS

Standard Diploma

A standard high school diploma will be awarded to students who meet the requirements as referenced in the secondary education section of this Student Progression Plan, and demonstrate mastery of the state minimum

performance standards that apply and pass such demonstrated test. In rule 6A-6.0312, FAC, school boards shall provide accommodations to basic courses, as necessary to assure students with disabilities the opportunity to meet graduation requirements for a standard diploma. School boards shall modify vocational courses and programs of study, as necessary, to assure students with disabilities the opportunity to meet graduation requirements for a standard or a special diploma.

1. Accommodations to basic courses shall not include modifications to the curriculum frameworks or student performance standards. When modifying vocational courses, the particular outcomes and student performance standards which a student must master to earn credit must be specified on the student's individual educational plan.
2. Accommodations to basic or vocational courses may include any of the following:
 - a. an increase or decrease in instructional time.
 - b. variations in instructional strategies teacher instruction or student response through special communication systems.
 - c. modification to classroom and district test administration procedures and other evaluation procedures.
3. When making accommodations to basic courses, the school board shall use one of the following strategies:
 - a. Assignment of the exceptional student to an exceptional education class for instruction in a basic course with the same student performance standards as those required of non-exceptional students, or
 - b. Assignment of the exceptional student to a basic education class for instruction which accommodates the student's exceptionality.
4. The IEP team shall determine which of these strategies to employ based on an assessment of the student's needs and shall reflect this decision in the student's Individual Educational Plan. Course accommodations will be used to facilitate student participation in the general curriculum to the extent possible. At least one regular education teacher will be involved in IEP development and the determination of course accommodations.
5. Exceptional students enrolled in basic courses utilizing the strategy described in Rule 6A.0312(3)(a), FAC., shall be counted as exceptional student special program cost factors only if the class is being taught in a special program for exceptional students, by a qualified teacher in accordance with Rule 6A-1.0503, FAC.
6. Students failing the state assessment will be remediated and/or retested at the time designated by the state during the eleventh or twelfth grade. Juniors or seniors not passing the state assessment, but having successfully completed courses that meet standard diploma graduation requirements and whose abilities cannot be accurately measured by the statewide assessment test, may meet waiver options as a requirement for a standard high school diploma. Waiver requirements include students:
 - a. who are currently juniors or seniors in high school with an Individual Educational Plan (IEP),
 - b. who have met the graduation requirement of 24 academic credits with a cumulative 2.0 or better grade point average (GPA) and any other district requirements,
 - c. who have taken the state assessment at least once in the 10th grade and once in the 11th grade, but have not attained a passing score, and
 - d. For whom the Individual Educational Plan (IEP) team determines that the state assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations.
7. The State of Florida no longer offers an option of a Special Diploma for students with disabilities.

Hospital/Homebound

This program is available to K-12 students and Pre-K ESE students who are physically or emotionally too ill to attend school. These students may continue their academic instruction in the home or in the hospital. Eligibility is determined by an attending physician or psychiatrist certifying that the student is non-contagious and expected to be in a home/hospital program for fifteen (15) school days or longer, or has a chronic condition requiring extended absences.

AVAILABLE FOR STUDENTS WITH A MEDICALLY DIAGNOSED PHYSICAL OR MENTAL CONDITION WHICH CONFINES THE STUDENT TO HOME OR HOSPITAL FOR AN EXTENDED PERIOD OF TIME.

Secondary students will receive Hospitalized/Homebound (H/H) instruction only in academic subjects required for graduation. For graduating seniors, the subjects taught will be adjusted for graduation requirements. Course credit can be awarded for H/H instruction under the following conditions:

- A. A long-term (full semester) H/H student can earn credit in a course provided student completes assignments and demonstrates mastery of the course standards by receiving a level of 70% on a combination of homework assignments and tests. Mastery evaluation procedures for assignments are to be listed on the Individual Educational Plan.
- B. A short-term (less than a full semester) H/H student may maintain progress in a course provided assignments and exams are successfully completed as appropriate. This should be indicated on the student's Individual Educational Plan.

English Language Learners (ELL)

The ELL program is designed to meet the communication and academic needs of students whose native language is other than English. The students will receive comprehensible instruction through ESOL strategies, based on curriculum frameworks and curriculum guides. ELL (English Language Learner) students with less than two (2) years, based on Date Entered United States School (DEUSS), of instruction in English for Speakers of Other Languages program may be exempted from retention, with approval from the ELL Committee.

English Language Learners with less than two (2) years, based on Date Entered United States School (DEUSS), of instruction in English for Speakers of Other Languages program may be exempted from retention, with approval from the ELL Committee. English Language Learners who receive more than two (2) years of instruction in an approved ESOL program may be retained when there is a lack of academic progress in grade level concepts. English Language Learners will be accorded the rights and privileges outlined in the English Language Learner (ELL) Plan approved by the Lafayette District School Board ([SKM_458e19050915242\(lafayette.k12.fl.us\)](#)). ELL students' progress toward English language acquisition will be annually assessed using the ACCESS for ELLs 2.0 assessment. All ELL students will be tested on the Statewide Progress Monitoring assessment in ELA in each year they are enrolled in the tested grade levels.

An ELL student's participation in the ESOL program will in no way affect his/her placement in any other special program for which the student qualifies. ELL students' progress toward English language acquisition will be annually assessed using the ACCESS for ELLs 2.0.

Home Education Program 1002.41

Home education students must register to enter, re-enter or withdraw from the home education program at the office of the Home Education Coordinator located at the high school in the guidance department. When a student re-enters the public school, examination of all properly evaluated portfolios is handled at the appropriate school. The granting and/or validation of credits for students is the sole responsibility of the principal. Registration for any interscholastic extra-curricular activity is handled at the appropriate school.

Per House Bill 731, which takes effect July 1, 2018:

➤ Home Education (Section 1)

- A home education program is not a school district program and is registered with the district school superintendent only for the purpose of complying with the state's attendance requirements under s. 1003.21(1).
- The district school superintendent shall accept a home education notice of intent and immediately register the home education program upon receipt of the notice. The notice of intent **must** come from the parent and include the full legal name, address and date of birth of all children who shall be enrolled as students in the home education program. The district may not require any additional information or verification from the parent unless the student chooses to participate in a school district program or service. Included but not limited to District Virtual School courses, state assessments or extra-curricular activities.
- The district school superintendent may not assign a grade level to the home education student or include a social security number or any other personal information of the student in any school district or state database unless the student chooses to participate in a school district program or service.
- Upon completion of the home education program, a parent shall file a written notice of termination of the home education program with the district school superintendent, along with the annual evaluation within 30 days of termination.
- The parent shall determine the content of the portfolio, preserve it for 2 years, and make it available for inspection, if requested, by the district school superintendent.
- A school district may provide access to career and technical courses and programs for a home education program student who enrolls in a public school solely for the career and technical courses or programs. The school district shall report each student as a full-time equivalent student in the class and in a manner prescribed by the department, and funding shall be provided through the Florida Education Finance Program.
- Industry certifications, national assessments and statewide, standardized assessments offered by a school district shall be available to home education program students. Each school district shall notify home education program students of the available certifications and assessments; the dates, times, and locations for the administration of each certification and assessment; and the deadline for notifying the school district of the student's intent to participate and the student's preferred location.
- A school district may not further regulate, exercise control over or require documentation from parents of home education program students beyond the requirements in section 1002.41, Florida Statutes (F.S.), unless the regulation, control or documentation is necessary for participation in a school district program.

➤ School Attendance (Section 2)

- District school superintendents may require evidence of age of any child who is being enrolled in public school.

- The superintendent may not require evidence of age from any child who meets regular attendance requirements by attending:
 - o A parochial, religious or denominational school;
 - o A private school supported in whole or in part by tuition charges or by endowments or gifts;
 - o A home education program that meets the requirements of chapter 1002, F.S.; or
 - o A private tutoring program that meets the requirements of chapter 1002, F.S.

➤ Enforcement of School Attendance (Section 3)

- District school superintendents may refer cases of nonenrollment to the child study team at the student's zoned school or to the case staffing committee. The child study team shall diligently facilitate intervention services and report the case back to the superintendent only when all reasonable efforts to resolve the nonenrollment behavior have been exhausted. The superintendent shall take necessary steps to bring criminal prosecution against the parent if the parent still refuses to cooperate or enroll the child in school.

➤ Court Procedures and Penalties (Section 4)

- Districts must comply with the steps to pursue truant students outlined in section 1003.26, F.S., prior to pursuing criminal prosecution against the student's parent.

VIRTUAL INSTRUCTION

(also see ACCEL above)

Florida Virtual School

The Lafayette District Schools has entered in to a conditional affiliation with the online high school, the Florida Virtual School. As per Florida Statute 1002.20, students may not be denied access to FLVS as an educational option for their academic pursuits. Just cause for denying a student the ability to enroll in a FLVS course does exist if the student's desired course is not an appropriate placement based on course prerequisites, grade level or age appropriateness of the student, or if the student requires academic interventions not provided by FLVS. The school counselor's approval is required on the online course request used by FLVS to verify that the desired course(s) meet the needs of the student's academic plan. Home education students may take courses through FLVS. Student may also elect to take courses through MyDistrict Virtual (FLVS franchise). Lafayette District Schools has entered into a conditional affiliation with NEFEC to provide the FLVS franchise. Students are encouraged to talk to their school counselor before choosing FLVS or MyDistrict. There is a 14-day grace period for FLVS and a 20-day grace period for MyDistrict Virtual School. Students not showing adequate progress at the end of these grace periods will be automatically withdrawn by these virtual school entities.

1. My District Virtual School

Instructions for applying for My District Virtual School may be obtained from the school Virtual School Coordinator housed at the high school in the guidance department.

2. Guidelines for MyDistrict Virtual School (FLVS franchise and FLVS (Florida Virtual School))

MyDistrict Virtual School is a franchise of FLVS. Students enrolled in Lafayette County Schools may elect to take a course online through MDVS. Courses are available on-line for approved students. Legislation provides that only coursework that is "Academically Appropriate" for the student may be approved. District teachers and staff will **NOT** be utilized to provide assistance to students enrolled in VS course work or mediate between VS students and instructors. The relationship that exists is among the parent, student, and

VS and excludes Lafayette District personnel. As such, the student and parent assume sole responsibility for all VS coursework.

Florida Virtual School is a public school designated to deliver course work via the internet. Courses are available on-line for approved students. Legislation provides that only coursework that is “Academically Appropriate” for the student may be approved. District teachers and staff will **NOT** be utilized to provide assistance to students enrolled in FLVS course work or mediate between FLVS students and instructors. The relationship that exists is among the parent, student, and FLVS and exists among the parent, student, and FLVS and excludes Lafayette District personnel. As such, the student and parent assume sole responsibility for all FLVS coursework.

The following conditions must be met in order to participate in this program MDVS or FLVS:

1. Students should be **highly motivated and independent learners** to be considered for this option. Please note that FLVS/MDVS does not recognize traditional student holidays. Students will be required to continue working.
2. Any student wishing to use this option should discuss these plans with the **virtual school Coordinator before proceeding with registration.**
3. Registration with **Florida Virtual School/MyDistrict Virtual School must be done on-line** at FLVS.net but is not considered complete until the virtual school coordinator approves the online FLVS course registration form. **The course registration will not be completed by the virtual school coordinator until the FLVS Guidelines and Facts sheet is signed and returned to virtual school coordinator.** The virtual school coordinator’s approval must be on the online FLVS registration to verify that the desired course(s) meet the needs of the student’s academic plan. *(It is the parents and students responsibility to register for **appropriate** course work.)*
4. Opportunities for students working on FLVS/MDVS coursework during the school day will be limited to scheduling options and only in designated locations.
5. Any student withdrawing from a Lafayette District course after 10 days of a block course and 20 days of a period course per semester will receive a (F) failing grade. Grade earned will become a part of the student’s school academic history. All course work must be completed by July 31 for appropriate academic placement for the following school year.
6. FLVS/MDVS has a course withdrawal deadline. Students desiring to withdraw from a FLVS/MDVS course after the deadline will receive a (F) failing grade. FLVS/MDVS provides a transcript to your school at which time the FLVS/MDVS course and grade earned will become a part of your high school academic history. Failure in a FLVS/MDVS course may be considered “Academically Inappropriate”, therefore preventing the student from taking FLVS/MDVS courses in the future.
7. If a student is enrolled in FLVS/MDVS classes during the school day and is dropped by FLVS/MDVS or completes FLVS/MDVS courses before the end of the semester the student may be placed into a regular class at the district school of enrollment. FLVS/MDVS courses must be successfully completed for students to be placed in next sequenced courses at the school of enrollment unless approved by Guidance or the Principal.
8. There is a 14-day grace period for FLVS and a 20-day grace period for MyDistrict Virtual School. Students not showing adequate progress at the end of these grace periods will be automatically withdrawn by these virtual school entities.