

Student Progression Plan 2014/2015
Board Approved – July 29, 2014

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1.0	K-12 General Statements
1.0.1	<p>Student Progression K-Adult</p> <p>Each district School Board is required by state law to establish a comprehensive program for student progression which is based on an evaluation of each student’s performance including how well the student masters the performance standards approved by the state board.</p> <p>Each district's program for student progression is based on local goals and objectives which are compatible with the state's plan for education. Pertinent factors considered by the teacher before recommending that a student progresses from one grade to another are prescribed by the district School Board in its rules. (Florida Statutes 1008.25)</p> <p>All procedures listed in this Student Progression Plan are subject to change because of Hillsborough County School Board or school administrative action. Students will be notified when such changes occur. Some individual school policies may vary according to the site's School Improvement Plan approved by the Hillsborough County School Board.</p>
1.0.2	<p>Preface</p> <p>The vision of the Hillsborough County Public Schools is to become the nation’s leader in developing successful students.</p> <p>The mission of the Hillsborough County Public Schools is to provide an education that enables each student to excel as a successful and responsible citizen.</p> <p>District and state regulations place the responsibility for decisions regarding student placement including promotion, retention, and special placement primarily with the principal and the School Placement Committee. The Student Progression Plan establishes procedures to achieve parent or guardian understanding, cooperation, and acceptance of the student’s placement.</p> <p>This plan and the procedures for its implementation reflect clearly that promotion in the Hillsborough County Public Schools is based on student achievement.</p>
1.0.3	<p>Requirements for Instruction</p> <p>Hillsborough County Public Schools defines, as normal, a full-time student day (identified in Florida Statute 1011.61(1)(a)1.), as not less than 300 minutes per day over a 180 day period for a student in or at the grade level of 4 through 12, or not less than 240 minutes per day over a 180 day period for a student in or at the grade level of kindergarten through grade 3 or in an authorized prekindergarten exceptional program.</p>

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1.0.4	<p>Procedure Instruction which complies with the State Board of Education adopted Student Performance Standards (known as the Next Generation Sunshine State Standards transitioning in Grades K-1 to Common Core State Standards) is offered in each school. The Next Generation Sunshine State Standards are incorporated into appropriate courses in all subject areas in Grades 2 through adult. (F.S.1003.42)</p>
1.0.5	<p>Procedure Instruction in career awareness is offered in Grades K-Adult. (Florida Career Education Act)</p>
1.0.6	<p>Procedure Provisions are made for all students to participate fully in classroom instruction and extracurricular activities. No student will be denied participation because of age, sex, race, handicap, religion, national origin, or for any other reason not related to his or her individual capabilities. (F.S.1000.05)</p>
1.0.7	<p>Procedure Instruction in comprehensive health education and substance abuse prevention is offered in Grades K-Adult. (F.S.1003.46 - Florida Comprehensive Health Education and Substance Abuse Prevention Act)</p>
1.0.8	<p>Procedure When exceptional abilities and skills are demonstrated, the student may be considered for accelerated grade placement. The student must also demonstrate physical, social, and emotional maturity.</p>
1.0.9	<p>Procedure In exceptional cases, a student may be referred to the district-level Special Placement Committee for placement in a grade other than the grade assigned in accordance with board policy.</p>
1.0.10	<p>Procedure In each exceptional case considered by the district-level Special Placement Committee, the committee's recommendation is communicated to the student's parent or guardian in a conference with the principal (or designee), and a written confirmation of the decision is furnished to the parent or guardian. In the event that the conference is not possible, the written communication to the parent or guardian is deemed sufficient.</p>
1.1	<p>Assessments</p>

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1.1.1	Assessments Procedure Each student must participate in the required statewide assessment tests unless exempt by statute. (F.S.1008.22)
1.1.2	Procedure Any student who does not meet minimum state expectations on state assessments must continue remedial instruction until the expectations are met as documented by retaking the state assessment test or graduating from high school.
1.2	Students Needing Remediation or Who Have Been Retained
1.2.1	Procedure Any student who is not meeting the school district or state requirements for proficiency in reading and mathematics shall be monitored by one of the following plans to target instruction and identify ways to improve his or her academic achievement: <ul style="list-style-type: none"> • A schoolwide system of progress monitoring designed to assist students and the school in meeting state and district expectations for proficiency for all students • An individualized progress monitoring plan • A federally required student plan such as an Individual Educational Plan (IEP) <p>Students who score below Level 3 in reading and/or mathematics must be provided with additional diagnostic assessments to determine the nature of the student's academic need. Additionally, the strategies for appropriate intervention and instruction must be determined as part of the progress monitoring plan.</p> <p>The district provides students who are identified as having a deficiency in reading with instructional and support services as detailed in the K-12 Comprehensive Reading Plan to meet the desired levels of performance. (F.S.1008.25(7)(b)7)</p> <p>Low-performing students may be required to attend remedial programs held before or after regular school hours or during the summer if transportation is provided. (F.S.1008.25(4)(b))</p>
1.2.2	Remediation Procedure All schools will offer extended learning opportunities. Student eligibility is determined by district criteria, availability of resources, and the most current state statutes regarding student progression. <p>The allocation of remedial and supplemental instruction resources for students occurs in the following priority:</p> <ol style="list-style-type: none"> (1) Students who are deficient in reading by the end of Grade 3. (2) Students who fail to meet performance levels required for promotion consistent with the district's plan for student progression.

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1.2.3	Retention Procedure A student who is retained must be provided with instructional experiences different from those in the previous year's program. A student who has been retained two or more years must be provided with a change in the educational delivery system.
1.2.4	Requirements for Annual Report to Parents Procedure The School Board annually reports in writing to the parent or guardian of each student the progress of the student towards achieving state and district expectations for proficiency in reading, writing, science, and mathematics including the student's results on each statewide assessment test. (F.S.1008.25(8)(a)) Annually the School Board publishes to parents and students the Hillsborough County Public Schools promotion policy, graduation requirements, and benchmarks in the student handbook. Annually the School Board provides the State Board of Education a copy of the district's Student Progression Plan (F.S.1008.25(8)(b)) by the date set by the state. Annually the School Board reports the following information on the prior school year in writing to the State Board of Education by the date set by the state. (1) The provisions of the law relating to public school student progression and the School Board policies and procedures on student retention and promotion. (2) By the number and percentage of all students in Grades 3-10 performing at Levels 1 and 2 on the reading portion of the FCAT. (3) By grade the number and percentage of all students in Grades 3-10. (4) Information on the total number of Level 1 Grade 3 students who were promoted for good cause by each category of good cause.
1.3	Special Placement Procedures
1.3.1	Eligibility and Placement Procedure The principal and staff of each school determine promotion and retention of a student unless it conflicts with the Student Progression Plan. When exceptions to established policy become necessary, the following procedures are used: (1) Placement from one grade to another is at the recommendation of the School Placement Committee unless the recommended placement is in another school. (2) Recommendations by the School Placement Committee that involve another school are discussed at an articulation meeting between personnel of the sending and the receiving schools. Articulation meetings are held to communicate the need for special placement. It is the responsibility of the sending school to arrange for the articulation meeting. The principals or designees attend articulation meetings. The designees must be knowledgeable of the process and have the authority to make a decision. (3) An articulation checklist will be completed and filed in the student's cumulative folder. (4) When there is agreement between the two schools concerning placement, the student and parent or guardian are notified in

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	<p>writing by the sending school. If the student moves to another school's attendance area after an agreement has been negotiated between the sending school and the receiving school, the agreement is binding at the new school.</p> <p>(5) When the parent or guardian of a retained student disagrees with the School Placement Committee, the school must contact the General Director to request a district-level Special Placement referral form. After the school receives the form, the school administrator contacts the chair of the district-level Special Placement Committee to schedule an appointment.</p> <p>(6) The Supervisor of Guidance Services coordinates the district-level Special Placement Committee and is the contact person for district-level Special Placement referral forms. All such forms are sent to the Supervisor of Guidance Services.</p> <p>(7) A district-level Special Placement case review is held with the district-level Special Placement Committee including the administrator(s) from the affected school(s) and the student's parent or guardian.</p> <p>(8) The district-level Special Placement Committee makes recommendations to the Assistant Superintendent for Curriculum and Instruction and the appropriate level General Director. The final approval or disapproval is conveyed to the parent or guardian and school(s) by the appropriate level General Director.</p> <p>(9) The chair of the district-level Special Placement Committee sends a letter as soon as possible to the parent or guardian to confirm the decision.</p> <p>(10) Accelerated placement (double promotion) is referred to the district-level Special Placement Committee. (See Section 2.5.6)</p> <p>(11) Students participating in Exceptional Student Education or ESOL programs are individually assessed at the school to determine placement and progression. All decisions for cases involving Exceptional Student Education are the responsibility of the School Placement Committee with input from the student's Individual Educational Plan (IEP) team. All decisions for English Language Learners (ELL) are the responsibility of the ELL Committee and the School Placement Committee.</p>
1.3.2	<p>Special Placement Criteria Procedure</p> <p>In all cases, a decision concerning special placement is based upon the following criteria as a minimum:</p> <ol style="list-style-type: none"> (1) Achievement level (2) Aptitude and mental age (3) Maturity – physical, social, and emotional (4) Attendance (5) Number of retentions (6) Extenuating circumstances (7) Compliance with the most current state statutes regarding student progression <p>Efforts to determine a student's level include the use of school records and conferences with the student, parent, guardian, or other adults responsible for the welfare of the student and must be in compliance with state legislation regarding elimination of social promotion. (F.S.1008.25(6))</p>
1.3.3	<p>Preadmission and Admission Procedure</p> <p>Prior to the student's appearance at the new placement location, the following steps are implemented:</p>

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	<ul style="list-style-type: none"> (1) Signature - The Assistant Superintendent for Curriculum and Instruction signs the district-level Special Placement Committee's recommendation. (2) Notification - The district-level Special Placement committee sends written notification to the sending school, the receiving school (or agency), and the parent or guardian. (3) Enrollment/Scheduling - The receiving school enrolls and schedules the student in the most appropriate program. Student records may be hand-carried by school personnel to the receiving school in order to facilitate the enrollment/scheduling process. The sending school makes appropriate entries on the student record to reflect the movement between schools (special-placed students are coded as "administratively placed" in the grade promotion status of the student database).
1.3.4	<p>Schedule Procedure The district-level Special Placement Committee meets as needed during the summer months prior to the beginning of the following school year. Cases involving extenuating circumstances will be reviewed by the appropriate general director.</p>
1.3.5	<p>Placement Within A School Procedure When grade level placement of a student involves movement within a school center, the processing of that movement is the responsibility of the School Placement Committee. The committee includes the principal and/or assistant principal, guidance counselors, and teachers involved with the student. Responsibilities of the committee include the following:</p> <ul style="list-style-type: none"> (1) Receiving the In-School Referral Form (2) Developing an appropriate schedule for the student (3) Implementing the schedule (4) Following up on each student placed (5) Keeping records which describe procedures and services utilized (6) Communicating all changes concerning the student to those who have a need to know, i.e., parents, data processing personnel, agencies which may be working with the student, etc.) (7) Maintaining compliance with the most current state statutes regarding student progression <p>At the discretion of the school, an in-school staffing may involve resource teachers and consultants who serve that school.</p>
1.3.6	<p>Referral Forms Procedure The In-School Referral Form shall contain, but not be limited to the following:</p> <ul style="list-style-type: none"> (1) Identification section (2) Reason for referral (3) Steps taken to date (4) List of additional corrective suggestions (5) Date of parent or guardian conference (6) Signature of individual initiating the referral

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	School personnel initiating this form submit it to the chairperson of the School Placement Committee.
1.3.7	<p>School To School Placement By the Area Articulation Panel Procedure When grade level placement of a student involves movement from one school center to another school center, the processing of that movement begins with the sending school's School Placement Committee. When no arrangement is made by the sending and receiving schools, the sending school must notify the Area Leadership Director prior to meeting dates for the Area Articulation Panel. The Area Articulation Panel reviews unresolved principal-to-principal cases.</p> <p>The referral process is as follows:</p> <ol style="list-style-type: none"> (1) The sending school prepares the packets with all of the listed documentation on the articulation checklist. (2) The sending principal meets with the parent or guardian (prior to the meeting with the Area Articulation Panel and the Area Leadership Director). (3) The Articulation Checklist (Grades 5-6 and 8-9) and the School Level Placement Committee Referral Form must accompany all documentation sent to the Area Leadership Director. (4) The Area Articulation Panel (which consists of representatives from the Area Leadership Director and the departments of Adult Education, Dropout Prevention, and Elementary, Middle, and Secondary Education) and principals discuss appropriate educational options and determine an outcome. (5) The sending principal notifies the parent or guardian of the outcome. (6) The Area Leadership Director notifies the appropriate level General Director of the outcome.
1.3.8	<p>Forms and Attachments Procedure</p> <ol style="list-style-type: none"> (1) Referrals signed by the principal of the sending school are submitted on the designated forms found in the Articulation Arbitration Packet. (2) Completed referral forms are submitted to the appropriate Area Leadership Director.
1.3.9	<p>Options and Exemptions Procedure Personnel submitting referral forms must be familiar with options and exemptions contained in the Student Progression Plan.</p>
1.3.10	<p>Intervention Attempted Procedure The sending school should have tried interventions prior to seeking placement of a student in another school. The referral form briefly describes the interventions tried. A student entering late could be an exception to this requirement.</p>
1.3.11	<p>Involvement Procedure The sending school and the receiving school are invited to send a representative to the Area Articulation Panel for discussion and participation in planning. The student's parent or guardian may not attend.</p>

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1.3.12	Time of Movement Procedure The placement of students between schools is done prior to the beginning of the school year except in extenuating circumstances.
1.3.13	Preadmission and Admission Procedure (1) Notification After the Area Articulation Panel's recommendation has been signed by the Area Leadership Director, written notification is sent to the parent or guardian. (2) Enrollment/Scheduling The student is enrolled and scheduled for the most appropriate program. Student records may be hand-carried by school personnel to the receiving school in order to facilitate the enrollment/scheduling process. Appropriate entries are made on the record by the sending school to reflect the movement between schools. Specially placed students should be coded as "administratively placed" in the grade promotion status of the student database. High school students that are administratively promoted from middle school will be deemed ineligible to participate in high school athletics their first semester. Students who are administratively promoted will be ineligible for participation in athletics until completion of their first semester.
1.3.14	Out-of-School Youth Procedure In as much as state legislation mandates student services for youth up to the age of nineteen, the district-level Special Placement Committee accepts and acts on referrals from or on behalf of out-of-school youth who are under nineteen years of age.
2.0	Elementary Procedure Statements (K-5)
2.1	Kindergarten Initial Placement
2.1.1	Procedure Prior to placement in kindergarten, a child is required to be five years of age on or before September 1 of the school year (F.S.1003.21), and his/her parent or guardian must provide evidence of all of the following: (1) Current residence (2) Immunizations (3) Date of birth (4) Medical examination completed within the twelve months prior to enrollment
2.1.2	Procedure For placement of English Language Learners, refer to 5.0.1.

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2.1.3	Procedure For placement of students who transfer from home education or private schools refer to 2.4.
2.1.4	Out-of-State Transfer into Kindergarten Procedure If a kindergarten student transfers from an out-of-state school (public or nonpublic) but does not meet age requirements for admission to Florida public schools, his/her parent or guardian must provide evidence of all of the following: <ol style="list-style-type: none"> (1) Compliance with the age requirements for admission to public schools within the state from which the student is transferring (2) Academic credit that is acceptable under the School Board rules (3) Official documentation of the legal residency of the child's parent or guardian in the state where the child was previously enrolled in school (4) Official school records which show attendance of a minimum of four weeks along with academic information, and grade placement in a kindergarten program (5) Current residence (6) Immunizations (7) Date of birth (8) Medical examination completed within the twelve months prior to enrollment
2.1.5	Screening Procedure Upon the student's entry into kindergarten, he/she is administered the school readiness uniform screening implemented by the Department of Education.
2.2 First Grade Initial Placement	
2.2.1	Procedure Prior to placement in first grade, a student is required to be six years of age on or before September 1 of the school year, and his/her parent or guardian must provide evidence of <u>one of the following</u> : <ol style="list-style-type: none"> (1) Satisfactory completion of kindergarten requirements in a Florida public school (2) Satisfactory completion of kindergarten requirements in a Florida nonpublic school as documented by a report card, transcript, or letter from the principal or director of the school (3) Satisfactory completion of kindergarten in an out-of-state school, public or nonpublic as documented by a report card, transcript, or letter from the principal or director of the school. (F.S.1003.21)
2.2.2	Procedure For placement of English Language Learners refer to 5.0.1

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2.2.3	Procedure For placement of students who transfer from home education or private schools refer to 2.4.
2.2.4	Out-of-State Transfer into First Grade Procedure If a first grade student transfers from an out-of-state school (public or nonpublic) but does not meet age requirements for admission to Florida public schools, his/her parent or guardian must provide evidence of all of the following: <ol style="list-style-type: none"> (1) Compliance with the age requirements for admission to public schools within the state from which the student is transferring (2) Academic credit that is acceptable under the School Board rules (3) Official documentation of the legal residency of the child's parent or guardian in the state where the child was previously enrolled in school (4) Official school records which show attendance, academic information, and grade placement (5) Current residence (6) Immunizations (7) Date of birth (8) Medical examination completed within the twelve months prior to enrollment
2.3	Second – Fifth Grade Initial Placement
2.3.1	Out-of-State Transfer into Grades 2-5 Procedure If a Grade 2-5 student transfers from an out-of-state school, public or nonpublic, but does not meet age requirements for admission to Florida public schools, his/her parent or guardian must provide evidence of all of the following: <ol style="list-style-type: none"> (1) Compliance with the age requirements for admission to public schools within the state from which the student is transferring (2) Academic credit that is acceptable under the School Board rules (3) Official documentation of the legal residency of the child's parent or guardian of the state where the child was previously enrolled in school (4) Official school records which show attendance, academic information, and grade placement (5) Current residence (6) Immunizations (7) Date of birth (8) Medical examination completed within the twelve months prior to enrollment
2.3.2	English Language Learners Procedure For placement of limited English proficient students, refer to 5.1.

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2.4	Home Education/Private School - Initial Placement
2.4.1	<p>Procedure Students seeking initial placement in kindergarten through Grade 5 from a home education program or private school are screened by the local school to determine the most appropriate grade-level placement. Criteria to be considered may include the student's age and maturity, standardized achievement test results, state assessments, progress as it relates to district benchmarks and graduation standards, previous record in public and private schools, and evidence from the student's portfolio of work and achievement while in home education. In no instance shall the placement be automatic based solely on the recommendation of the private school or home educator. The placement decision is subject to review and revision after school personnel have had the opportunity to observe the student's work. (F.S.1006.07)</p> <ol style="list-style-type: none"> (1) A four to six week screening period is allowed from the time of enrollment in order to obtain the necessary data for the most appropriate placement. Attention is paid to the following: the student's health and physical development, emotional behaviors, social interactions, independent performance, communication competence, cognitive development, previous learning records, family data, and family preference. (2) Until screening is completed, children who are five or six years old are temporarily placed according to the legal requirements outlined in F.S.1003.21 <ol style="list-style-type: none"> (a) Kindergarten - five years of age on or before September 1 of the school year (b) First grade - satisfactory completion of a kindergarten program and six years of age on or before September 1 of the school year (3) Prior to placement, the student's parent or guardian must provide evidence of the following: <ol style="list-style-type: none"> (a) Current residence (b) Immunization (c) Date of birth (d) Medical examination completed within the twelve months prior to enrollment
2.4.2	<p>Part Time Enrollment of Home Education Students Procedure Home education students whose programs are registered with the district may enroll on a part time basis at their local school site.</p> <p>Grade level placement of the part time student is determined by the parent or guardian. Should the student wish to enroll full time at the school, grade level placement is determined by school personnel. (2.4.1)</p>
2.5	Elementary Promotion and Acceleration Promotion
2.5.1	<p>Procedure Promotion in Kindergarten and Grades, 1, 2, 4, and 5 is based upon satisfactory student performance in reading, writing, science, and</p>

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	mathematics and other requirements as set forth in the Hillsborough County Public Schools revised graduation standards as approved by the School Board. Exceptions may be made using the School Placement Committee procedures. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. The student and his/her parent or guardian are informed of academic progress via the elementary Grade K-5 Report Card.
2.5.2	Procedure For promotion of English Language Learners, refer to 5.0.3 .
2.5.3	Procedure Accelerated promotion (double promotion or skipping a grade level) in Grades K-5 may occur when a student demonstrates academic achievement of two or more years above grade level based on state performance standards and benchmarks, Hillsborough County Public Schools revised graduation standards and benchmarks, standardized test scores, and classroom performance. Kindergarten students who do not meet the legal requirements for entering first grade must meet the requirements for accelerated promotion to be considered for entrance into first grade.
2.5.4	Procedure Accelerated promotion (double promotion or skipping a grade level) may be recommended by the School Placement Committee when data indicate all of the following: <ol style="list-style-type: none"> (1) Student's performance is above grade level performance in reading, writing, science, and mathematics (2) Student's performance is two or more years above average achievement (3) Student's standardized test scores indicate achievement and academic aptitude two or more years above grade level (4) Samples of student's daily work are consistently above average in reading, writing, science, and mathematics (5) Written reports from special services personnel support a decision for accelerated promotion (6) Student's social, emotional, and physical development support accelerated promotion (7) Comments and recommendations of teachers support accelerated promotion
2.5.5	Procedure The principal or designee will hold a conference with the student's parent or guardian when accelerated promotion is recommended.
2.5.6	Procedure Accelerated placement (double promotion) is reviewed by the district-level Special Placement Committee when acceleration is recommended by the school's placement committee. (F.S.1008.25)
2.5.7	Procedure Midyear promotion may occur at any time during the year of retention once the student has demonstrated ability to read at grade level.

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2.5.8	Procedure The course of study for elementary level students may be modified to provide accelerated promotion opportunities for eligible students (F.S.1002.3105)
2.6	Retention
2.6.1	Procedure Retention in Kindergarten and Grades 1, 2, 4, and 5 is based on less than satisfactory student performance in reading, writing, science, and/or mathematics and/or on failure to meet other requirements as set forth in the Hillsborough County Public Schools revised graduation standards as approved by the School Board or as required by the state of Florida.
2.6.2	Procedure Students in Grade 3 who do not score at Level 2 or above on the statewide reading assessment must be retained. A Grade 3 student who does not have an FCAT reading score is assessed to determine if the student's reading proficiency meets promotion criteria. (F.S.1008.25(6)).
2.6.3	Procedure Every student retained in Grade 3 must have all of the following: <ol style="list-style-type: none"> (1) A review of the previous year's progress monitoring (2) Continuation of progress monitoring during the current school year (3) A student portfolio (the Grade 3 student portfolio created the previous year may be continued) (4) All appropriate support and services delineated in the Hillsborough County Public School's current K-12 Comprehensive Reading Plan.
2.6.4	Procedure Exemptions from mandatory retention in Grade 3 must be in compliance with the most current state statutes regarding student progression. Exceptions shall be limited to the following: <ol style="list-style-type: none"> (1) English Language Learners who have had less than two years of instruction in the English for Speakers of Other Languages (ESOL) program. (2) Students with disabilities who have an IEP that indicates that participation in the statewide assessment program is not appropriate. (3) Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education. (4) Students with disabilities who participate in the statewide standardized reading assessment and who have an individual education plan or a Section 504 plan that reflects that the student has received the intensive remediation in reading for more than two years but still demonstrates a deficiency in reading and who was previously retained in kindergarten, grade 1, grade 2

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	<p>or grade 3. (F.S.1008.25(6)(b)(7).</p> <p>(5) Students who have received intensive remediation in reading for two or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, Grade 1, Grade 2 or Grade 3 for a total of two years.</p> <p>(6) Students who demonstrate through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the content standards in reading equal to at least a Level 2 performance on the statewide standardized reading assessment.</p> <p>(7) Students who have received intensive reading intervention for two or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2 or grade 3 for a total of two years. A student may not be retained more than once in grade 3. (F.S.1008.25(6)(b)(6).</p> <p>Documentation is submitted from the student's teacher to the school principal to indicate that promotion of the student is appropriate and is based upon the student's academic record. Such documentation consists only of the existing Individual Educational Plan, if applicable, report card, or student portfolio. The school principal reviews and discusses such recommendation with the teacher and makes 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 makes such a recommendation in writing to the district school superintendent. The district school superintendent accepts or rejects the principal's recommendation in writing. All exemptions from mandatory retentions must be in compliance with the most current state statutes regarding student progression.</p>
2.6.5	<p>Procedure Based upon the Hillsborough County Public Schools graduation standards and benchmarks, any student determined deficient in reading must be given intensive reading instruction immediately after identification. If the documented deficiency is not remediated, the student may be retained. The student's reading proficiency must be reassessed by district-approved assessments or through teacher observation at the beginning of the grade following the intensive reading instruction. The student will continue to be provided intensive reading instruction until the reading deficiency is remedied.</p>
2.6.6	<p>Procedure Parent notification is documented when a student is being remediated and is being considered for retention. (F.S.1001.43)</p>
2.6.7	<p>Procedure School personnel use available resources to achieve parent understanding and cooperation regarding a student's remediation, Progress Monitoring Plan, and retention.</p>
2.6.8	<p>Procedure The placement decision is made at the end of the school year.</p>

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2.6.9	Procedure For retention of English Language Learners, refer to 5.0.4.
2.6.10	Procedure For retention of Exceptional Education Students, refer to 7.1.8, 7.1.9 and 7.2.5.
2.7	Extended Learning and/or Extended School Year Programs
2.7.1	Procedure The process for identifying students eligible to attend the Extended Learning and/or Extended Year Program is based on available funding and district priorities and is in compliance with the most current state statutes regarding student progression
2.8	Reporting Student Progress
2.8.1	Procedure The elementary Kindergarten-Grade 5 report card is distributed each reporting period on the district-approved date unless an alternate date has been approved via the School Improvement Plan process. <ul style="list-style-type: none"> • The student’s academic progress and instructional level are specified in reading, written communication, and mathematics. • The student’s academic progress is specified in science, social studies, art, music, and physical education. • The student’s days present, absent, and tardy are noted. • Expected behaviors are indicated if improvement is needed. • The grade level placement for the next school year is completed on the final report. The following academic progress codes are used on the elementary Kindergarten-Grade 5 Report Card to report academic progress:
2.8.2	Procedure (1) Kindergarten – Grade 2 E = Excellent Demonstrates a clear understanding of concepts, ideas, objectives, or behaviors S = Satisfactory Is in the process of understanding concepts, ideas, objectives, or behaviors N = Needs Improvement/More Time Needs additional time or more background experiences before an understanding of concepts, ideas, objectives, or behaviors can be attained U = Unsatisfactory Has not demonstrated an understanding of concepts, ideas, objectives, or behaviors

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	<p>(2) Grades 3-5</p> <p>A = Excellent Demonstrates consistent application of concepts, ideas, objectives, or behaviors</p> <p>B = Good Demonstrates a clear understanding of concepts, ideas, objectives, or behaviors</p> <p>C = Satisfactory Is in the process of understanding concepts, ideas, objectives, or behaviors</p> <p>N = Needs Improvement Needs additional time or more background experiences before an understanding of concepts, ideas, objectives, or behaviors can be attained</p> <p>U = Unsatisfactory Has not yet demonstrated an understanding of concepts, ideas, objectives, or behaviors</p> <p>(3) When used as part of an assessment plan, traditional tests may lend themselves to a percentage grading scale. When appropriate teachers in Grades K-5 use the same grading scale identified for Grades 9-12. The following state grading scale is used in Hillsborough County:</p> <p style="margin-left: 40px;">A = 90 -- 100 B = 80 -- 89 C = 70 -- 79 D = 60 -- 69 F = 0 -- 59</p> <p>Scores generated from tests and data from other forms of assessment, including rubrics and portfolios, should be combined to evaluate student progress.</p>
2.9	Grades K-5 Physical Education
2.9.1	Procedure
	<p>The Elementary School Physical Education curriculum consists of physical activities of at least a moderate intensity level and for duration sufficient to provide a significant health benefit to students. The curriculum meets or exceeds the National Standards for Physical Education as defined by the National Association of Sport and Physical Education (NASPE) and Next Generation Sunshine State Standards for Grades PreK – 5 Physical Education and Health Education. Certified physical education teachers, the classroom teacher or principal's designee jointly plan and execute 150 minutes of physical education each week for students in kindergarten through Grade 5 so that on any day during which physical education instruction is conducted there are at least 30 consecutive minutes per day. Students enrolled in such instruction shall be reported through the periodic student membership surveys, and records.</p>

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	<p>The following documents provide the structure to determine student assessment and a plan for continuous evaluation that meets the needs of the students and criteria set forth by the district.</p> <ul style="list-style-type: none"> • District grade level specific written content assessments. • Teacher developed formative skill, fitness and content assessments. • Elementary Physical Education Assessment Guidelines for Grades 1-5. <p>Elementary School Physical Education Criteria for Academic Progress document.</p>
2.9.2	<p>Procedure</p> <p>The Elementary Physical Education Curriculum handbook is the school district's guide for Grades K-5 physical education. The curriculum meets or exceeds the National Standards for Physical Education as defined by the National Association of Sport and Physical Education (NASPE) and the state's Next Generation Sunshine State Standards for Health and Physical Education in Grades PreK-2 and in Grades 3-5.</p> <p>Certified full time and itinerate physical education instructors jointly plan and execute the program for implementing the district's curriculum. In implementing the district's curriculum, they do the following:</p> <ul style="list-style-type: none"> • Provide instruction for Grades 1-5 • Follow appropriate practices for elementary physical education as defined by NASPE • Serve as consultants to Grades PreK-5 classroom teachers • Implement a plan for continuous evaluation that meets the needs of the students and criteria set forth by the district <p>The following documents provide the structure to determine student's assessment: (For the district's elementary school grading scale, refer to 2.8.2.)</p> <ul style="list-style-type: none"> • Elementary Physical Education Developmental Assessment Tool for students in Grades 2 and 5 • The FITNESSGRAM physical fitness assessment tool for students in Grades 2 and 5 • Teacher Observation • Rubrics • Elementary Physical Education Assessment Guidelines for Grades K-2 • Elementary Physical Education Assessment Guidelines for Grades 3-5 • Elementary Physical Education Developmental Worksheet. Form SB 14700 must be sent home with the report card when coding of "N" or "U" is recorded. <p>When a student is medically excused (physician's note) from physical education during an assessment period to the extent that the physical education specialist cannot determine the appropriate grade, an assessment code of ME (Medically Excused) is recorded as a progress grade.</p>

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	Grades 1-5 physical education classes meet with a certified physical education instructor during two regularly scheduled 30-minute classes per week and engage in an additional 90 minutes of structured physical activity as defined in each site's School Improvement Plan. Students in Grades K-5 engage in 150 minutes per week of moderate to vigorous physical activity.
3.0	Middle School Procedure Statements (6-8)
3.1.1	The Hillsborough County Public Schools promotion requirements are published annually in the student handbook.
3.1.2	A full-time student is defined as one who attends school each day for seven academic periods, however, the seven periods can be comprised of on-site and/or Florida/Hillsborough Virtual classes.
3.2	Sixth, Seventh, and Eighth Grade Promotion Policy
3.2.1	Placement that facilitates optimum learning for each student is determined by established principles of growth and development by the academic and career interests of the student and by acquisition of subject area skills and competencies. Promotion and/or retention is determined on the date that final grades are submitted by teachers at the end of the regular academic year. (F.S.1008.25)
3.2.2	Sixth Grade Promotion Sixth grade students must pass language arts, mathematics, science and social studies to be promoted to seventh grade.
3.2.3	Seventh Grade Promotion Seventh grade students must pass language arts, mathematics, science and social studies to be promoted to eighth grade.
3.2.4	Eighth grade students must pass language arts, mathematics, science and social studies to be promoted to ninth grade. In addition, prior to entering high school eighth grade students must meet the following requirements: <ul style="list-style-type: none"> • Successfully complete three middle school or higher level courses in language arts, mathematics, science, and social studies • Successfully complete civics education course for students entering Grade 6 beginning with the 2012/2013 school year • Complete the career and planning curriculum component and complete a personalized academic and career plan Note: Students enrolled in high school credit courses may have additional requirements. See Section 4.0 of Student Progression Plan for more information.

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3.2.5	Procedure Passing a state End of Course (EOC) exam awards credit in the course.																
3.2.6	District policies and procedures are applied by the School Placement Committee reviewing the placement. If a student does not meet promotion requirements, exceptions may be made using special placement procedures. (See section 1.3.)																
3.3 Middle School Course Requirements																	
3.3.1	<p>Courses of Study</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Sixth Grade</th> <th style="width: 50%;">Seventh and Eighth Grade</th> </tr> </thead> <tbody> <tr> <td>Language Arts</td> <td>Language Arts</td> </tr> <tr> <td>Math</td> <td>Math</td> </tr> <tr> <td>Science</td> <td>Science</td> </tr> <tr> <td>Social Studies</td> <td>Social Studies</td> </tr> <tr> <td>Reading</td> <td>Electives</td> </tr> <tr> <td>Physical Education (1 semester or the equivalent)</td> <td>Physical Education</td> </tr> <tr> <td>Exploratory Wheel (1 semester or the equivalent)</td> <td></td> </tr> </tbody> </table> <p>Required intensive level courses may be scheduled in place of elective(s) and/or physical education.</p> <ul style="list-style-type: none"> • Intensive Reading is required for all students scoring Level 1 or 2. • Intensive Mathematics as a second mathematics course is required for students scoring Level 1 on the FCAT 2.0 Mathematics Next Generation Sunshine State Standards (NGSSS). <p>The physical education requirement may be waived when one of the following is true:</p> <ul style="list-style-type: none"> • The student is required to take intensive reading or intensive math • The student is participating in physical activities beyond the school day which meet or exceed the requirement <p>The career and planning curriculum requirement is included in the eighth grade social studies course</p>	Sixth Grade	Seventh and Eighth Grade	Language Arts	Language Arts	Math	Math	Science	Science	Social Studies	Social Studies	Reading	Electives	Physical Education (1 semester or the equivalent)	Physical Education	Exploratory Wheel (1 semester or the equivalent)	
Sixth Grade	Seventh and Eighth Grade																
Language Arts	Language Arts																
Math	Math																
Science	Science																
Social Studies	Social Studies																
Reading	Electives																
Physical Education (1 semester or the equivalent)	Physical Education																
Exploratory Wheel (1 semester or the equivalent)																	
3.3.2	<p>The following state grading scale is used in Hillsborough County Middle Schools:</p> <p>A = 90 - 100 - Outstanding (4 quality points) B = 80 - 89 - Above Average (3 quality points) C = 70 - 79 - Average (2 quality points) D = 60 - 69 - Lowest acceptable progress (1 quality point)</p>																

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	<p>F = 0 - 59 - Failure (0 quality point) I = No Grade Incomplete</p>
3.3.3	<p>A student will pass a semester segment of an annual middle school course or a semester middle school course when two quality points are earned.</p> <p>Middle school students enrolled in a high school credit earning course who earn a grade of “C” or below qualify for grade enhancement.</p>
3.3.4	<p>Middle school students who are retained must receive remediation or be enrolled in an intensive program that is different from the previous year’s program. (F.S.1008.25)</p>
3.3.5	<p>Nontraditional Academic Course of Instruction The course of study for middle-level students may be modified to provide appropriate academic intervention for over-age students previously retained two or more years in Grades K-8. This option includes the opportunity to earn high school credit prior to ninth grade placement.</p> <p>Programs exist that offer additional high school credit options for middle school students who are 15 years old and who will be 16 by August 1 of the following school year.</p> <p>The course of study for middle level students may be modified to provide accelerated promotion opportunities for eligible students (F.S.1002.3105)</p>
3.3.6	<p>For placement of an English Language Learner, see section 5.0.1.</p>
3.3.7	<p>A student with a disability, as defined in F.S.1007.02(2), for whom the individual education plan team determines that an EOC assessment cannot accurately measure the student’s abilities and taking into consideration all allowable accommodations, shall have the EOC assessment results waived for purposes of determining the student’s course grade and completing the requirements for middle grades promotion.</p>
3.4	<p>Home Education Students / Private School Students</p>
3.4.1	<p>Procedure</p> <p>a) Students seeking initial placement in Grades 6-8 from a home education program or private school are screened by the local school to determine the most appropriate grade-level placement. Criteria to be considered may include the student’s age and maturity, standardized achievement test results, state assessments, progress as it relates to district benchmarks and</p>

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	<p>graduation standards, previous record in public and private schools, and evidence from the student's portfolio of work and achievement while in home education. In no instance shall the placement be automatic, based solely on the recommendation of the private school or home educator. The placement decision is subject to review and revision after school personnel have had the opportunity to observe the student's work. (F.S.1002.41)</p> <p>Prior to placement, the parent or guardian must provide evidence of all of the following:</p> <ul style="list-style-type: none"> b) Current residence c) Immunizations d) Date of birth e) Medical examination completed within the 12 months prior to enrollment.
3.4.2	<p>Part Time Enrollment of Home Education Students Procedure</p> <p>Home education students whose programs are registered with the district may enroll part time at the assigned or approved choice middle school and/or Hillsborough Virtual School.</p> <p>Grade-level placement of the part time student is determined by the parent or guardian. Should the student wish to enroll full time at the school, grade-level placement is determined by school personnel.</p>
3.5	Grades 6-8 Physical Education
3.5.1	<p>Procedure</p> <p>The Middle School Physical Education curriculum consists of physical activities of at least a moderate intensity level and for duration sufficient to provide a significant health benefit to students. The curriculum meets or exceeds the National Standards for Physical Education as defined by the National Association of Sport and Physical Education (NASPE) and the state's Next Generation Sunshine State Standards for Grades 6-8 Physical Education and Health Education. All physical education programs and curricula must be reviewed and taught by a certified physical education teacher or other certified instructional personnel as designated by the school principal and Supervisor for K-12 Physical Education.</p> <p>The equivalent of one class period per day of physical education for one semester of each year is required for students enrolled in Grades 6 through 8. The school district shall notify the student's parent of the options available before scheduling the student to participate in physical education. The requirement may be waived for a student who meets one of the following criteria: (1) The student is enrolled or required to enroll in a remedial course. (2) The student's parent indicates in writing to the school that the student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.</p> <p>Students enrolled in such instruction shall be reported through the periodic student membership surveys and records.</p> <p>The following documents provide the structure to determine student assessment and a plan for continuous evaluation that meets the</p>

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	<p>needs of the students and criteria set forth by the district.</p> <ul style="list-style-type: none"> • Middle School Physical Education Developmental Assessment Tool for determining physical fitness levels. • District grade level and semester specific written content assessments. • Teacher developed formative skill, fitness and content assessments. • The FITNESSGRAM physical fitness tool for students in Grades 6-8. <p>Middle School Physical Education Criteria for Academic Progress document.</p>
4.0	Senior High Procedure Statements (9-12)
4.1.0	Credit as it Relates to Attendance, Enrollment and Promotion
4.1.1	<p>Definition of Credit Procedure</p> <p>(1) One half credit is defined as a minimum of 67.5 traditional hours or 60 block hours of instruction. Students must earn three quality points per semester and earn a grade of 50% or above on the semester examination. The three quality points required must be earned in some combination of at least two of the three grades awarded each semester in a traditionally scheduled school. Exceptions occur in block-scheduled schools and International Baccalaureate courses where numbers of periods and instructional minutes affect the number of credits awarded.</p> <p>(2) Students may be awarded semester credit for fewer than 67.5 traditional hours or 60 block hours if they have demonstrated mastery of the course requirements and the Florida Standards and/or Next Generation Sunshine State Standards. Each of these exceptions requires specific approaches and could include awarding semester credits for performance-based instruction, courses taken in extended school year programs, nontraditional programs, Florida Virtual School, and Hillsborough Virtual School.</p> <p>(3) Students not enrolled in or who have not completed a course who take and pass a statewide standardized assessment through the Credit Acceleration Program (CAP) will earn course credit.</p>
4.1.2	<p>Attendance Procedure</p> <p>(1) (a) School attendance procedures as described in the district's attendance policy are considered a part of the Student Progression Plan.</p> <p>(b) Every class must meet for at least 135 hours during the school year. Any deviation from a regular bell schedule must not infringe upon the minimum required instructional time.</p> <p>(c) Students absent because of school business will be counted present and required to make up work missed.</p> <p>(2) A full-time student is defined as one who attends school each day for seven periods, however, the seven periods can be comprised of any combination of on-site, Florida/Hillsborough Virtual, and dual enrollment classes. To be considered a</p>

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	<p>Hillsborough County Public high school student, he/she must maintain enrollment in at least one on-site high school course each year. Any student enrolled full time with Hillsborough Virtual School is also considered a Hillsborough County Public high school student.</p> <p>(3) Part time enrollment is limited to students coenrolled in hospital/homebound, home school or fifth year potential graduates or Certificate of Completion student. No other students can be enrolled part time.</p> <p>(4) For additional information on the Interstate Compact on Educational Opportunity for Military Children, see F.S.1000.36, www.FLDOE.org</p>
4.1.3	<p>Promotion Procedure</p> <p>(1) Promotion from ninth grade to tenth grade occurs when a student has completed one full year and has earned five credits towards graduation.</p> <p>(2) Promotion from tenth grade to eleventh grade occurs when a student has completed two full years and has earned eleven credits towards graduation.</p> <p>(3) For 24 credit option students, promotion from eleventh grade to twelfth grade occurs when a student has completed three full years and has earned seventeen credits including eight required credits in English, mathematics, science, and social studies.</p> <p>(4) Students electing one of the three year 18 credit options (obsolete beginning with 13-14 cohort) are promoted to Grade 12 immediately following FTE survey Period 3 in February of their third year.</p> <p>(5) Students electing to graduate with the 24 credit program or the 18 credit ACCEL option in three years or less are promoted to Grade 12 on May 1 of their final semester if they are on track to graduate.</p> <p>(6) Approved credits earned in other districts are accepted at face value.</p>
4.2	Course Requirements and Courses of Study
4.2.1	<p>Notification Procedure</p> <p>The Hillsborough County Public Schools graduation requirements are published annually on the school district website.</p>
4.2.2	<p>Course Requirements Procedure</p> <p>Each student, including each exceptional education student, is assigned to courses appropriate to his or her developmental level.</p>

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4.2.3	<p>Courses of Study/Graduation Plan Procedure</p> <p>(1) A student selects courses necessary to meet either the three year 18 credit option, the 18 credit ACCEL option, or the 24 credit program based upon the student's academic and career plan. This plan is reviewed annually when students make course selections for the next school year.</p> <p>(2) If the student and parent or guardian do not select one of the 18 credit options, the student is considered to have selected the 24 credit program.</p> <p>(3) Readiness for postsecondary education and the workplace will be addressed through the review of an academic and career plan developed prior to entering high school.</p>
4.2.4	<p>Other Procedure</p> <p>In extenuating circumstances, the principal may waive the course of study requirements as long as the student meets state requirements for graduation.</p>
4.3	<p>Graduation Ceremony</p>
4.3.1	<p>Graduation Ceremony Procedure</p> <p>(1) To be eligible for participation in one graduation ceremony, students enrolled in the 24 credit program or the 18 credit ACCEL option must have earned all required credits before the end of the school year in which graduation is anticipated. Students will not be issued a standard diploma until all graduation requirements are met. Individual schools may have additional requirements based on their School Improvement Plan.</p> <p>(2) To be eligible for participation in one graduation ceremony, students enrolled in one of the 18 credit options must have earned all required credits and met all graduation requirements before the end of the school year in which graduation is anticipated.</p>
4.3.2	<p>Performance-Based Exit Option Procedure</p> <p>Students successfully completing the requirements of a performance-based graduation program operated as a component of the Hillsborough County Public Schools Comprehensive Dropout Prevention Plan are eligible for participation in the graduation ceremony.</p>
4.4	<p>Grading / GPA</p>
4.4.1	<p>Scale Procedure</p> <p>The following state grading scale is used in Hillsborough County secondary schools.</p> <p>A = 90 - 100 - Outstanding (4 quality points)</p> <p>B = 80 - 89 - Above Average (3 quality points)</p> <p>C = 70 - 79 - Average (2 quality points)</p>

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	<p>D = 60 - 69 - Lowest acceptable progress (1 quality point) F = 0 - 59 - Failure (0 quality points)</p>
4.4.2	<p>Report Cards Procedure</p> <ol style="list-style-type: none"> (1) Report cards are issued regularly at the end of each quarter. (2) Report cards include student academic performance and attendance in each class. Conduct and teacher comments may be included. (3) The final report card indicates end-of-year status including promotion or retention.
4.4.3	<p>Notification Procedure</p> <ol style="list-style-type: none"> (1) Students who have not met state assessment requirements or whose cumulative unweighted state grade point average (GPA) is less than 2.0 may be in danger of not meeting graduation requirements. These students are identified each semester, their parent or guardian is notified, progress monitoring is established, and remedial instruction is provided. (2) Students that score Level 1 or Level 2 on statewide reading assessments or the statewide Algebra I EOC assessment must receive remedial instruction as outlined in Florida Statutes.
4.4.4	<p>Honors Courses Procedure</p> <p>A bonus of .04 is added to the cumulative district GPA for each one-half credit of a district approved honors course passed with a grade of C or higher.</p> <p>The following criteria must be met for transfer courses to receive Hillsborough County honors points:</p> <ol style="list-style-type: none"> (1) The course must have carried an honors designation from the sending school. (2) The course must carry an honors designation in the state of Florida's course code directory or Hillsborough County's course code directory. (3) The sending school must have granted a weighted grade for the designated honors course.
4.4.5	<p>AP/AICE/IB & Dual Enrollment Courses Procedure</p> <p>A bonus of .08 is added to the cumulative district GPA for each one half credit of Advanced Placement, AICE, Dual Enrollment or International Baccalaureate course passed with a grade of C or higher.</p> <p>The following criteria must be met for transfer courses to receive Hillsborough County honors points:</p> <ol style="list-style-type: none"> (1) The course must have carried an honors designation from the sending school. (2) The course must carry an honors designation in the state of Florida's course code directory or Hillsborough County's course code directory. (3) The sending school must have granted a weighted grade for the designated honors course.

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4.4.6	<p>Rank in Class Procedure</p> <p>(1) The cumulative weighted district GPA is used to determine rank in class. All high school courses attempted, including those from Hillsborough/Florida Virtual School, those earned prior to grade 9, and dual enrollment are included in the GPA calculation. The end of Semester I of the student's graduating year will be the final date for completion of coursework and adding courses to be included in his/her cumulative weighted district GPA for class rank purposes. Rank is frozen on a designated day during quarter three. To include credits earned outside of HCPS, transcripts must be dated on or before the final day of the first semester to be used in class rank calculations.</p> <p>(2) Students in magnet school programs are ranked separately from students in the traditional program in the same school.</p> <ol style="list-style-type: none"> a. Students that enrolled prior to 2012/13 school year in the International Baccalaureate and/or other magnet programs who leave their magnet program after the first day of their eleventh grade year are ranked with the magnet program. b. Students entering 9th grade in 2012/13 and thereafter enrolled in the International Baccalaureate and other magnet programs, who leave their program after the first day of the second semester of their sophomore year, are ranked with their magnet program. c. Students entering a magnet program for the first time as a junior and returning to a traditional program prior to earning first semester credits will be ranked with the traditional program. <p>(3) Students selecting one of the three year 18 credit options (obsolete beginning with 13/14 cohort) must be included in the rank in class for their graduation year based on their cumulative weighted district GPA. These students are also eligible for consideration as valedictorian, salutatorian, Tribune Honors and for the Talented 20 program.</p> <p>(4) Students electing to graduate with the 18 credit ACCEL option or the 24 credits program in three years or less are promoted to Grade 12 in May of their graduating year and hand-ranked. (Therefore, they are not eligible for consideration as valedictorian, salutatorian, Talented 20 and Tribune Honors.)</p>
4.4.7	<p>Grade Enhancement Procedure</p> <p>Grade enhancement for <i>required</i> courses is limited to enhancing a grade of D or F with a grade of C or higher earned subsequently in the same or comparable course.</p> <p>Grade enhancement policies for <i>elective</i> courses is limited to enhancing a grade of D or F with a grade of C or higher earned subsequently in any elective course.</p> <p>Grade enhancement also applies to middle school students who earn a C or below in high school level classes.</p> <p>Honors points may not be earned more than once for the same course.</p> <p>The unweighted state GPA required for graduation is calculated by including all grades that the student attempted including all D's</p>

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	<p>and F's, unless they were enhanced.</p> <p>The cumulative weighted district GPA used to determine rank in class is not affected by the grade enhancement policy. The cumulative weighted district GPA includes all courses attempted, i.e., D's and F's are included even if they were enhanced. International Baccalaureate exemptions for grade enhancement vary.</p>
4.4.8	<p>Honors Students Procedure</p> <p>(1) The scholastic honor students recognized at graduation will consist of the top five percent of the graduating class seeking a standard diploma.</p> <p>(2) The five percent of students honored is increased to include all standard diploma seeking students who have earned a cumulative weighted district GPA of at least 4.0 in courses completed by the end of the first semester in their graduating year. See 4.4.6 for additional Rank in Class Procedures.</p>
4.5	Graduation Requirements
4.5.1	<p>State of Florida Diplomas and Certificates</p> <p>All courses of study and graduation requirements are consistent with the Florida Department of Education and Hillsborough County Public Schools graduation requirements and benchmarks. See district website for specific Graduation Requirements.</p> <ul style="list-style-type: none"> • Students must be enrolled as a full-time student in their final semester in order to receive a Hillsborough County Public Schools diploma. Transfer students must be enrolled within 15 days of their final semester in order to receive a Hillsborough County Public Schools diploma or certificate. An exception to this procedure may be made if a committee appointed by the principal recommends such exception. • For additional information on the Interstate Compact on Educational Opportunity for Military Children, see F.S. 1000.36, www.FLDOE.org.
4.5.2	<p>Florida Standard Diploma Procedure</p> <ul style="list-style-type: none"> • For the 24 credit program, the student must earn the required 24 credits for graduation. <p>Students who choose the 18 credit ACCEL option beginning the 2013/14 school year and thereafter:</p> <ul style="list-style-type: none"> • For the 18 credit ACCEL option, the student must earn all specified required credits used for graduation. <p>In addition to meeting all required credits:</p> <ul style="list-style-type: none"> • A student must earn a passing score on all the statewide required assessments. • A student must achieve a minimum unweighted state GPA of 2.0. The unweighted state GPA required for graduation is

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	<p>calculated by including all grades earned by the student except those enhanced. Courses included in the unweighted state GPA must be listed in the state Course Code Directory for Grades 9-12 and meet other requirements as set forth in the current district graduation standards and benchmarks.</p> <p>Students who have chosen one of the three year 18 credit options prior to the 2013/14 school year:</p> <ul style="list-style-type: none"> • For the three year 18 credit college prep option, the student must achieve a minimum weighted district GPA of 3.5 in all credits used for graduation and earn at least a B in each of the 18 required credits. • For the three year 18 credit career prep option, the student must achieve a minimum weighted district GPA of 3.0 in all credits used for graduation and earn at least a C in each of the 18 required credits.
4.5.3	<p>Performance Based Exit Option Procedure A State of Florida High School Performance Based Diploma may be presented to a student successfully completing a performance based graduation program operated as a component of the Hillsborough County Public Schools Dropout Prevention Program.</p>
4.5.4	<p>Career and Technical Education Procedure Prior to graduation each Career Preparatory and College & Career Preparatory student is counseled for career and college readiness preparation. Career and college preparation is determined by the concentration in or completion of a Career and Technical Education (CTE) program, and where applicable, earning an industry certification. Students who are classified as a “concentrator” will complete three courses in a CTE program, and students who are considered a “completer” will complete all courses in a CTE program.</p>
4.5.5	<p>Adult High School Credit Procedure High school students may access the adult high school credit program to earn credits that are required for graduation. See section 6.2.3</p> <p>Up to two coenrolled courses are allowed per year.</p>
4.5.6	<p>Level 1 Courses Procedure No credit (core or elective) may be awarded towards a standard diploma for a Level 1 course during the 2013/14 school year and thereafter.</p> <p>Credit may be awarded for Level 1 courses that have been successfully completed prior to the 2013/14 school year.</p> <p>Core or elective Level 1 credit may be granted towards a special diploma.</p>

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4.5.7	<p>Diploma Eligibility for Transfer in the Senior Year Procedure Students must be enrolled within the first 15 days of the second semester of the senior year to be eligible for a diploma from any Hillsborough County Public Schools high school.</p> <p>Students who transfer from outside the district after that time are provided a transcript of work completed in the school, but no diploma is granted. This transcript is forwarded upon request to the last school attended. An exception may be made if a committee appointed by the principal so recommends.</p>
4.5.8	<p>Certificate of Completion Procedure The awarding of a certificate of completion is limited to those students choosing a standard diploma with the 24 credit or the 18 credit ACCEL option but who have not met the assessment and/or 2.0 GPA requirement.</p> <p>Students who receive a Certificate of Completion are still eligible to pursue a standard diploma.</p>
4.5.9	<p>Assessments Procedure Students must participate in statewide, standardized assessments. The use of the state assessment scores for grading purposes are determined by state and district guidelines. As per statutes, students who do not pass the statewide assessments must receive remedial instruction. The remediation will continue until the student achieves a passing score on the statewide, standardized assessments.</p> <p>Refer to chart (page 55) for detailed assessment information:</p> <p>Beginning with 2014/15 English Language Arts (ELA 9, 10, 11) is aligned to the Florida Standards.</p> <ol style="list-style-type: none"> (1) The FCAT 2.0 reading is discontinued beginning 2014/15. The high school FCAT mathematics has been discontinued. Retake opportunities will continue for those students needing the assessments for the graduation requirements. (2) End Of Course (EOC) Assessments are rigorous, statewide, standardized, and developed by the Florida Department of Education. The content knowledge and skills assessed by EOC assessments are aligned to the core curricular content established in the Florida standards and the Next Generation Sunshine State Standards. (3) Postsecondary Education Readiness Test (PERT) - High schools are required to evaluate the college readiness of each student before the beginning of Grade 12. High schools will administer PERT or equivalent tests to eleventh grade students who score a Level 2 or 3 on the Grade 10 FCAT Reading 2.0 or score a Level 2, 3, or 4 on the Algebra EOC and have not otherwise demonstrated college readiness. (4) See Section 7.0 for specific information addressing Exceptional Student Education assessments.
4.5.10	<p>Performance-Based Exit Option Procedure (1) The Adult Education Department offers GED instruction and GED testing to students. See section 6.1.1 for eligibility.</p>

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	(2) Secondary students utilizing the Performance-Based Exit Option must pass the GED test and the state required assessment in order to be awarded a State of Florida High School Performance-Based Diploma. If a student passes the GED test but does not pass the state assessment, he/she is awarded a State of Florida High School Diploma (GED). Please note: Performance-Based Exit Option students may not take the GED test and graduate prior to their kindergarten cohort.
4.5.11	Diploma Designations Procedure Students who select the 24 credit program may also earn the Scholar and/or the Merit designation in addition to their standard high school diploma. See district website for specific Graduation Requirements.
4.6	Acceleration
4.6.1	Acceleration Options Procedure A variety of articulated early graduation and acceleration options are available to all students (Grades 9-12) to shorten the time necessary to earn a high school diploma and a postsecondary degree. They include, but are not limited to, dual enrollment, early admission, Advanced Placement, the International Baccalaureate program, interinstitutional articulation agreements, virtual/on-line school, occupational completion points, industry certifications, work-related internships or apprenticeships and the Credit Acceleration Program (CAP). Home education students may participate in all of the above options except for the International Baccalaureate program.
4.6.2	Notifications Procedure At the beginning of each school year, parents or guardians of all high school students are notified of the opportunity of early graduation and benefits of Acceleration Options.
4.6.3	Early Graduation from High School Procedure 24 Credit Program (1) Any student who has completed all requirements for graduation may be dismissed from attending school upon request to the school from the parent or guardian and student. The student receives a diploma with the next spring graduating class. The student electing to graduate early is not eligible to gain further honors, hold office, or participate as a student in school activities. The student must complete the first semester of his/her senior year to be eligible to be named valedictorian, salutatorian, or Tampa Tribune honors student. 18 Credit ACCEL Option (2) Beginning school year 2013/14, the ACCEL 18 credit accelerated high school graduation option, allows a student who meets the following requirements to be awarded a standard high school diploma: (a) Florida's 24 credit standard diploma graduation requirements without the required Physical Education course

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	<p>(b) 3 credits in electives (c) Online course is not required (d) A state unweighted cumulative GPA of 2.0 on a 4.0 scale. See district website for specific Graduation Requirements.</p> <p>(3) Three Year (18 Credit Option) Procedure Cumulative weighted district GPA requirements for students in each of the 18 credit graduation options are detailed in section 4.5.2.</p> <p>For students who chose one of the three year 18 credit options prior to the 2013/14 school year, the three year 18 credit college preparatory option requires students to earn a cumulative weighted district GPA of 3.5 in the courses required for the program and earn at least a “B” in each of the 18 required credits. In addition, six of the 18 credits must be earned in dual enrollment, honors, or advanced placement courses.</p> <p>The three year 18 credit career preparatory option requires students to earn a cumulative weighted district GPA of 3.0 in the courses required for the program and earn at least a “C” in each of the 18 required credits. Students in both options must attain a passing score on required state assessments.</p> <p>These students are eligible for consideration as valedictorian, salutatorian, Tribune Honors and for the Talented 20 program.</p>
4.6.4	<p>Early Admission to College Procedure</p> <p>(1) A student may be excused from the last two semesters of high school if he/she is accepted for full time admission by an accredited, state funded Florida public college or university. The student must meet the following requirements: (a) Have unweighted state GPA of 3.5 or better and meet the institution’s requirements (b) Demonstrate acceptable performance on any entry level placement instrument as defined by the postsecondary institution (c) Obtain a written recommendation from the school principal or designee (d) Complete all necessary admissions requirements of the postsecondary institution.</p> <p>(2) A student under this program shall have the rights and privileges of the dual enrollment program if an agreement exists with that college.</p> <p>(3) A student under this program may be awarded a diploma when the student has completed two college semesters as a full time student participating in courses that are creditable toward the high school diploma and the associate (A.A., A.S., or A.A.S.) or baccalaureate degree and has earned no fewer than 12 credit hours per semester while maintaining at least a C average. The student will retain any honors earned in high school prior to his/her early admission to college.</p> <p>(4) After the conclusion of each college semester, the student is responsible for providing a college transcript detailing work completed to the high school. The high school incorporates this data into the student’s permanent record.</p>

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	<p>(5) Students under this program cannot receive additional honors such as valedictorian, salutatorian, or recognition as a Tampa Tribune honors student.</p> <p>(6) The school district is responsible for the purchase of textbooks for early admission students for courses identified on the State Department of Education master list of approved courses. All textbooks must be returned to the school district at the conclusion of the semester.</p> <p>(7) Early admission students may not participate in extracurricular activities such as interscholastic sports, band, etc.</p>
4.6.5	<p>Dual Enrollment Procedure Dual enrollment is the process by which an eligible secondary student is enrolled in a postsecondary technical center or a college or university course, and credit earned applies toward both a high school diploma and a college degree or postsecondary career and technical certificate.</p> <p>(1) A full time student in any Hillsborough County public high school may be enrolled part time in any college or university as agreed upon in the Interinstitutional Articulation Agreement. Any exceptions must be approved by the Assistant Superintendent for Curriculum and Instruction.</p> <p>(2) Students must have prior approval from their school before enrolling in any off campus dual enrollment course.</p> <p>(3) A student may enroll in a college or university course and use the credits earned to meet high school graduation requirements and degree requirements as agreed upon in the Interinstitutional Articulation Agreement. Only courses identified on the State Department of Education master list of approved courses will receive dual credit.</p> <p>(4) A student may enroll in a postsecondary technical center and the credit earned will apply toward both a high school diploma and a postsecondary career and technical certificate.</p> <p>(5) A student must have an overall minimum GPA of 3.0 state (unweighted) and meet the required score on the SAT, ACT or CPT/PERT, as defined by the postsecondary institution to be enrolled in dual enrollment. Dual enrollment courses in the Career Technical Education program require an overall minimum GPA of 2.0 state (unweighted).</p> <p>(6) A bonus of .08 is added to the cumulative district (weighted) GPA for every one half credit earned with a grade of C or higher.</p> <p>(7) A student who earns a grade of D in a dual enrollment course may not repeat that course under dual enrollment.</p> <p>(8) Students are limited to nine credit hours for fall, nine credit hours for spring and nine credit hours for summer, not to exceed 27 credit hours per academic year.</p>

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	<p>(9) The school district is responsible for the purchase of textbooks for dual enrollment students for courses identified on the State Department of Education master list of approved courses. All textbooks must be returned to the school district at the conclusion of the semester.</p> <p>(10) After the conclusion of each college semester, the student is responsible for providing a college transcript detailing work completed to the high school. The high school incorporates this data into the student's permanent record.</p>
4.6.6	<p>Credit by Examination – College Level Examination Program (CLEP) Procedure Postsecondary credit can be earned for attainment of a specified minimum score on subject area examinations at the degree-awarding postsecondary institution.</p>
4.6.7	<p>Occupational Completion Points Procedure Students completing a secondary occupational completion point are eligible to enter the postsecondary technical center at the next occupational completion point level within the corresponding program of study.</p>
4.6.8	<p>Articulation Agreements Procedure Articulation agreements are in place to encourage career preparatory and college and career preparatory students to continue into postsecondary education in an advanced status. These agreements allow high school career and technical program concentrators to exempt equivalent coursework in complementary programs at postsecondary technical centers, community colleges, state colleges and universities by earning articulated postsecondary credits. In addition, a multitude of statewide articulation agreements are available allowing students who earn select industry certifications to simultaneously earn articulated postsecondary credits within the statewide community college and state college AS/AAS degree programs.</p>
4.6.9	<p>Advanced Placement/International Baccalaureate Procedure The district offers Advanced Placement/International Baccalaureate (AP/IB) courses to eligible secondary students (Grades 9-12). Postsecondary credit may be awarded by the receiving institution to students who score a minimum of three on a 5-point scale on the corresponding AP examination or a minimum of a four on a 7-point scale on the IB examination.</p>
4.6.10	<p>Career and Professional Education Academies (F.S.1003.493) Procedure Career academies are research-based programs that integrate a rigorous academic curriculum with a Career and Technical Education Program of Study. Students completing a Career and Professional Academy will receive a standard diploma, opportunities to earn the highest available industry certification and postsecondary credit with an approved postsecondary institution through an established articulation agreement. In addition, a multitude of statewide articulation agreements are available allowing students who earn select industry certifications to simultaneously earn articulated postsecondary credits within the statewide community college and state college AS/AAS degree programs.</p>

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4.7	Acceptance of Transfer Credit
4.7.1	<p>Foreign Students Without Records Procedure A foreign student with no obtainable or available record of credits seeking enrollment in Hillsborough County Public Schools will be placed according to the foreign student without records age/grade placement guidelines. Any foreign student seeking enrollment should be sent immediately to the school principal or designee who will conduct an entrance interview with the student and parent or guardian to explain the high school curriculum, graduation requirements, and appropriate program planning for the student. Specific information for scheduling foreign students without records appears in the district scheduling guidelines.</p> <p>The student must earn at least 12 specified credits and meet all appropriate state testing requirements and achieve a 2.0 unweighted state GPA in order to receive a standard diploma from the public schools of Hillsborough County.</p>
4.7.2	<p>Students Transferring into the District with Records Procedure Any student who transfers into the district and whose credits can be verified must meet all provisions of the district's Student Progression Plan and Florida graduation requirements.</p> <ol style="list-style-type: none"> (1) A senior transfer student may graduate by meeting the total number of credits required in the district from which he/she transferred or the total number required for a Florida diploma. A senior wishing to use the options of graduating under the credits requirement of the district from which he/she transfers must complete these requirements to include earning an unweighted cumulative 2.0 state GPA and passing all required state assessments. (2) Students transferring from out-of-state or from a foreign country into the eleventh or twelfth grade shall not be required to spend additional time to meet high school course requirements, however, to receive a standard high school diploma the transfer student must earn an unweighted cumulative 2.0 state GPA and pass the required state assessments. <p>For students who chose one of the three year 18 credit options prior to the 2013/14 school year:</p> <ol style="list-style-type: none"> (3) Students selecting the three year 18 credit college prep option who demonstrates proficiency in a language other than English may replace the world language requirements with two credits in other academic courses. (4) A student transferring from out-of-the country may use his/her native language for credit in English.
4.7.3	<p>Acceptance of Work Completed or Credits Earned in Other Schools Procedure All evidence of work completed or credits earned at another school shall be based on an official transcript authenticated by the proper school authority. Work completed or high school credits earned in a Florida public school, from a public school in one of the other forty-nine states, from a Department of Defense school, or from a school that issued an official transcript shall be accepted at face value subject to validation if deemed necessary.</p>

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Beginning with the 2012/2013 school year, if a student transfers to a Florida public high school from out of the country, out of state, a private school, or a home school education program and the student's transcript shows credit in Algebra 1, the student must take and pass the statewide, standardized Algebra I EOC assessment in order to earn a Florida standard high school diploma unless the student passed a statewide Algebra I assessment given by the transferring entity or the student passed the high school mathematics assessment used by the transferring entity to meet federal requirements. Transferring students must take and pass all statewide, standardized assessments or earn a Reading concordant score on the SAT or ACT, or a PERT comparative score for the Algebra I assessment in order to earn a Florida standard high school diploma.

Students enrolling from home education or nonaccredited programs that do not possess an official transcript and shall have credits validated through performance during the student's first grading period. A student transferring into a school shall be placed at the appropriate sequential course level and to receive credit for the previous course(s), the student should have a minimum GPA of 2.0 in the current course at the end of his/her first grading period. If the student does not meet the scholastic performance standards of a 2.0 GPA, the alternative validation procedures are utilized to validate credit. The alternative validation procedures include the following:

- (1) Portfolio evaluation,
- (2) Written recommendation by a Florida certified teacher selected by the parent and approved by the principal,
- (3) Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools,
- (4) Demonstrated proficiencies on nationally normed standardized subject area assessments,
- (5) Demonstrated proficiencies on the FCAT Reading/EOC assessments,
- (6) Written review of the criteria utilized for a given subject by a former school.

The decision to accept credits is subject to review and revision after school personnel have had the opportunity to observe the student's work.

For credits requiring validation, credit is awarded upon validation of the course. No honors points shall be granted and the grade earned is "pass." Credits are placed on an official transcript at the end of the first semester of full time enrollment.

Students transferring from a home education program may not accrue credits in one school year which exceed the number of credits that may be accrued through the district's Student Progression Plan. Grade placement is made according to the district senior high grade level placement matrix for Grades 9-12 based on the number of credits validated.

Home education students with a transcript from a regionally accredited correspondence program or a regionally accredited virtual school receive credits at face value.

For additional information on the Interstate Compact on Educational Opportunity for Military Children, see F.S.1000.36, www.FLDOE.org.

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4.8	Miscellaneous High School
4.8.1	<p>Part Time Enrollment of Home Education Students Procedure Home education students whose programs are registered with the district may enroll part time at the assigned or approved choice school based on class size availability. Grade-level placement of the part time student is determined by the parent or guardian. Part time students may not have senior privileges. Should the student wish to enroll full time at the school, grade-level placement is determined by school personnel. Home education students may take additional courses through virtual/on-line school.</p>
4.8.2	<p>Part time Enrollment of Private School Students Procedure Students enrolled in a private school may not coenroll in courses in Hillsborough County Public Schools or participate in extracurricular activities unless FHSAA guidelines are met. Private school students may however take courses through Hillsborough Virtual School. See FHSAA for more detailed guidelines.</p>
4.8.3	<p>Senior High Academic Summer Program Procedure An academic summer program may be offered as an opportunity to earn credit toward graduation. A student may graduate at the end of a summer session in which all graduation requirements are fulfilled.</p>
4.8.4	<p>Foreign Study in Summer Programs Procedure Provision for students to earn credit in foreign study during the summer months may be provided, however, no more than one credit may be earned and the school's principal and the district's Secondary Education office must approve enrollment. Requests must be submitted for approval by April 1st of the year in which the summer course is to be offered.</p>
4.8.5	<p>Health Education And Substance Abuse Instruction Procedure and Teen Dating and Abuse Prevention Procedure The Student Progression Plan specifies a minimum number of hours of instruction in health education and substance abuse prevention appropriate for each grade level 9-12 for students selecting the 24 credit option.</p> <p>Health education at the secondary level is governed by comprehensive and sequential objectives approved by the School Board. The objectives are outlined in the courses for Grades 9-12: Health I and Life Management Skills and Health Opportunities Through Physical Education (HOPE).</p>
4.8.6	<p>Grades 9-12 Physical Education Procedure The secondary physical education curriculum consists of physical activities of at least a moderate intensity level and for duration sufficient to provide a significant health benefit to students. The curriculum meets or exceeds the National Standards for Physical Education as defined by the National Association of Sport and Physical Education (NASPE) and Next Generation Sunshine State Standards for Grades 9-12 Physical Education and Health Education.</p>

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	The Health Opportunities through Physical Education (HOPE) course is the district's required course for graduation. The HOPE course is one full credit in physical education with the integration of health education. The requirement may be waived for a student who meets one of the following criteria: (1) participation in two seasons of an interscholastic sport at the junior varsity and varsity levels AND a passing grade of "C" on the Personal Fitness Competency test. (2) Completion of two years in a Junior Reserve Officer Training Corps (JROTC) class.
4.8.7	<p>Bright Futures Scholarship Program Procedure The school shall annually provide high school students a complete and accurate Florida Bright Futures Scholarship Evaluation Report. For detailed information, go to floridastudentfinancialaid.org.</p> <p>A student who graduates from high school midyear may receive an initial Bright Futures Scholarship award during the spring term following the student's graduation as long as the student applies for the scholarship award no later than August 31st of the student's graduation year.</p>
5.0	English Language Learners (ELL) Elementary, Middle and High
5.0.1	<p>Placement Procedure Placement of an English Language Learner (ELL) will be in an appropriate program designed to provide all ELLs with English for Speakers of Other Languages (ESOL) instruction in language arts and ESOL instruction in the basic subject areas of mathematics, science, social studies, and computer literacy. (F.S.1003.56)</p>
5.0.2	<p>Progress and Benchmarks Procedure The academic progress and benchmarks performance of an ELL in reading, writing, science, and mathematics and requirements as set forth in the Hillsborough County Public Schools revised graduation standards and benchmarks as approved by the Board (or as required by the state of Florida) are determined through appropriate formal and informal assessments and on differentiation of instruction provided to ELLs.</p>
5.0.3	<p>Procedure The School Placement Committee and the ELL Committee (which is composed of the principal or designee, the parent, an ESOL/English teacher, the guidance counselor, and any other instructional personnel responsible for the instruction of English Language Learners) will meet jointly to review and make placement recommendations for ELLs who have not met district promotion criteria due to their English language proficiency. Criteria to be utilized in making appropriate placement decisions include the following: (1) Academic performance and progress of a student based on formal and language acquisition assessments in English and/or the student's native language</p>

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	<ul style="list-style-type: none"> (2) Progress, attendance, and retention reports (3) Number of years the student has been enrolled in the ESOL program (4) The student's English language proficiency
5.0.4	<p>Retention Procedure Retention of an English language learner is based on unsatisfactory performance in reading, writing, science, and mathematics and on failure to meet other requirements as set forth in the Hillsborough County Public Schools revised graduation standards and benchmarks as approved by the Board (or as required by the state of Florida) and a recommendation by the School Placement Committee which will meet jointly with the ELL Committee.</p>
6.0	Adult Basic Education and Adult Secondary Education Progression Plan
6.1	Adult Basic Education (ABE) Procedure Statements
6.1.1	<p>Admission Procedure The Adult Basic Education program is for students who are sixteen years of age and older and who have withdrawn from regular school.</p>
6.1.2	<p>Enrollment Procedure Policy Each student must complete and sign an Adult Student Information Form. If a student is unable to complete the form, the instructor will help the student and read the form back to the student. An "X" signature by a student must be witnessed.</p>
6.1.3	<p>Placement Procedure Adult Basic Education (ABE) placement is based on results from the Test of Adult Basic Education (TABE). A student progresses through the program at his/her own rate.</p>
6.1.4	<p>ABE students pay the state required adult education tuition fee. Books and materials are provided in the classroom for student use.</p>
6.1.5	<p>Progression Procedure Criteria for progression of ABE students into the Adult Secondary Education program (adult high school credit or General Education Development (GED) preparation classes) is a minimum score of 9.0 or higher on the TABE Level D.</p>

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6.2	Admission and Enrollment
6.2.1	<p>Admission Procedure The Adult Secondary Education program accepts pupils 16 years of age and older who have withdrawn from regular school. Students are not permitted to qualify for high school graduation at a date earlier than that on which they would normally have graduated through regular attendance in high school. (SBER 6A-6.020)</p>
6.2.2	<p>Enrollment Procedure Eligible students complete and sign an Adult Student Information Form and are administered the TABE. A program of studies is prescribed at the time of entry.</p> <p>Students who are 18 and above must score a 9.0 or higher on the TABE Level D to be admitted to a GED preparation program. Students who score below 9.0 are enrolled in ABE classes.</p> <p>Students who are 16 or 17 years old must meet the Underage Pre- GED/GED entry and exit requirements for GED preparation programs in order to be eligible to take the GED test prior to their 18th birthday.</p>
6.2.3	<p>Coenrollment Procedure Upon written approval of a senior high school principal, a Grade 9-12 student may attend the adult high school credit program to earn credits required for graduation.</p> <p>A coenrolled student must provide the adult high school credit program administrator with a letter of authorization from the sending senior high school principal which includes the following: the student's name, signature, state student number, the name of the course(s) to be taken, the amount of credit to be earned, the student's needs and responsibilities, and all appropriate signatures. Coenrolled students are permitted to take two adult credit courses per year.</p> <p>A coenrolled student may not use credits earned in the adult high school credit program to qualify for high school graduation earlier than they would normally have graduated through regular attendance in high school. (SBER 6A-6.020)</p>
6.2.4	<p>Return to High School Procedure A student withdrawn from a senior high school and accepted into the adult high school Credit program may return to a senior high school prior to his/her 18th birthday.</p>
6.2.5	<p>Dual Enrollment Procedure A student may be enrolled in the adult high school credit program and part time in a college or university. Only courses articulated between the School District of Hillsborough County and the participating colleges or universities may receive dual credit.</p>

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6.3.	Adult Credit
6.3.1	<p>Definition of Credit Procedure Credit is granted in the adult high school credit program when a student has demonstrated mastery of the course performance standards and earned a passing score on a comprehensive mastery exam or end-of-course exam.</p>
6.3.2	<p>Procedure One-half credit is granted when the student successfully passes coursework and a comprehensive mastery exam on those performance standards that have been identified as being in the first semester or second semester of the school district's course performance standards.</p>
6.4	Grading and GPA
6.4.1	<p>Procedure An adult student's mastery of the adopted performance standards is assessed through teacher observation, classroom assignments, examinations, or other appropriate measures.</p>
6.4.2	<p>Grading Procedure The following state grading scale is used to reflect student attainment of course performance standards in all adult high school credit courses:</p> <p>A = 90 - 100 - Outstanding (4 quality points) B = 80 - 89 - Above Average (3 quality points) C = 70 - 79 - Average (2 quality points) D = 60 - 69 - Lowest acceptable progress (1 quality point) F = 0 - 59 - Failure (0 quality points)</p>
6.4.3	<p>Grade Enhancement Procedure: For students entering the ninth grade during the 2000/2001 school year and thereafter, grade enhancement for required courses is limited to replacing a grade of D or F with a grade of C or higher earned subsequently in the same or comparable course. Grade enhancement policies for elective courses is limited to replacing a grade of D or F with a grade of C or higher earned subsequently in any course. The state unweighted GPA required for graduation is calculated by including all grades that the student attempted including all D's and F's (unless they were enhanced). This policy does not affect the district GPA calculation of rank in class which includes all courses attempted. The district GPA used to determine rank in class is not affected by the grade enhancement policy. The cumulative district GPA includes all courses attempted, i.e., D's and F's are included even if they were enhanced.</p>

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	Students entering the ninth grade level prior to the 2000/2001 school year who receive a grade of D or F in any course may retake the same course, and a passing grade will replace the D or F grade in the unweighted state GPA calculation for the graduation requirement. The unweighted state GPA required for graduation is determined by calculating the grades from required courses and then including the best grades from elective courses to total 24 credits. This policy does not affect the district GPA calculation of rank in class which includes all courses attempted.
6.4.4	Procedure Adult high school students must achieve a 2.0 cumulative unweighted state GPA on all courses completed.
6.5	Secondary Courses and Course of Study
6.5.1	Adult Secondary Courses Procedure Adult secondary education includes review courses in preparation for taking the General Educational Development (GED) exam as well as courses for high school credit leading to an adult high school diploma.
6.5.2	Procedure Adult high school credit courses are equivalent in competencies to those required of other students in public high schools in the district and contained in the current Course Code Directory. The granting of course credit is based on demonstrated mastery of performance standards.
6.5.3	Required Course of Study Procedure Adult high school credit students enroll in courses necessary to meet the 24 credit graduation requirement as outlined by the Department of Education, Course Code Directory and the Department of Adult and Community Educational Practices and Procedures Manual.
6.5.4	Acceptance of Work Completed or Credits Earned in Other Schools Procedure Work done or credits earned in schools that are state or regionally accredited is accepted subject to policies of the School Board. Work done or credits earned in nonaccredited schools must be validated. Credits may be accepted subject to other existing School Board policies.
6.6	Graduation, Certification of Completion, and GED
6.6.1	Graduation Requirements Procedure Adult high school students who earn the 24 required credits, have a 2.0 GPA and earn a passing score on all state required assessments will be awarded an adult high school diploma. A student can substitute an appropriate concordant score.

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6.6.2	<p>Certificate of Completion Procedure Any student who meets credit requirements and GPA requirements but does not earn a passing score on the state required assessments receives a Certificate of Completion. After passing the state required assessments, the student who received a Certificate of Completion may exchange it for a diploma.</p>
6.6.3	<p>State of Florida High School Diploma (GED) Procedure Statements Procedure Any candidate for a state of Florida High School Diploma (GED) must be at least 18 years of age on the date of the GED exam, except in extraordinary circumstances as provided for in rules of the School Board of the district in which the candidate resides or attends school; said candidate may take the GED exam after reaching the age of 16. (F.S.1003.435).</p> <p>Sixteen or 17 year old students with extraordinary circumstances are defined as those having economic hardships, medical hardships or testing requests from armed forces recruiters. Sixteen and 17 year old enrollees in educational programs where traditional schooling would not be available may be considered as having extraordinary circumstances.</p> <p>Students that are at least 16 years of age may attend an Under-Age Pre-GED/GED program offered through the district. Under-Age GED students must meet the program entry and exit requirements to be eligible to take the GED exam prior to their 18th birthday.</p>
6.7	Transfer of Credits
6.7.1	<p>Transfer of Credits Students From Foreign Countries With No Records Procedure Adult High School Credit students from foreign countries who do not have school records and who are sixteen years of age and older shall earn a total of 12 credits, pass the state required assessments, and attain the required GPA. The 12 credits must be earned in courses outlined by the Department of Education Course Code Directory and the Adult Education Policies and Procedures Manual.</p>
6.8	Services for Adult Exceptional Students Procedure Statements (F.S.1003.438)
6.8.1	<p>Enrollment Procedure Eligible adult exceptional students complete and sign an Adult Student Information form. A program of studies is prescribed at the time of entry and progression is based upon demonstrated mastery of performance standards.</p> <p>An adult exceptional student may participate in the Adult High School Credit program with accommodations and modifications provided based on the student's Adult Individual Educational Plan (AIEP).</p> <p>All other procedures for adult secondary education apply to adult exceptional students.</p>

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6.8.2	Definition of Credit Procedure Credit is granted in the Adult High School Credit program when an adult exceptional student has demonstrated mastery of the course performance standards.
6.8.3	Procedure An adult exceptional student enrolling in a course receives a list of the performance standards that must be mastered and an explanation of mastery criteria as stated on the student's AIEP.
6.8.4	Procedure An adult exceptional student's mastery of the adopted performance standards is assessed through teacher observation, classroom assignments, examinations, or other appropriate measures as provided for in an adult student's IEP.
6.8.5	Graduation Requirements Procedure Adult exceptional students who meet all requirements for a regular high school diploma (including earning the required credits, obtaining the required GPA, and passing the state required assessments) are awarded an Adult High School Diploma. Adult exceptional students who meet all of the requirements above except for passing the state required assessments are awarded a Certificate of Completion. After passing the state required assessments, an adult exceptional student who received a Certificate of Completion may exchange it for an Adult High School Diploma.
6.8.6	Procedure Credits earned in exceptional education convert to elective credits for a regular high school diploma or an adult high school diploma.
7.0	Exceptional Student Education (ESE)
7.0.1	Students with Disabilities In Grades K-12 Procedure Students with Disabilities (SWD) enrolled in an ESE program in Grades K-12 who follow the general education curriculum parallel the requirements for promotion and retention based on the recommendations of the School Placement Committee with input from the Individual Educational Plan (IEP) team. SWD enrolled in an ESE program in Grades K-12 who require a modified or specialized curriculum and/or learning environment will strive toward acquisition of student performance standards for a standard diploma or special diploma as determined by the IEP team and given parental consent. (F.S.1003.571)

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	The initial decision, and all decisions thereafter, determining whether a student is appropriate for a course of study leading to a standard diploma or to a special diploma must be made by the IEP team utilizing assessment data during the student's eighth grade year or the IEP developed prior to the student's 14 th birthday whichever occurs first. Thereafter, this decision must be reviewed annually. (SBER 6A-1.09961)
7.1	Standard Diploma and Modifications
7.1.1	Requirements for Standard Diploma for Students with Disabilities (SWD) Enrolled in an ESE Program Procedure SWD enrolled in an ESE program who are working towards a standard diploma must meet all the benchmarks and graduation requirements of a standard diploma.
7.1.2	Procedure District school boards are authorized to make accommodations/ modifications for SWD who are enrolled in basic and career/technical courses. Appropriate accommodations/ modifications are determined by the student's IEP team and identified in the student's IEP. A district school board may require specific courses and programs of study within the minimum credit requirements for high school graduation and shall modify basic courses as necessary to assure SWD the opportunity to meet the graduation requirements for a standard diploma using one of the following strategies: <ol style="list-style-type: none"> (1) Assignment of the SWD to an exceptional education class for specially designed instruction with accommodations and any other services and supports, as determined by the IEP team in a basic course with the same student performance standards as those required of nondisabled students in the district student progression plan (2) Assignment of the SWD to a basic education class for instruction with the appropriate accommodations as determined by the IEP team. "The district will determine which of these strategies to employ based upon an assessment of the student's needs and must reflect this decision in the student's IEP." (F.S.1003.43(4)(a))
7.1.3	Procedure The district will make provisions for appropriate accommodations/program modifications when necessary to ensure SWD have access to a standard diploma. The modifications for SWD enrolled in an ESE program are as follows: The School Board will modify basic courses, as necessary, to assure SWD the opportunity to meet the graduation requirements for a standard diploma. Modifications to basic courses will not include modifications to the curriculum frameworks or student performance standards. The School Board will modify career and technical courses and programs of study, as necessary, to assure SWD the opportunity to meet graduation requirements for a standard or a special diploma. When modifying career and technical courses, the particular

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	outcomes and student performance standards that a student must master to earn credit must be specified on the student's IEP. (SBER: 6A-6.0312(1))
7.1.4	<p>Procedure Accommodations/modifications to basic or career/technical courses (SBER 6A-6.0312(2)(a-d) may include the following:</p> <ol style="list-style-type: none"> (1) Instructional time may be increased or decreased (2) Instructional methodology may be varied (3) Special communications systems may be used by the teacher and/or the student (4) Classroom and district test administration procedures and other evaluation procedures may be modified as specified in SBER: 6A-1.0943, FAC to accommodate the student's disability
7.1.5	<p>Procedure The purpose for implementing curriculum and/or assessment accommodations is to enable a SWD enrolled in an ESE program to demonstrate course content mastery and to assist the teacher in measuring the degree of mastery. The accommodations utilized will vary depending upon the student's need. The need for curriculum and/or test accommodations will be noted on the student's IEP. Accommodations do not alter course content or achievement of grade-level benchmarks.</p>
7.1.6	<p>Procedure Accommodations in the administration of district and state assessments are allowable as specified in the administrative manual of the test. Parents must give their written consent for the use of instructional accommodations when those accommodations are not allowable on state assessments.</p>
7.1.7	<p>Procedure SWD enrolled in an ESE program access the general education curriculum whenever possible and, in that regard, meet the district benchmarks and participate in the required statewide assessment tests as specified on the student's IEP.</p>
7.1.8	<p>Procedure Any SWD enrolled in an ESE program pursuing a standard diploma who does not meet district levels of performance in reading, writing, science, and mathematics or who does not meet the specific level of performance on statewide assessments as determined by the Commissioner of Education must be provided remediation or be retained.</p>
7.1.9	<p>Procedure The School Placement Committee with input from the IEP team will make the recommendation, except in Grade 3, regarding promotion/retention for students with disabilities. Established strategies regarding instructional accommodations/modifications and assessment will apply. (SBER: 6A-6.0312 and 6A-1.0943)</p>

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7.1.10	<p>Procedure Any SWD enrolled in an ESE program pursuing a standard diploma who has met district graduation requirements, including 24 credits and who has a minimum of an unweighted state 2.0 GPA but who has not made a passing score on the FCAT, may be eligible for an FCAT waiver. The recommendation of the FCAT waiver will be decided by the student's IEP team.</p>
7.1.11	<p>Procedure The provision of Extended School Year (ESY) services is determined by the IEP team. Recommendations are made based on one or more of the following: (1) Regression of skills (2) Recoupment of skills (3) Critical emerging skills</p> <p>The student's need for ESY services is determined by the IEP team.</p>
7.2	Special Diploma and Certificate of Completion
7.2.1	<p>Requirements for a Special Diploma for SWD Enrolled in an ESE Program Nothing contained in SBER: 6.A-1.0996 will be construed to limit or restrict the right of a SWD enrolled in an ESE program solely to a special diploma.</p>
7.2.2	<p>Procedure The access points contained in state standards provide access to the general curriculum for students with significant cognitive disabilities (SBER 6A-1.09401). The school district shall provide appropriate instruction to assist students in the achievement of the state standards as applicable to the individual student.</p>
7.2.3	<p>Procedure Students who have been properly identified as having intellectual disabilities, who are deaf or hard of hearing, specific learning disability, orthopedic impairment, traumatic brain injury, other health impairment, who are identified as having an autism spectrum disorder, language impairment, or emotional/behavioral disabilities may be eligible for a special diploma. Any such student who meets all special requirements of the district School Board for exceptionality, but is unable to meet the appropriate special state minimum requirements, shall be awarded a Certificate of Completion or Special Certificate of Completion in a form prescribed by the commissioner. However, this section does not limit or restrict the right of an exceptional student solely to a Special Diploma, Certificate of Completion or Special Certificate of Completion. Any such student shall, upon proper request, be afforded the opportunity to fully meet all requirements of F.S.1003.43 through the standard procedures established therein and thereby qualify for a standard diploma upon graduation. (F.S.1003.438)</p>

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	The district will make free appropriate public education (FAPE) available to each SWD through the end of the school year in which the student turns 22 provided he/she is starting the school year as a student aged 21 or younger and has not graduated with a standard diploma (ESE Policies and Procedures, Part 1, Section B, Ages of Students Served).
7.2.4	<p>Procedure</p> <p>The appropriate special diploma option is selected and documented through the IEP process. Two special diploma options are available for SWD is enrolled in an ESE program: Option 1 (A, B, C, and T) and Option 2.</p> <p>(1) Special Diploma Option 1A: The same total number of credits and GPA for graduation for a standard diploma are required for a Special Diploma Option 1A. Identified SWD who follow this option may be scheduled into regular academic classes, career and technical classes. Required coursework includes the following:</p> <ul style="list-style-type: none"> 3 English 2 Social Studies 0.5 Health & Safety or Life Management Skills* 3 Mathematics 0.5 Reading*** 2-6 Career and Technical** 2 Science 0.5 Physical Education 7-11 Electives (includes .5 Career Preparation)**** <p>All ESE courses are multiple credit courses.</p> <p>*May include Health and Safety 9-12 or Life Management and Transition 9-12 or Transition Planning 9-12</p> <p>** May include ESE courses: Career Preparation, Career Experiences, and/or Career Placement</p> <p>*** For students entering ninth grade in 2005/2006 and thereafter</p> <p>**** For students entering ninth grade in 2008/2009 and thereafter</p> <p>Or</p> <ul style="list-style-type: none"> • Access Algebra 1A • Access Algebra 1B • Access Liberal Arts • Access Informal Geometry • Access English 1/2 & 3/4 • Access U.S. Government • Access Economics • Access U.S. History • Access Biology • Access Chemistry

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- Access Earth/Space Science
- Access Integrated Science
- Access HOPE

(2) Special Diploma Option 1B: SWD enrolled in an ESE program may be scheduled into regular academic classes or career and technical classes. A minimum of 15 credits is required under this option. Students may not graduate before their kindergarten cohorts. Exceptions must be approved by the district's Special Diploma Committee. The Transition Program must be notified when a student is considered for this option. Required coursework is listed below.

Minimum Academic:

- Seven credits may include but not limited to English, mathematics, and reading.
 - .5 credit in Health & Safety or Life Management Skills**
 - .5 credit in Reading***

Or

- Access Algebra 1A
- Access Algebra 1B
- Access Liberal Arts
- Access Informal Geometry
- Access English 1/2 & 3/4
- Access U.S. Government
- Access Economics
- Access U.S. History
- Access Biology
- Access Chemistry
- Access Earth/Space Science
- Access Integrated Science
- Access HOPE

Career and Technical:

- From 2 - 6.5 credits in Career and Technical Education courses with a minimum of 2 sequential credits in a program area leading to at least an Occupational Completion Point A (OCP-A)
- 1 credit career exploration course, such as: Career Preparation (ESE), Career Experiences (ESE), or Career Placement (ESE)

Electives:

- Up to 4.5 credits
 - May include Health and Safety 9-12 or Life Management and Transition 9- 12 or Transition Planning 9-12.

(3) Special Diploma Option 1C: Supported and Participatory Levels

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- Next Generation Sunshine State Standards Access Points
 - 24 credits
 - Curriculum Based Assessment (CBA)
 - IEP documentation
- Supportive Level: 9-12
- 1-4 Specially Designed Physical Education
 - 1-4 Reading
- 4-7 Electives (includes .5 Career Preparation)*
- Minimum 16 supported credits to include****:
- Academic Skills for Functional Living
 - Communication Skills for Functional Living
 - Personal & Home Skills for Functional Living
 - Leisure & Recreation Skills for Functional Living
 - Community & Social Skills for Functional Living
- Or
- Access Algebra 1A
 - Access Algebra 1B
 - Access Liberal Arts
 - Access Informal Geometry
 - Access English 1/2 & 3/4
 - Access U.S. Government
 - Access Economics
 - Access U.S. History
 - Access Biology
 - Access Chemistry
 - Access Earth/Space Science
 - Access Integrated Science
 - Access HOPE
- Participatory Level: 9-12
- 1-4 Specially Designed Physical Education
- 4-7 Electives (may include .5 of Career Preparation)*
- Minimum 16 participatory credits to include****:
- Cognitive & Linguistics Skills

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	<ul style="list-style-type: none"> ▪ Life Sustaining & Environmental Interaction Skills ▪ Leisure/Recreation Skills for Improvement of Quality of Life ▪ Developmental-Functional Motor & Sensory Skills <p>Or</p> <ul style="list-style-type: none"> • Access Algebra 1A • Access Algebra 1B • Access Liberal Arts • Access Informal Geometry • Access English 1/2 & 3/4 • Access U.S. Government • Access Economics • Access U.S. History • Access Biology • Access Chemistry • Access Earth/Space Science • Access Integrated Science • Access HOPE <p>(4) Special Diploma Option 2:</p> <ul style="list-style-type: none"> ▪ Minimum of eight credits in academics ▪ IEP documentation ▪ Training plan documentation ▪ Equivalent to one semester of paid employment (minimum 25 hours per week) ▪ Approval by the district's Special Diploma Option 2 Screening Committee <p>Must be at least 16 years of age</p>
7.2.5	<p>Procedure SB850 will result in changes to diploma options for the 2014/15 school year.</p> <p>The School Placement Committee, with input from the IEP team, makes the recommendation regarding retention/promotion for SWD enrolled in an ESE program. Established strategies regarding instructional accommodations/modifications and assessments will apply. (SBER: 6A-6.0312 and 6A-1.0943).</p>
7.2.6	<p>Procedure The IEP team determines the extent to which the SWD enrolled in an ESE program participates in state and district assessments or</p>

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	alternate assessment. Accommodations in the administration of district and state assessments are allowable as specified in the administrative manual of the test. The IEP team identifies appropriate accommodations for the student.
7.3	Movement Between Diploma Options
7.3.1	Movement Between Diploma Options Once the initial diploma option has been chosen during the student's eighth grade year or prior to his/her 14 th birthday, the decision must be reviewed annually. Students may move between a standard diploma, Special Diploma Option 1 (A, B, or C), and Option 2. The decision to move between diploma options must be addressed by the IEP team (SA: 1.0996(2)). Diploma Option 2 also requires approval by the district's Special Diploma Committee based on established criteria.
7.3.2	Procedure Students moving from Special Diploma Option 1 (A, B, or C) or Special Diploma Option 2 to standard diploma may require additional time in school. Students will do the following: (1) Receive elective credit for passing ESE courses (2) Meet all requirements for a standard diploma outlined in the Student Progression Plan
7.3.3	Procedure Students moving from Special Diploma Option 1 (A, B, or C) to Special Diploma Option 2 will do the following: (1) Meet all eligibility requirements and established criteria for Special Diploma Option 2
7.3.4	Procedure Students moving from Special Diploma Option 2 to Special Diploma Option 1 (A, B, or C) will do the following: (1) Meet the course requirements as outlined in the Student Progression Plan (2) Apply any credits earned under Option 2 to elective or course requirements under the provisions for Option 1 (3) Meet the criteria for Special Diploma for his or her level and all district requirements.
7.3.5	Procedure Students moving within Special Diploma Option 1 (A, B, or C) will do the following: (1) Meet the course requirements as outlined in the Student Progression Plan (2) Apply credits earned under Option 1 (A, B, or C) as appropriate to the selection under Option 1 (3) Meet the criteria for Special Diploma and all district requirements.
7.4	Certificate of Completion or Special Certificate of Completion for ESE Students

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7.4.1	Certificate of Completion or Special Certificate of Completion for ESE Students A Certificate of Completion or a Special Certificate of Completion may be awarded to a SWD enrolled in an ESE program.
7.4.2	Procedure SWD enrolled in an ESE program whose GPA is less than the required GPA for a Special Diploma Option 1A, but who passes credit requirements and all other graduation standards, will be awarded a Certificate of Completion. A SWD enrolled in an ESE program pursuing a standard diploma who does not make a passing score on the FCAT or does not qualify for an FCAT waiver, and/or does not master all of the revised graduation standards and benchmarks yet meets all coursework required for graduation, may select a Special Diploma Option or a Certificate of Completion.
7.4.3	Procedure A SWD with a current IEP pursuing a special diploma who is unable to meet the minimum graduation requirements for a special diploma may be awarded a Special Certificate of Completion.
7.5	Transition Program for Students with Disabilities
7.5.1	Procedure SWD with a current IEP may have the opportunity to participate in work experiences.
7.5.2	Procedure SWD students are eligible to earn credits through work study programs.
7.5.3	Access to Postsecondary Education and Meaningful Careers for Students with Disabilities (ENNOBLES) Act Procedure Students with disabilities who have been properly identified as having intellectual disabilities, who are deaf or hard of hearing, specific learning disabled, physically impaired, speech or language impaired, visually impaired, have an emotional behavioral disability, autism spectrum disorder, traumatic brain injury, dyslexia, dyscalculia, or developmental aphasia shall have access to postsecondary education, career counseling, and/or services. (F.S.1007.02)
7.6	Specific ESE Program Requirements
7.6.1	SWD eligible and served in the additional ESE programs listed in the sections below may pursue a Standard Diploma, Special Diploma, Certificate of Completion, or Special Certificate of Completion. (The programs listed in the sections below are in addition to programs already provided to students who have been properly identified

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	as having intellectual disabilities, are deaf or hard of hearing, specific learning disabled, have an orthopedic impairment or other health impairment, traumatic brain injury, other health impairment, autism spectrum disorder, language impaired or emotional/behavioral disabilities.)
7.6.2	<p>Visually Impaired Procedure Students who are eligible and served in the Program for the Visually Impaired must meet standard requirements for graduation. Students with visual impairments may earn a special diploma only if they have been properly identified as having intellectual disabilities, are deaf or hard of hearing, have a dual-sensory impairment, specific learning disabilities, orthopedic impairment, other health impairment, traumatic brain injury, autism spectrum disorder, language impairment or emotional/behavioral disorder. In that case, they must meet the requirements as outlined by the ESE program in which they are eligible and served.</p>
7.6.3	<p>Dual Sensory Impaired Procedure Students who have been classified as students with dual-sensory impairments may pursue a Standard Diploma, Special Diploma, Certificate of Completion, or Special Certificate of Completion. Students with dual-sensory impairments may earn a special diploma only if they have been properly identified as having intellectual disabilities, specific learning disabilities, orthopedic impairment, other health impairment, traumatic brain injury, an autism spectrum disorders, language impairment, or emotional/behavioral disabilities. In that case, they must meet the requirements as outlined by the ESE program for which they are eligible. Upon completion of the program the student receives a Certificate of Completion, Special Diploma, or Standard Diploma.</p>
7.6.4	<p>Speech Impaired Procedure Students enrolled solely in the program for the speech impaired must meet the standard requirements for graduation. Students with speech impairments may earn a special diploma only if they have been identified as having intellectual disabilities, who are deaf or hard of hearing, specific learning disability, orthopedic impairment or other health impairment, traumatic brain injury, other health impairment, who have an autism spectrum disorder, language impairment or emotional/behavioral disability. In that case, they must meet the requirements of the Student Progression Plan as it pertains to the ESE program in which they are eligible and served.</p>
7.6.5	<p>Homebound/Hospital (H/H) Procedure Students in the Hospital/Homebound program are required to earn credits as identified by their course of study. Students identified as a SWD must meet the graduation requirements as outlined by the school district.</p> <p>Students can earn credits towards promotion and graduation while in the Hospital/Homebound program. Promotion/retentions may be a collaborative decision between the student's assigned school administration and the H/H program. Determining if a student has met the graduation requirements and should be awarded a diploma is the responsibility of the graduating school. In the event of disagreement about promotion/retention, the school district's placement and arbitration procedures will apply.</p>
7.6.6	Senate Bill 4 amends. 1003.428(8)(b)2, F.S., and it states the following:

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	"A student with a disability, as defined in s. 1007.02(2), F.S. for whom the IEP committee determines that an end-of-course assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the end-of-course assessment results waived for the purpose of determining the student's course grade and credit as required in paragraph (4) (a)."

Hillsborough County Public Schools

STATEWIDE ASSESSMENTS

EXAM	YEAR ENTERED NINTH GRADE				
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Grade 10 FCAT 2.0 Reading	Passing Score 245 ★ Level 3	Passing Score 245 ★ Level 3	Passing Score 245 ★ Level 3	N/A	N/A
Grade 9 FSA/ELA *	N/A	N/A	N/A	N/A	Required
Grade 10 FSA/ELA *	N/A	N/A	N/A	Passing score TBD ★	Passing score TBD ★
Grade 11 FSA/ELA *	N/A	N/A	Required	Required	Required Passing score TBD ×
Algebra I End of Course	30% of final grade ◆ Passing score 396 ✓	30% of final grade + Passing score 399 ★ ✓ Level 3	30% of final grade + Passing score 399 ★ ✓ Level 3	30% of final grade ◆ Passing score 399 ★ ✓ Level 3	30% of final grade ◆ Passing score 399 ★ ✓ Level 3
Geometry End of Course	30% of final grade + Passing score 396 ✓	30% of final grade + Passing score 396 ✓	30% of final grade + Passing score 396 ✓	30% of final grade ◆ Passing score 396 ✓	30% of final grade ◆ Passing score 396 ✓ ×
Algebra II End of Course	30% of final grade + Passing score TBD	30% of final grade + Passing score TBD	30% of final grade + Passing score TBD	30% of final grade ◆ Passing score TBD	30% of final grade ◆ Passing score TBD ×
Biology End of Course	30% of final grade + Passing score 395 ✓ ×	30% of final grade + Passing score 395 ✓ ×	30% of final grade + Passing score 395 ✓ ×	30% of final grade ◆ Passing score 395 ✓ ×	30% of final grade ◆ Passing score 395 ✓ ×
United States History End of Course	30% of final grade + Passing score 397 ✓ ×	30% of final grade + Passing score 397 ✓ ×	30% of final grade ◆ Passing score 397 ✓ ×	30% of final grade ◆ Passing score 397 ✓ ×	30% of final grade ◆ Passing score 397 ✓ ×

Legend:

- ★ Must pass to graduate
- * FSA/ELA – Florida Standards Assessment / English Language Arts
- + Per district guidelines if enrolled in the course
- × Passing score required for scholar designation
- ✓ Passing score used for Credit Acceleration Program (CAP)
- ◆ Per state guidelines if enrolled in the course

Students enrolled in an Advanced Placement (AP) or International Baccalaureate (IB) Biology and/or United States History course, who take the respective AP or IB assessment and earn the minimum score necessary to earn college credits as identified per state statute, do not have to pass the respective EOC for scholar designation.