

HERNANDO COUNTY SCHOOL DISTRICT STUDENT PROGRESSION PLAN and SCHOOL PROCEDURES HANDBOOK

Entry, Promotion, Retention and Graduation
Grades K – 12

Effective August 14, 2023



**HERNANDO
SCHOOL DISTRICT**

Learn it. Love it. Live it.

School Board:

Gus Guadagnino, Chairperson
Susan Duval, Vice Chairperson
Shannon Rodriguez, Board Member
Linda Prescott, Board Member
Mark Johnson, Board Member

John Stratton
Superintendent
Hernando County School District

Vision:

To inspire and support the pursuit of individual greatness.

Mission:

The Hernando County School District collaborates with students, parents and other community stakeholders to effectively prepare all students for a successful transition into a diverse and changing world.

Guiding Principles:**We believe:**

- ✓ Education is the foundation for a better future.
- ✓ Family and community involvement are critical to a high quality educational system.
- ✓ Diverse individuals, ideas, talents, and learning styles strengthen our communities.
- ✓ All stakeholders share in the responsibility and decision-making as part of supporting student success and school improvement.
- ✓ Individuals and organizations are accountable for their behaviors and actions.
- ✓ Commitment to teaching methodologies that foster student engagement, critical thinking, and content mastery will prepare all students to graduate ready for work and postsecondary education.
- ✓ Shared purpose, collaboration, commitment to continuous improvement, and an innovative spirit are essential in effective teaching cultures.
- ✓ Safe, caring environments are essential for learning and the well-being of all students.
- ✓ High expectations and recognition empower individuals and lead to improved performance.
- ✓ Aligned expectations and policies that reflect best business practices are essential for success.

STUDENT PROGRESSION PLANS

The purpose of the Student Progression Plan is to inform school personnel, parents, students, and other interested citizens of the Hernando County School District (District) of the rules and administrative procedures required to implement State and local student progression requirements. Each student's progression from one grade to another will be determined, in part, upon satisfactory performance in English Language Arts, social studies, science, and mathematics. It is the responsibility of the School Board and District Administration to provide students with effective instructional and academic support programs that monitor progress, promote continuous achievement, and make provisions for individual differences. [Florida Statute § 1008.25 (1)]

The District is committed to the implementation of a Problem Solving/Response to Intervention (PS/RtI) framework also known as Multi-tiered Systems of Support (MTSS) to integrate/align efforts to improve educational outcomes and meet the academic/behavioral needs of all students. The District will provide high quality instruction/intervention matched to student needs and use learning rate and level of performance to make informed instructional decisions, including decisions regarding promotion, acceleration, academic support, and retention. Response to Intervention is a "data-based decision making process" applied to education. A four step problem-solving method and the systematic use of assessment data, at the District, school, grade, class, and individual level will guide decisions about the allocation of resources and intensity of instruction/intervention needed to improve learning and/or behavior [State Board of Education Rule 6A-6.03018; 34 C.F.R. Florida Statute §300.307 (a)(2); School Board Policy 2210, 5410, & 5410.01].

The principal of a school is responsible for making and maintaining required records and reports and providing leadership for instruction that meets the needs of all students (Florida Statute § 1001.54; Florida Statute § 1012.28). Teachers are responsible for providing effective instruction, embedded academic support, and documenting students' mastery of the above Standards.

The District incorporates the Next Generation Sunshine State Standards/B.E.S.T. Standards or Core Content Connectors found in this School District Student Progression Plan [State Board of Education Rule. 6A-1.09401(2)].

It is the policy of the Hernando County School District not to illegally discriminate or allow its employees to illegally discriminate and prohibits any and all forms of discrimination and harassment based on race, color, ethnicity, religion, national origin, sex, age, gender, marital status, disability, genetic information, lack of English language skills or other basis prohibited by law in any of its programs, services, activities or employment practices.

For questions regarding equity within the school system, please contact

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I. ENTRY AND ATTENDANCE REQUIREMENTS

A. INITIAL ENTRY REQUIREMENTS

It is the responsibility of parents/guardians of students entering Hernando County public schools for the first time to present the following at the time of registration:

1. A valid birth certificate or other documentation of birth (Florida Statute § 1003.21); **Florida Statute §1003.21(4)**

Before admitting a child to kindergarten, the principal shall require evidence that the child has attained the age at which he or she should be admitted in accordance with the provisions of subparagraph (1)(a)2. The School District Superintendent may require evidence of the age of any child whom he or she believes to be within the limits of compulsory attendance as provided for by law. If the first prescribed evidence is not available, the next evidence obtainable in the order set forth below shall be accepted:

- (a) A duly attested transcript of the child's birth record filed according to law with a public officer charged with the duty of recording births;*
- (b) A duly attested transcript of a certificate of baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent;*
- (c) An insurance policy on the child's life that has been in force for at least 2 years;*
- (d) A bona fide contemporary religious record of the child's birth accompanied by an affidavit sworn to by the parent;*
- (e) A passport* or certificate of arrival in the United States showing the age of the child;*
- (f) A transcript of record of age shown in the child's school record of at least 4 years prior to application, stating date of birth; or*
- (g) If none of these evidences can be produced, an affidavit of age sworn to by the parent, accompanied by a certificate of age signed by a public health officer or by a public school physician, or, if these are not available in the county, by a licensed practicing physician designated by the School District School Board, which states that the health officer or physician has examined the child and believes that the age as stated in the affidavit is substantially correct. Children and youths who are experiencing homelessness and children who are known to the department, as defined in s.39.0016, shall be given temporary exemption from this section for 30 school days.*

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

2. Certification of a physical/health examination to be submitted at the time of registration (Florida Statute § 1003.22; School Board Policy 2210; recommended form: DH 3040– Refer to *Health Requirements*).
3. Proof of residence- For a student assigned to a school based on the student's residence under School Board Policy 5120, parent(s)/guardian(s) **must** provide proof of residence to show that the student resides within the boundary of the school to which he/she is applying by presenting documentation, such as lease, mortgage or utility bill.
4. A certificate of immunization (Florida Statute § 1003.22). Students will not be admitted into class without proof of immunization.
5. **-It is not the role of the school system to adjudicate parental disputes on questions of legal custody. School personnel will assume that the enrolling parent has legal custody of a child. Any parent(s)/guardian(s) seeking to restrict or modify the other parent's access to a student or that student's educational records must provide a certified court order supporting such restriction. Individual situations and all questions regarding the status or guardianship will be submitted to Board Counsel for final determination.**

Students who are without a fixed, regular and adequate nighttime residence are considered as children and youths who are experiencing homelessness [Florida Statute § 1003.01 (12); State Board of Education Rule 6A-6.063411 (1) (s)]. According to the McKinney- Vento Act, [Section 725) 42 U.S.C.A. Section 11432 (g) (3) (A)-(C)], homeless students are to be immediately enrolled in the school the local education agency (LEA) determines to meet the “best interest” of the child. Homeless children must be admitted to the school where they or their families reside [Florida Statute §1003.21(1)(f)]. Arrangements are to be made for immunization, transportation and all other school services. Appropriate student school and grade level placement as well as completion of required immunization and physical examination shall occur within 30 days of enrollment (School Board Policy 5111.01). A student who is emancipated and provides sufficient documentation to the principal is not required to live in a residence with an adult authority as a condition of admission to school.

A School District of Hernando County *Emergency Contact* form (SO-SS-031) must be completed at the beginning of each school year by the student's parent(s)/guardian(s). School personnel are strictly prohibited from requesting/requiring documentation of the immigration status of students and families. **It is the responsibility of the parent(s)/ guardian(s) to notify the school, in writing, promptly of any change of a student’s address and/or phone numbers.** It is vital that this information be available to the school personnel in the event of a student becomes suddenly ill or involved in an emergency situation. Parent(s)/guardian(s) are requested to designate emergency contact person(s) who will pick up their student if the need ever arises. The name and phone numbers of the emergency contact person(s) must be included on the Emergency Information Card.

B. HEALTH REQUIREMENTS

All new students seeking entrance into a public school in Hernando County are required by *Florida Statute §1003.22* and School Board Policy 5112 to present, at the time of entry, valid documentation that they have received the required immunizations against the communicable diseases identified by the Hernando County Health Department or provide a *Certificate of Medical Exemption* (temporary or permanent), or a *Certificate of Religious Exemption* based on medical reasons or religious tenets. The *Certificate of Religious Exemption*, DH Form 681 is available only through the Hernando County Health Department. It is not available from private physicians. There is no grace period for any immunizations or physical examination requirements unless the student is eligible under the McKinney-Vento Homeless Education Assistance Act. The required immunizations and dosages for students are as follows:

1. Immunization Requirements for Entry into Grades K through 12

Type	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
DTAP	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Polio*	√	√	√	√	√	√	√	√	√	√	√	√	√	√
MMR*	√	√	√	√	√	√	√	√	√	√	√	√	√	√
HEP B series	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Varicella*	√	√	√	√	√	√	√	√	√	√	√	√		
HIB*	√													
Td/Tdap Booster*									√	√	√	√	√	√

Tdap = tetanus/diphtheria

* Dosage as indicated for age.

One of the following Florida Certification of immunization certificates must be presented to the school at the time of enrollment and prior to attending school except for students experiencing homelessness. NO EXCEPTION IS PERMITTED.

- Documentation of Immunization.....DH Form 680 (July 2010), Part A-1
- Documentation of Temporary Medical ExemptionDH Form 680, Part B
- Documentation of Permanent Medical ExemptionDH Form 680, Part C
- Documentation of Religious Medical Exemption.....DH Form 681

No student may attend school before a record of immunization is received

Recommended Adolescent Vaccination

Meningococcal Disease is a serious bacterial infection that can lead to swelling of the lining around the brain and spinal cord. While these infections are rare, bacterial meningitis is highly contagious. According to the Centers for Disease Control (CDC), of those adolescents who become infected, 10% will die and 15% will have long-term problems as a result of the infection. Meningococcal conjugate vaccine (MCV4) provides protection against these infections. The CDC recommends that 11 – 12 year-olds receive a single shot of this vaccine during their routine physician visit. If your teenager missed getting the vaccine at his/her check-up, ask the doctor or health department about getting it now.

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

300 South Main St.
Brooksville, FL 34601
(352) 540-6800

7551 Forest Oaks Blvd.
Spring Hill, FL 34606
(352) 540-6800

2. Physical/Health Examination - All new students seeking entrance into a public school in Hernando County are required by *Florida Statute § 1003.22* and School Board policy to present, at the time of entry, valid documentation that they have received a health examination performed within one (1) year prior to enrollment.

EXPLANATION OF PHYSICAL EXAMINATION REQUIREMENTS

STUDENTS	PHYSICAL EXAMINATION
Hernando County	Required for Pre-K, Kindergarten and 7 th grade
Transfers within Hernando County (including private schools)	Review DH Form 3040 and DH Form 680 for documentation.
Transfers within Florida	Required for Kindergarten Review and file DH Form 3040 and DH Form 680 in the cumulative folder for documentation.
Transfers from another state or country	Required for all grades Physicals presented on forms from another state are acceptable if they include all components covered on DH Form 3040.** Must have been performed within one year of enrollment unless exempt based on a written request for religious reasons.
Homeless students may receive a temporary 30-day exemption.	

**DH Form 3040 - *State of Florida Health Examination Form*

3. Health Consent Form - House Bill 1557 Parental Rights in Education states " At the beginning of the school year, each school district shall notify parents of each healthcare service offered at their student's school and the option to withhold consent or decline any specific service.

C. MINIMUM AND MAXIMUM AGE LIMIT

1. VPK Age Entry- Entering VPK students must attain the age of 4 on or before September 1 of the school year for which entry is sought.
2. Kindergarten Age Entry - Entering kindergarten students **must** attain the age of 5 on or before September 1 of the school year for which entry is sought. [Florida Statute §1003.21 (1) (a) 2. Every elementary school provides opportunity for early registration beginning on April 1st, tours and resources for students entering kindergarten.
3. First Grade Age Entry - Entering first grade students must attain the age of 6 on or before September 1st of the school year for which entry is sought. [Florida Statute §1003.21 and Hernando County School Board Policy 5111]. The following requirements will apply.
 - a. Previous enrollment and attendance in a Florida public school;
 - b. Satisfactory completion of kindergarten requirements in a non-public school; or
 - c. Previous attendance in an out-of-state school in which he/she was admitted on the basis of age requirement established by the state of residency.
3. Student Age 16 - A student who attains age sixteen (16) during the school year is not subject to compulsory school attendance beyond the date upon which he/she attains that age if the student files a formal declaration (SO-SS-048) of intent to terminate school enrollment with the School District . The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and must be signed by the exiting student and the student's parent/guardian. The School District must notify the student's parent of receipt of the student's declaration of intent to terminate school enrollment [Florida Statute §1003.21 (1)(c)]. **The student's certified school counselor or other school personnel must conduct an exit interview with the student to determine the reasons for the student's decision to terminate school enrollment and the actions that could be taken to keep the student in school.** The student must be informed of opportunities to continue his or her education in a different environment, including but not limited to, adult education and GED test preparation. Additionally, the student must complete a survey in a format prescribed by the Department of Education to provide data on student reasons for terminating enrollment and actions taken by schools to keep students enrolled [Florida Statute § 1003.21 (c)].
4. Student Age 18 - A student who attains age eighteen (18) during the school year is not subject to compulsory school attendance beyond the date on which he/she attains that age, provided that the student files the required Declaration of Intent to Terminate Enrollment (District form SO-SS-020).
5. Exceptional Student Education (ESE) Eligible Students - Exceptional Student Education (ESE) Eligible Students (State Board of Education Rule 6A-6.03028 (1) F.A.C- A student with a disability shall be considered to be "in a continuous study program" when that student's Individualized Education Program (IEP) requires continued services by the School District.

Graduation with a standard diploma, regardless of age, constitutes cessation of Free and Appropriate Public Education (FAPE) and a change in placement, requiring prior written notice.

Students with disabilities continue to be eligible for FAPE through the end of the day on which the student turns age twenty-two (22) if they have not earned a standard diploma, even if they have earned a General Education Development (GED) credential (Title 34, Code of Federal Regulations (CFR) Section, 300.102 (a) (3) (iv))

6. Students with an Active Section 504 Plan (Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104) - Students with a Section 504 Accommodation Plan must be "of school age" to continue receiving elementary and secondary educational services under Section 504. **The Section 504 team must review the plan annually.**
7. Compulsory Attendance Age - Each parent or legal guardian of a child within the compulsory attendance age is responsible for the child's school attendance as required by law. (Florida Statute § 1003.24; School Board Policy 5200). Except as provided in Florida Statute § 1003.24 and State Board of Education Rule 6A-1.09513, all students are expected to attend school regularly and to be on time for classes in order to benefit from the instructional program and to develop habits of punctuality, self-discipline and responsibility (Florida Statute § 1003.21).

Any further exception to this maximum age provision shall be made by the Superintendent on the recommendation of the principal of the high school involved, or the Director of Exceptional Student Education in the case of an exceptional child.

D. GENERAL TRANSFER INFORMATION (State Board of Education Rule 6A-1.09941).

Parents of public school students may seek whatever public educational choice options that are applicable and available to students in their school districts. These options may include virtual instruction programs, charter, magnet schools, alternative schools, special programs, Advanced International Certificate of Education, Advanced Placement, Dual Enrollment, International Baccalaureate, Opportunity Scholarship and McKay Scholarship, etc. (Florida Statute § 1002.20) Parents who wish for their child to attend a school other than their zoned school must follow the district's Choice Plan which is available online.

All students who have been approved for a transfer to another school outside of their attendance zone are required to complete a withdrawal form. The school initiating the transfer must complete the form indicating that all obligations were met. The receiving school will not accept transfers without the proper documentation. The parents of students being bused for desegregation purposes may put a request in writing to the Exceptional Student Support Services Department objecting to busing. When a parent makes such a request in writing, that student shall attend his/her zoned school. A student that is found to be attending a school other than the zoned school without permission will be required to return to their zoned school immediately unless an extension is granted by the principal. In any case, the extension cannot exceed the current grading period.

Note: Students participating in sports will need to refer to the Athletic Handbook for more details

1. Kindergarten and First Grade Students - A child who transfers from another state shall be admitted under the same age requirements as established in the state where he/she previously resided.
2. Students-Grades 2-5 - A student in grades 2-5 who transfers from any other public or private school in the United States or a foreign country is placed in comparable classes, and all records from the previous school are accepted.

Third grade students who transfer from any public or private school in the United States or a foreign country after the current year's statewide, standardized English Language Arts assessment administration must show good cause for promotion prior to being promoted to fourth grade (refer to the explanation for good cause exemption from mandatory retention for reading at grade 3) [Florida Statute §1008.25]. If the transfer occurs after the current school year, and there is proof of promotion (report card) from the previous school, the student may be promoted based on this information.

3. English Language Learners (ELL) Students (State Board of Education Rules 6A-6.0900-6.09091 and 6A-6.0905) A transferring ELL student will be identified and assessed to determine eligibility for services in accordance with State Board of Education Rule 6A-6.0902 (1) and (2).

All international transcripts will be evaluated at the district level by the ESOL Coordinator and/or the Director of the Elementary or Secondary Programs within five (5) days of enrollment. The ESOL coordinator/contact person and the certified school counselor/administrator will review the educational background of the transferring student to determine appropriate grade level, subject, and ESOL program placement [State Board Education Rule 6A-6.0902 (3) (b)]. Parental input regarding educational background should be taken into consideration especially when transcripts, records or report cards are not readily available. Placement based on age either because of lack of information about prior schooling (no transcript or report card) or prior schooling does not meet grade level requirements will result in an ELL Committee meeting. An administrator or administrator's designee must be part of the English Language Learners committee making the placement decision.

Parents have the right to have their child immediately removed from a language instruction educational program and to decline to enroll the student in such a program or choose other instructional options, if available. A "language instruction program" means an instructional course (ex: Supplemental Title III Extended Day/Year programs or Developmental Language Arts Through ESOL/English Language Development courses) in which an ELL is placed for the purposes of developing and attaining English proficiency and which may make instructional use of both English and a child's heritage language (State Board Rule 6A-6.0902).

ELL students are scheduled into courses that fulfill graduation requirements based on the School District Student Progression Plan, and on completed academic coursework, regardless of the language in which the coursework was done.

School Board policy provides flexibility to school staff in making academic placement decisions on behalf of students and parents. Parents/guardians may appeal academic placement decisions to the principal.

4. Students with an Active Section 504 Plan (Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104) - A transferring student with an active Section 504 Accommodation Plan is a student who was previously enrolled in any other school or agency with an active Section 504 Accommodation Plan and who is enrolling in a Florida School District. Upon notification that a transferring student has an active Section 504 Accommodation Plan, the receiving school **must** review and revise, as necessary, the existing active Section 504 Accommodation Plan.

A Section 504 Team must meet annually to determine if an otherwise qualified student's mental

and/or physical impairment substantially limits one or more of the student's major life activities. Examples of major life activities include learning, walking, seeing, hearing, speaking, and/or breathing. A student need only be substantially limited in one major life activity to qualify for Section 504 eligibility.

5. Exceptional Student Education Eligible Students (ESE) - (State Board of Education Rule 6A-6.0334) - A transferring ESE-eligible student is a student who was previously enrolled as an ESE- eligible student in any other school or agency and who is enrolling in a Florida School District, or in an educational program operated by the ESE Department through grants or contractual agreements.

The IEP Team will determine whether the kindergarten screening tool is appropriate for transferring ESE-eligible kindergartners.

For each ESE-eligible student who transfers to a new Florida school district and enrolls in a new school, who had an Individualized Education Program (IEP) or Educational Plan (EP) that was in effect in a previous Florida School District, the new Florida School District, in consultation with the parents, must provide a FAPE to the student, as follows:

An ESE-eligible student with a disability who is transferring from one Florida public school district to the Hernando County School District who has a current IEP, or Education Plan (EP) for gifted students, will be placed in the least restrictive appropriate educational program(s) consistent with the plan and state education standards. The receiving school **must** review and may revise the current IEP/EP as necessary.

An ESE eligible student who is transferring from an out of state public school who has a current IEP/EP and evaluation data necessary to determine that the student meets Florida's eligibility criteria for special programs may be determined eligible and have an IEP developed for services in the appropriate educational program transfers to a Florida school district and enrolls in a new school within the same school year, the new Florida school district (in consultation with the parents or legal guardians) must provide the student with services comparable to those described in the student's gifted plan from the previous school district, until the new Florida school district develops, adopts and implements of Rule 6A-6.030191, F.A.C. Students who transfer with gifted eligibility from another state do not need to meet the requirements of Rule 6A-6.03019, F.A.C. for continued services.

- (a) The new school district is not required to obtain parental consent for the initial provision of services for transferring gifted students determined eligible for services in Florida under this rule.
- (b) For the purposes of this rule, a gifted plan could include documentation from the previous school district in another state that the student was determined eligible for gifted services in accordance with the applicable requirements of that district or state and was receiving gifted services.

An ESE eligible student who is transferring from out of state and does not have the evaluation data necessary to determine that the student meets Florida eligibility criteria for special programs will have an IEP development for services in the appropriate educational program(s) and be referred for initial evaluation to gather the data needed to determine eligibility.

6. International Exchange Students (School Board Policy 5114) - For the purpose of the cultural experience, Foreign Exchange students may be enrolled in HCSD, but are NOT eligible for diploma options. Each high school **may** accept up to **one-half of one percent (.5 of 1%)** of its total student population as foreign exchange students each year on a first come, first served basis. It is recommended that different countries be represented

Foreign Exchange students must be sponsored by an accredited foreign exchange visitor agency which has been recognized and approved by the United States Information Agency (USIA) and the Council on Standards of International Travel (CSIET). In addition, the sponsoring organization must receive school enrollment authorization for placements each year prior to contacting potential host families - and follow school policy.

Out-of-county transfers will not be accepted unless the host family has relocated into Hernando County. Schools will accept in-district foreign exchange transfers following the District's transfer procedure. The principal or principal's designee will be responsible for ensuring that the student complies with School Board Policy 5114. **Rules regarding educational choice and schools over capacity also apply to foreign exchange students.**

Note: Eligible foreign exchange students will be placed in grades 10 or 11 only. The duration of time will be for one year only. Foreign exchange students are not eligible for a HCSD high school diploma.

- a. All Foreign Exchange students must meet the following eligibility requirements:
- i. Have not received a terminal degree from a high school
 - ii. Be at least 15 years of age on the date of enrollment and not older than 18 ½, which is the maximum age specified in Council on Standards for International Educational Travel (CSIET) policy. A passport or visa is required for verification of birth and J-1 visitor status.
 - iii. Have the required passport for verification of birth and J-1 visitor status.
 - iv. Have sufficient command of the English language to enable the student to function well in an English-speaking academic and community environment. The student or sponsor must provide a copy of the test records for the State approved Programmatic Assessment showing proficiency in all four domains (reading, writing, listening, and speaking). In the event that tutoring/ESL help is needed, the organization will make arrangements and ensure that the student accepts financial responsibility for it. (Foreign exchange students will **not** be eligible to receive ESOL services)
 - v. Have appropriate medical and accident insurance coverage that meets U.S. Department of State guidelines.

b. Procedures for Admission of Foreign Exchange Eligible Students

Step 1: The sponsoring organization must apply for and obtain written approval from the district office for admission of the students by July 1st for a full academic year of study or by November 15th for second semester participation. The application shall include:

1. District application Form
2. Foreign Exchange Student Organization Agreement Form
3. Proof that the Organization has "Full Listing" status on the most current CSIET Advisory List
4. Proof of J-1 Exchange Visa
5. Proof of birth certificate or passport showing that the student will be at least fifteen (15) years of age but not having attained eighteen and a half (18.5) prior to attending a Hernando County School

6. Proof that the student is proficient in the English language (reading, writing, listening, and speaking) to function in an English-speaking academic environment (test scores)
7. Student's essay in English
8. The student's translated school transcript stating the grades earned in the State of Florida transcript format certified by the student's home school. Include a brief course description which lists the exact title of the subject ("Algebra" – NOT "Mathematics") and describes the focus of the course(s)
9. The student's health record including proof of immunization as required by the district, any medical/physical restrictions and a recent physical exam with proof of required immunizations
10. An assurance of appropriate medical insurance coverage

Step 2: Following the district office review, the agency representative will be notified no later than July 15th or November 30th respectively. At the time of application, it shall be determined whether the student will be enrolled in Grade 10 or 11. Preferred registration date and elective course choices will accompany the confirmation notice.

Step 3: The host family must make arrangements to enroll the student on the pre-arranged date or prior to the second week of school.

- c. **Enrollment, Scheduling and Orientation** - The exchange student, accompanied by a representative of the sponsoring organization and a member of the host family, will meet with the appropriate certified school counselor to enroll the student. An orientation designed to acquaint the student with the school and the rules governing the behavior of all students will be provided by the school staff. The student will be expected to follow school rules and to participate fully in the educational program provided. Since foreign exchange students do not meet all of the graduation requirements of the state of Florida, they are **not** eligible to receive a diploma from a Hernando County school. In the interest of providing a typical American high school program of study, enrollment in the following subjects is recommended:

<u>10th</u>	<u>11th</u>
English II	English III
World History	US History
Mathematics	Mathematics
Science	Science
Elective	Elective
Elective	Elective

- d. **Suggested Electives** - Fine Arts, World Language, ROTC, Physical Education, Career and Technical Education.
- e. **Career and Technical Education** -Students on a J-1 visa will NOT be eligible to participate in any work-study programs.
- f. **District/Statewide Assessment** - Foreign Exchange students must participate in all grade level /subject area assessments [Florida Statute § 1008.22 (3)].
- g. **Compliance with Policies and Supervision** - Each foreign exchange student is expected to comply with the policies of the Hernando County School District, including the Student Code of Conduct, and with all other legal provisions pertaining to the student. It is the sponsor's responsibility to resolve problems that arise among the student, the host family and/or the school including, if necessary, the changing of the host family or the return of the exchange student to his/her country in the event that any differences cannot be reconciled. The principal or principal's designee will notify Student Services of any suspected neglect of the student on

the part of the host family. Student Services will notify the sponsor organization of any non-compliance status.

- h. **Financial Support** - School-related expenses are the responsibility of the sponsoring organization or the host family.
 - i. **Athletic Eligibility** - Students will be governed by the Florida High School Activities Association rules and regulations regarding participation in interscholastic athletic competition. Sponsoring organizations shall not knowingly be a party to seeking out or permitting placements initiated by a host family, a school, a student or his/her parent(s)/guardian(s) or any other interested party based on athletic abilities.
7. Out of State Students - Students who enter a Florida public school in the eleventh or twelfth grade from out of state or from a foreign country shall not be required to spend additional time in a Florida public school in order to meet the high school course requirements if the student has met all requirements of the school district, state, or country from which he or she is transferring. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition. However, to receive a standard high school diploma, a transfer student must earn a 2.0 grade point average and meet the requirements (Florida Statute §1003.433; Florida Statute § 1003.4282;<http://www.fldoe.org/academics/graduation-requirements/>)

Third grade students who transfer from any public or private school in the United States or a foreign country after the current year's statewide, standardized English Language Arts assessment administration must show good cause for promotion prior to being promoted to fourth grade (refer to the explanation for good cause exemption from mandatory retention for reading at grade 3) [Florida Statute §1008.25]. If the transfer occurs after the current school year, and there is proof of promotion (report card) from the previous school, the student may be promoted based on this information.

8. Within State Students - The grade or course placement of students transferring from Florida non-public schools or home education programs will be determined by the evaluation of the student's record. Grade placement on the transcript from the sending school must be honored and credits should be interpreted to meet the promotion and graduation of the cohort.

Third grade students who transfer from any public or private school in the United States or a foreign country after the current year's statewide, standardized English Language Arts assessment administration must show good cause for promotion prior to being promoted to fourth grade (refer to the explanation for good cause exemption from mandatory retention for reading at grade 3) [Florida Statute §1008.25]. If the transfer occurs after the current school year, and there is proof of promotion (report card) from the previous school, the student may be promoted based on this information.

9. Within District Students – The registrar at the receiving school may contact the withdrawing school to release the records for the purpose of facilitating the transfer of students between schools within the district. However, the parent must ensure the return of all materials issued to the student. Materials not returned to the withdrawing school will result in a notice of obligation on the student's record and may prevent the student from participating in extracurricular activities.

When a Full Time student withdraws from Hernando eSchool in grades 6-12 to return to a zoned school prior to completing a course, Hernando eSchool will calculate a grade based on all assignments and will send zoned school a form with current grade.

10. Within School Transfer - A parent whose student is assigned an out-of-field teacher may request that his or her child be transferred to an in-field classroom teacher within the school and grade in which the student is currently enrolled. The school district must approve or deny the parent's request and transfer the student to a different classroom teacher within a reasonable period of time, not to exceed 2 weeks, if an in-field teacher for that course or grade level is employed by the school and the transfer does not violate maximum class size pursuant to s. 1003.03 and s. 1, Art. IX of the State Constitution. If a request for transfer is denied, the school must notify the parent and specify the reasons for the denial. This requirement does not provide a parent the right to choose a specific teacher.
11. Military Personnel Dependent Children (Florida Statute § 1003.05) - Students of military families who enter Grade 12 from out-of-state or from a foreign country and provide satisfactory proof of attained scores on an approved alternative assessment that is equivalent to a passing score on the Grade 10 Florida Statewide Assessment (FSA), shall satisfy the assessment requirement for a standard high school diploma. For additional information on the Interstate Compact on Educational Opportunities for Military Children, (<http://www.fldoe.org/academics/exceptional-student-edu/military-families>) see F.S. 1000.36

E. ATTENDANCE REQUIREMENTS

School attendance is the direct responsibility of the parent(s)/guardian(s) and students. ([Florida Statute §1003.24]; (School Board Policy 5200) Except as provided in Florida Statute §1003.24, and State Board of Education Rule 6A-1.09513, all students are expected to attend school regularly and to be on time for classes in order to benefit from the instructional program and to develop habits of punctuality, self-discipline and responsibility. [Florida Statute §1003.21] and (School Board Policy 5200)

At the secondary levels, teachers shall record absentees and tardies each period of the school day.

When the student is absent, each parent is responsible for notifying the school and for informing the school of the reason for the absence. Each student is also responsible for completing all work assigned in each course in which the student is enrolled. The following practices are intended to promote proper attitudes and encourage student responsibility.

- a. **High School:** All Students enrolled in the Hernando County School District are obligated to attend school regularly and punctually. **Based on the number of unexcused absences, students must have 10 or less unexcused absences per semester (in all classes), in order to maintain privileges and participate in extracurricular events to include but not limited to: parking, homecoming events, grad night, prom, dances, field trips, performances, athletics, and any other activity with attendance requirements.** A student must be reported as present for the entire school day (all class periods) in order to participate in extracurricular events, interscholastic competitions, performances, and practices. Exceptions may only be approved by the principal or principal's designee. **Alternative assignments are to be provided for students who are ineligible to attend field trips due to the attendance requirement. Excused absences will not be factored into the**

participation requirements. When an absence is excused, each student is also obligated to complete all work assigned in each course in which the student is enrolled.

Attendance reports can be accessed through Skyward.

- b. Middle School (grades 6-8) Students enrolled in grades 6-8 in the Hernando County School district are obligated to attend school regularly and punctually. Based on the number of unexcused absences, students must or less days unexcused absences per semester (in all classes) in order to maintain privileges and participate in extracurricular events to include but not limited to: dance, field trips, performances, athletics, and any other activity with attendance requirements. A student must be reported as present for the entire school day (all class periods) in order to participate in extracurricular events, interscholastic competitions, performances and practices. Exceptions may only be approved by the principal or principal's designee. Alternative assignments are to be provided for students that are ineligible to attend field trips and performances due to the attendance requirement. Excused absences will not be factored into the participation requirements. When **an absence is excused**, each student is also obligated to complete all work assigned in each course in which the student is enrolled.

Attendance reports can be accessed through Skyward

- c. High school students are awarded credit based on instructional hours. One full credit means a minimum of 135 hours of bona fide instruction in a designated course of study or a minimum of 120 hours of bona fide instruction in a block schedule approved by the district school board [Florida Statute §1003.436 (1a)]. Students participating in virtual instruction or the Credit by Acceleration (CAP) may not have to meet the minimum hour requirement.
- d. The Florida Legislature requires that schools report to the Department of Highway Safety and Motor Vehicles (DHSMV) the names, birth dates, gender and social security numbers of minors who attain the age of 14 and accumulate 15 unexcused absences within a period of 90 calendar days. The legislation further provides that those students who fail to satisfy attendance requirements will be ineligible to obtain or maintain driving privileges.

Poor academic performance is generally associated with non-attendance and school districts must take an active role in promoting and enforcing attendance as a means of improving student performance. It is the policy of the state that each district school superintendent be responsible for enforcing school attendance of all students subject to the compulsory school age in the school district (Florida Statute §1003.26). The following applies to all students:

1. Tardies - Punctuality is necessary for a student to take full advantage of available educational opportunities. If a student is not in the classroom when the tardy bell rings, he/she will be classified as tardy. A tardy to school will become an absence from that class if more than 25% of the class period is missed in secondary grades or 50% of the day in K-5 classes. A parent(s)/guardian(s) request for early release or late arrival will be an unexcused absence unless the release is for verified medical, dental treatment or other reasons defined for excused absences by the School Board.
2. Excused Absences - Parents or guardians can excuse up to five (5) days(**Personal Illness, Death in the Family, Doctor/Dentist Appointment, Religious Holidays, Trips/Vacations, School Sponsored Activities, College Visits, Court Appearance by Subpoena, Pediculosis**) per semester (half a year)

by providing a **written and signed note(s) within three (3) days of the student's return to class.** This shall also include prearranged absences. For more than (5) days of excused absences in any one class period, a doctor's note may be required. Extenuating circumstances may be addressed with the administration. The following absences are excused.

Personal Illness*: A note signed by the parent(s)/guardian(s) must accompany the student on his/her return to school explaining the student's illness. Notes must be received within three days after the student returns. The principal may agree to waive this three-day requirement. For long term illness, a doctor's excuse will be required.

Death in the Family*: A note signed by the parent(s)/guardian(s) must accompany the student on his/her return to school.

Doctor/Dentist Appointment: If at all possible, these appointments should be made after school hours.

Religious Holidays*: A student shall be excused from attendance in school in grades K-12 for observance of a religious holiday.

Trips/Vacations*: Trips or vacations with parent(s)/guardian(s) must be pre-arranged and approved by the principal's office, except in cases of emergencies. The principal or principal's designee shall make final determination and have the authority to limit the number of days for such absences **based on student's grades, prior attendance and the dates of the proposed trip/vacation. (Pre-arranged excused absences will not be approved during district and statewide assessments).**

School Sponsored Activities: School sponsored activities must be pre-arranged and approved by the principal's office.

College Visits*: Trips to visit colleges by juniors and seniors must be pre-approved by the principal's office.

Court Appearance by Subpoena: Absence due to a subpoena to appear in court is excused.

Pediculosis: When a child is discovered to have live lice, the first three days a child is sent home are excused. A child may be excused for lice for no more than nine days in any school year.

*Parent/Guardian notes can be provided for up to 5 times each semester to be an excused absence.

3. Unexcused Absences - Unexcused absences shall mean any absence that is not explained by a written and signed note from the parent(s)/guardian(s) citing one of the criteria for excused absence. If requested by school officials, a physician's note explaining the absence may be required. Absences without a parent(s)/guardian(s) note are unexcused. Absences without a Health Care Provider note (when required by the school) are unexcused. All absences shall be recorded as unexcused until proper documentation is received to change the absence to an excused absence within three (3) days of returning to school. **Please refer to make up work policy on page 43.**
4. Excessive Absences - A student who has a pattern of non-attendance may, upon the request of administration, be required to present a certificate of illness from a licensed physician. It is the responsibility of the student and parent(s)/guardian(s) to be aware of all absences and to be able to verify absences. Lack of notification by the school is not an acceptable excuse for not knowing the number of, and the penalty for, excessive absences. When a school administrator determines that a student's absences are excessive, the student's parent(s)/guardian(s) shall be contacted in an attempt to determine the reasons for the absence. If this does not correct the problem, a mandatory Child Study Team meeting will be held.

If the Child Study Team (Florida Statute § 1003.26) finds that a pattern of non-attendance is developing (5 unexcused absences within 30 days or 10 days within 90 days), the team along with

the parent(s)/guardian(s) will identify potential remedies. If the parent(s)/guardian(s) fails to attend the meeting, or appropriate interventions do not address the problem, the case may be forwarded to the state attorney for parental prosecution. If the absence is determined to be the fault of the student, the case may be forwarded to the Circuit Court for a CINS petition (Child in Need of Supervision). The principal or principal's designee shall also comply with the Driver's License Requirements regarding students with a driver's license.

5. Students on Homebound Services - If a student is confined to home or hospital, but is able to participate in and benefit from an instructional program, the student may be eligible for a hospital/homebound program. Complete information regarding the criteria for a hospital/homebound program can be found in State Board of Education Rule 6A-6.03020 and is available in "Exceptional Student Education Policies and Procedures (SP&P)" and State Board of Education Rule 6A-6.03411. Parents/Guardians should contact their child's Certified School Counselor for information.
6. Students with an Active Section 504 Plan (Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104) - If a student with a Section 504 Plan is excessively absent, a 504 Team should be convened to determine if the absences are caused by the disability of record in the active *Section 504 Accommodation Plan*. If the Section 504 Team determines that the absences are caused by the disability, the student's Section 504 Accommodation Plan **must** be re-evaluated as to the appropriateness of the current accommodations. The Section 504 Accommodation Plan must address any additional accommodations needed.

If the Section 504 Team determines that the absences are not caused by the disability, the student is treated in the same manner as a general education student. Documentation of the Section 504 Team meeting should be provided on the form entitled *Section 504 Accommodation Review/Dismissal meeting*.

7. Exceptional Student Education (ESE) Eligible Students - In the case of an ESE-eligible student with excessive absences, an IEP Team meeting **must** be conducted to determine whether or not the absences are related to the student's disability. Attendance data shall be reviewed and used as one indicator of a student's access to instruction [Florida Statute § 1003.26(1)].

If the IEP Team determines that the excessive absences **are** related to the student's disability, the IEP Team **must review** the current IEP and revise it to address attendance through an attendance goal. To the maximum extent possible, the student will be educated in the least restrictive environment.

If the IEP Team determines that the student's excessive absences **are not** related to the student's disability, the student will be treated in the same manner as a general education student.

8. Senior Student – The last day of school for **graduating seniors** will be 10 days prior to the last official day for all students as indicated on the district adopted school calendar.

F. STUDENT WITHDRAWAL

A student who leaves before the close of the school term shall receive grades on the withdraw form covering the periods in attendance. The parent(s)/guardian(s) of a student who leaves school during the last two weeks of the school year **must** show evidence (parent/guardian employment transfers, relocating, medical) that the withdrawal is necessary and the student **must** successfully complete examinations, as appropriate, prior to withdrawal. Principals are authorized to make arrangements for the administration of any tests or examinations, as appropriate.

1. Permanent Withdrawal - Students who withdraw from a face-to-face classroom instruction setting shall be given grades based upon the work completed while a member of the class. Partial grades are not issued for virtual instruction courses.
2. Voluntary Withdrawal - Upon receipt of parent(s)/guardian(s) permission, the student will receive a withdrawal form from the registrar office. Students will not be permitted to withdraw unless they are at least 16 years of age. If applicable, a student who withdraws from school must sign a ***Declaration of Intent to Terminate School Enrollment*** (SO-SS-042) indicating that they understand that withdrawing from school is likely to reduce their potential earnings. The principal or principal's designee will have a conference with the student to learn of the reason(s) for the withdrawal, and to complete a **student exit interview**. A conference with the parent(s)/guardian(s) will also be scheduled.

Parent(s)/guardian(s) of students 18 years old or older will not be notified of their student's decision to withdraw. If the student does become a dropout, accurate records should be maintained. Students should be informed of the possibilities open to them and should also be advised where and how to seek aid in finding employment.

If a student drops out of school without returning books and other property belonging to the school, parent(s)/guardian(s) should be notified and a request should be made to return all school property.

3. Withdrawals to Home Education Program - To withdraw a student for enrollment in a Home Education Program, custodial parent(s)/guardian(s) must notify the Superintendent or designee, in writing, of the intent to establish a Home Education Program within thirty (30) days of the establishment (F.S. 1002.41). **The notification of intent must be signed by the parent/guardian.** Parent(s)/Guardian(s) are responsible for returning textbooks, uniforms, school equipment, et cetera to the school. If items are not returned within thirty (30) days, a notice of obligation will be issued for the return of, or payment for, items and/or fees. **Student withdrawing to fulltime FLVS or eSchool are not Home Education Students.**

Note: Home Education Program students enrolling or re-enrolling in a public school system must meet current graduation and statewide assessment requirements for their cohort. Also see "General Transfer Information". **Home Education students are not issued a diploma in the state of Florida. Students who withdraw to Home Education and earn enough credits to graduate cannot be re-enrolled for the sole purpose of issuing a diploma.**

Home Education correspondence should be mailed to:
Hernando County School District
Supervisor of School Choice
919 North Broad St.
Brooksville, FL 34601

4. Withdrawals to Virtual Instruction Hernando eSchool – The full-time enrollment period for K-12 students runs 90 days from the district start date up until two weeks before the district start date. Students that register with Hernando eSchool after the enrollment period has closed will be coded as Homeschool students taking courses through eSchool.

5. Withdrawals due to Non-Attendance – W-15

Students may be withdrawn due to nonattendance using a W15 code. Each school is responsible for documenting strategies in compliance with Florida Statutes 1003.26 and 1003.27. Schools must document attempts to contact the student and family through a Child Study Team Process, contacting student and family and documenting attempts to improve attendance including sending an attendance officer to the home. Once a school documents the process, they will send to Student Services. Student Services will approve or deny the use of the W15 code for non-attendance.

Before requesting approval for the W15 (WD due to non-attendance) code, F.S. 1003.26 and 1003.27 lists criteria that school districts must follow. The school needs to:

- Provide documentation of parent calls to find out why student is not in school - F.S. 1003.26 requires parents to justify each absence of a student. Schools must contact the home in cases of unexcused absences from school, or for which the reason is unknown.
- Provide documentation sending out attendance officer to the home to make contact with parent to determine non-attendance reason (please provide copies of attendance officer documentation).
- Provide documentation from child study team meeting in regards to truancy. (for 16 year and under) F.S. 1003.26 states - 5 unexcused in a calendar month or 10 unexcused in 90 calendar days is criteria for referring the student to the school's child study team. Students 16 and 17 must have documentation of parent /student contact to address the attendance.
- All Attendance documentation should be kept in an attendance file in the cumulative file folder.

G. COUNSELING and ACADEMIC ADVISEMENT

Counseling services are direct supports provided by trained and certified personnel to assist students with personal/social adjustment issues that present barriers to learning and student safety or well-being. Counseling services are available to all students through the district's multi-tiered system of support and general education intervention procedures. Student services professionals employed by the district typically provide counseling and crisis intervention services. Section 1012.01(2)(b), Florida Statutes (F.S.), identifies school counselors, school social workers, and school psychologists as among the student personnel services staff with responsibility for addressing student personal and social adjustment, which includes counseling and crisis intervention.

Any student who may be deemed as a potential dropout or whose cumulative grade point average falls below a 2.0 shall receive advising on enrollment in career-themed courses, as well as options to participate in career and professional academies. These students must be provided in-person academic advising that includes information on career education programs by a certified school counselor, the school principal or his or her designee.

Academic advisement services are available for all students. These services include assistance with educational planning, interpretation of test scores, occupational information, career information, study help and any questions that students may want to discuss with a certified school counselor. Students wishing to visit the certified school counselor should follow the procedures established by their respective school.

1. Schedule Changes – In order to maximize instructional time, all schedule changes must adhere to drop and add dates for all brick and mortar classroom courses.
 - a. Teacher initiated drop/add period with administrative approval is 20 days from the first day of school year
 - b. Student initiated drop/add is the first 9 school days of the school year for course changes only.
 - c. Parent request for a schedule change must be made within the first 9 school days of the school year for course changes only.
 - d. Dual enrolled students must adhere to Pasco-Hernando State College (PHSC) or the postsecondary institution drop/add and withdrawal timeline. Students who drop or withdraw from a dual enrollment course are subject to:
 - Being placed in a high school campus course, or
 - Possible non-approval for future dual enrollment courses
 - e. Any senior taking 12 credit hours or more a semester in DE and/or taking 4 or more AP/IB/AICE courses a semester will be considered a full time student and does not need additional courses if student has met graduation requirements.
 - f. 11th/12th Grade Students in AP/IB/AICE Courses:
 - a. Students may request dropping a yearlong course within 5 days at the end of the first quarter to take another yearlong course. The principal must approve this drop.
 - b. Principals can approve dropping a yearlong course midyear and placing the student in a semester course within 5 days of the start of the 2nd semester.
2. Hardship Waiver Approval for Reduced Schedules - Reduced schedules may only be granted to high school **seniors** who are approved for a hardship by the administrative hardship committee and have earned:
 1. **at least two credits in accelerated coursework (AP, DE, IB, AICE)**
 - a. **Student must receive a college credit qualifying score on an AP, IB, or AICE Tests**
 2. **or completed a CTE program of study with an industry certification earned (a student may receive a reduced schedule if they are enrolled in the final year of their program of study and has earned an industry certification), and**
 3. **a minimum 2.0 GPA, and**

4. all testing requirements met. (Level 3 on the Grade 9 Algebra 1 EOC and Grade 10 ELA FSA or concordant/comparative scores), and
5. maintained 10 days or less per semester attendance rate during the previous year(in all classes)

If a hardship waiver is granted:

- a. Students must have a signed hardship waiver form on file.
- b. Students are required to sign in and sign out when entering and exiting campus.
- c. Students may not be on campus during class periods designated as “reduced” on their schedule.
- d. Students must provide their own transportation in regards to reduced schedules. If transportation becomes unavailable, the reduced schedule will be revoked and replaced with a regular schedule.
- e. Reduced class periods may only be at the beginning or end of the school day.
- f. Reduced schedule changes must adhere to the same timelines for drop/add. Students meeting the above criteria during the school year will have the opportunity to have their schedule reevaluated. If eligible, the reduced schedule may not impact the CTE course.

Note: Students who qualify for a reduced schedule and meet requirements for dual enrollment are encouraged to participate in the Early Admission Program. Refer to the Dual Enrollment Handbook for the minimum number of credits for Early Admission. These students will continue to have the same privileges afforded to students in their cohort to include honors recognition and participation in extracurricular activities.

II. INSTRUCTIONAL PLAN

The School District of Hernando County Curriculum incorporates the strands, performance standards and benchmarks that delineate student performance standards as defined by the Florida Department of Education Next Generation Sunshine State/B.E.S.T. Standards. (Florida Statute §1001.41; Florida Statute § 1003.41; State Board of Education Rule 6A-1.09401). The curriculum includes benchmarks for:

Elementary	Secondary
English Language Arts	English Language Arts
Mathematics	Mathematics
Science	Science
Social Studies	Social Studies
Physical & Health Education	Physical & Health Education
Visual & Performing Arts	Visual & Performing Arts
World Languages	World Languages
Career and Technical Education	Career and Technical Education

Note: See Appendix A for progression charts

Instruction will be provided in a setting that emphasizes integration and reinforcement of reading, writing, speaking, listening and mathematics skills across all subjects. In addition, course descriptions or frameworks are provided for each course. These course descriptions meet the requirements of State Board of Education Rules 6A-1.09412 and 6A-1.09441. District-adopted textbooks and/or instructional materials are provided for all schools. School credit is not awarded for any course not supported by a curriculum description/framework provided by the School District. [Florida Statute § 1006.28(1)(a)].

The schools offer a wide range of courses in all disciplines. Courses are provided to meet the needs of

all students [Florida Statute § 1003.42 (1)]. Courses may be year- long or a semester in length. With the exception of certain dual enrollment courses, one- half (½) credit is awarded for passing a semester in each course. Additionally, schools may offer curriculum that are integrated or stand alone. No credit is awarded solely on the basis of participation in extracurricular activities.

A. SPECIAL PROGRAMS

All students in the Hernando County School District are eligible for consideration and participation in all special programs. Any student who requests and is granted special attendance to a school for a special program shall be responsible for his/her own transportation and must maintain satisfactory academic performance, attendance and behavior. A student who is not progressing or does not meet the guidelines for the program or withdraws from the program will be required to return to his/her zoned school.

Note: Students who are required to return to his/her zoned school for any reason must refer to the Athletic Handbook for rules governing future participation.

1. CAPE Digital Tools Certificates (CAPE) – Elementary and middle schools may offer curriculum that result in attainment of CAPE Digital Tool Certificates. The curriculum targets skills to include digital skills that are necessary to the student's academic work and skills the student may need in future employment (Florida Statute § 1003.4203). The skills must include, but are not limited to: word processing; spreadsheets; presentations, including sound, motion, and color presentations; digital arts; cybersecurity; and coding. The certificates must be consistent with CAPE industry certifications on the CAPE Industry Certification Funding List.
2. Career and Technical Education (CTE) – Middle and high school students may enroll in courses that are part of an overall program of study designed to prepare students to be successful in the workforce and equip them to make informed decisions about future college and career pathways. CTE offers students opportunities to earn highly valued industry certifications and to develop a multitude of skills while experiencing rigorous curriculum with real world applications. CTE students who complete a Program of Study are eligible for many scholarships, including the Gold Seal Bright Futures Scholarship.
3. Junior Reserve Officers' Training Corp (JROTC) - The Junior Reserve Officer Training Corps (JROTC) is a cooperative between the school district and the military. The program prepares high school students for leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. This program is conducted at accredited secondary schools throughout the nation, by instructors who are retired Navy, Army, Air Force, Marine Corps, and Coast Guard officers and enlisted personnel. Classroom instruction is augmented throughout the year by community service activities, drill competition, field trips, marksmanship training, and other extra-curricular activities. Cadets are required to participate in civic service, wear a uniform and dress up at least twice a month.

B. SERVICES

1. English for Speakers of Other Languages (ESOL) (State Board of Education Rules 6A-6.0902, 6A-6.0903; 6A- 6.0904; 6A-6.0908) - Students who are identified as ELLs **must be** provided **equal access** to the general curriculum. The general education standards and benchmarks should be the basis of their curriculum. ELLs are placed in courses based on need and eligibility, regardless of their English language proficiency. The individual student's English Language Learner Plan documents the

student's English Language proficiency level. Instructional strategies are required to ensure the student an equal opportunity to master the general education curriculum. See Hernando County School District's Plan for Services to English Language Learner (ELLs) for a full explanation of services and models.

With appropriate instructional support, strategies, accommodations and adaptations, grades for ELL students should be reflective of the students' academic progress. ELLs should not receive failing grades strictly due to limited English-language proficiency. With instructional support, ELL students should be experiencing some measurable success in grade level content.

ESOL Instruction provided to English Language Learners in the elementary grades who are classified as non-English speakers may be grade by S, N, or U during their first year of receiving ESOL services as determined by the ELL Committee.

2. Students with an Active Section 504 Accommodation Plan (Section 504 of the Rehabilitation Act of 1973, 34 C.F.R. Part 104) - Any alteration to the delivery of instruction or student assignments for a student with an active Section 504 Accommodation Plan is the decision of the Section 504 Team, if it is addressed in the Section 504 Accommodation Plan. Parent(s)/guardian(s) of a student with an active Section 504 Accommodation Plan must be notified of any proposed changes to the Section 504 Accommodation Plan, and must be given the opportunity to provide input on decisions made by the 504 Team. Thus, the individual student's Section 504 Accommodation Plan documents the accommodations and/or modifications that are required to ensure that the student has an equal opportunity to access the general education curriculum.
3. Exceptional Student Education (ESE) - Pursuant to School Board Policy 2460, IEPs for students with disabilities, who are enrolled in an Exceptional Student Education (ESE) program, must specify the specifically designed instruction and related services that are necessary to meet each student's unique needs. See State Board of Education Rule 6A-1.09961 & 6A-6.03028, F.A.C and the ESE Standard Policy & Procedures (SP&P). All students **must** be given access to the general curriculum as defined in relation to their unique needs and abilities and as delineated on each student's IEP. For the majority of these students, the general education standards and benchmarks should be the basis of their curriculum. For some students, modified standards and/or Access Points in one or more content areas may be more appropriate (see State Board of Education Rule 6A-1.09414 for course descriptions).

In all cases, the IEP Team, which includes the parents, makes special program placements and the educational decisions. The IEP Team develops a statement of measurable annual goals, including benchmarks or short-term objectives related to meeting the student's needs that result from the student's disability. The IEP should enable the student to be involved in and progress in the general curriculum, or for preschool children, as appropriate, to participate in appropriate activities, as well as meeting each of the student's other educational needs that result from the student's disability (State Board of Education Rule 6A-6.03028).

In particular, the IEP Team should draft benchmarks or short-term objectives for students with disabilities who take alternate assessments aligned to Florida Standards connectors, or any other student with a disability, at the discretion of the IEP Team (State Board of Education Rule 6A-6.03028). The IEP may specify whether *accommodations/**modifications are necessary in the areas of curriculum, instruction, and assessment provided that the accommodations or

modifications do not include modifications to the curriculum descriptions/frameworks or student performance standards. The IEP must be implemented as developed by the IEP Team. The IEP contains an explanation of the extent, if any, to which the student will participate with non-disabled students in the general education class (SP&P 95-103).

A student with a disability may only be removed from the general education environment if the nature and/or severity of the disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily. (SP&P 108-168).

The IEP for each student with a disability must include during the student's eighth (8th)- grade year or during the school year of the student's fourteenth (14th) birthday, whichever comes first, a statement of which course of study the student is pursuing (State Board of Education Rule 6A-6.03028). Beginning by the student's sixteenth (16th) birthday (or younger, if determined appropriate by the IEP team), the IEP must include a statement of needed transition services for the student including, if appropriate, a statement of the interagency responsibilities or any needed linkages. The School District must invite the student to that meeting, as well as any other agency representative necessary or helpful to assist in the student's post-secondary transition. Consent from a parent or the student that has reached the age of majority is required in order to invite an agency representative to attend (State Board of Education Rule 6A-6.03028).

Programs for students with disabilities are defined by the diploma options identified in each student's Individualized Education Plan (IEP).

**Accommodations are changes that can be made to the way students learn and how they are tested. They describe changes in format, response, setting, timing or scheduling that do not alter the curriculum or test in any significant way. Accommodations include changes made to the environment and /or teacher behavior, which supports a student's learning, such as teaching methods and materials, classroom assignments and tests, learning environment, strategies, time demands, and schedules.*

*** Modifications to the curriculum are generally used in coordination with an assessment that is compatible with the modified expectations. Grading systems that should be used for students using curriculum modifications should reflect the student's expected level of performance based on modified Access Points/Florida Standards and the functional level on which the student is working on. For students who participate in a modified curriculum, the IEP team should determine that it is most appropriate to use grading procedures that reflect the student's expected level of performance in relation to progress toward pre-established learning criteria, which would be the Access Points/Florida Standards . In this case, it is essential that all members of the IEP team, including the student and parent(s), have a clear understanding of how the student will be graded.*

4. Gifted Education (State Board of Education Rule 6A-6.030191) - Students identified as gifted under State Board of Education Rule 6A-6.030191 and the Hernando County School District Exceptional Student Education Policies and Procedures (SP&P) have an Education Plan (EP) that outlines goals, strengths and weaknesses, and that provides direction for the instructional program. The instructional program includes advanced-level content, acceleration and enrichment that address the student's special abilities and interests.

Curriculum options include an effective and differentiated curriculum designed to enhance the

abilities of the gifted students to ensure that each individual student progresses in the curriculum to the maximum extent possible. The curriculum includes, but is not limited to, opportunities for problem solving, critical thinking, problem-based learning, and application of knowledge and skills. Curriculum for each student is driven by the student's EP focusing on the performance levels of the student and needs for developing further skills and abilities, recognizing opportunities to extend the present program through appropriate scaffolding for gifted students. The curriculum for the gifted student includes access to the general curriculum (Florida Standards) with emphasis on what the EP team determines will offer opportunities for growth for the gifted learner based on the student's strengths and present level of performance.

5. Home Education - A home education program is sequentially progressive instruction of a student directed by his/her parent(s) or guardian(s). The parent shall notify the Superintendent or designee of their intent to establish and maintain a home education program. The parent(s)/guardian(s) of each registered home education student shall maintain a portfolio of records and materials. The portfolio shall consist of the following:
 - a. A log of educational activities that is made contemporaneously with the instruction and that designates by title any reading materials used.
 - b. Samples of any writings, worksheets, workbooks, or creative materials used or developed by the student.

Registered home education students may also take a partial or full schedule with Hernando eSchool, and may participate in interscholastic extracurricular student activities in accordance with the provisions of Florida Statute §. 1006.15. The district may permit the enrollment of a registered home education student in a specified course at his/her zoned school provided the school adheres to class size. The Supervisor of Choice must authorize the enrollment.

Note: The parent(s)/guardian(s) of a home education student is responsible for submitting an annual evaluation in accordance with *Florida Statute § 1002.41*. The school district of Hernando County does not send reminder notices prior to the due date.

C. ACCELERATION MECHANISMS (Florida Statute § 1003.429)

At the beginning of each school year, students and parents/guardians are notified during orientation of the opportunities and benefits of mechanisms that result in acceleration through high school and/or college [Florida Statute §1003.02(1); Florida Statute § 1003.429; Florida Statute § 1008.25]:

- **Whole grade and during the year promotion,**
- **subject matter acceleration,**
- **virtual instruction,**
- **Advanced Placement (AP), International Baccalaureate (IB), Credit Acceleration (CAP), Dual Enrollment (DE), Advanced International Certificate of Education (AICE),**
- **College Level Examination Program (CLEP) - credit by Exam**
- **Early College Admission and Collegiate High School Instruction (CHS)**
- **Career and Professional Education**

In accordance with the **Academically Challenging Curriculum to Enhance Learning (ACCEL)** (Florida Statute § 1002.3105), students wishing to participate in any of the accelerated mechanism options will need to meet with their Certified School Counselor to review eligibility requirements. Participation in ACCEL options that result in whole-grade promotion, during the year promotion, subject-matter acceleration, and virtual instruction in higher grade level subjects will require a **District Performance Contract (SO-SS-181)**. The performance contracts will require compliance with minimum course grade,

attendance, conduct, and any other requirements which may include participation in extracurricular activities, educational outings, field trips, interscholastic competitions, and other activities related to the ACCEL option selected.

Monitoring Expectations

Failure to maintain the minimum course grade or GPA may result in a schedule change. In determining academic progress, all student work will be reviewed by the school's administrative team overseeing the subject area/grade level. Final determination is within the principal or designee authority and notification will be made to the student's parent/guardian. Course grades earned and posted to the report card will remain part of the student's academic record.

Note: A student's application for participating in the District's Controlled Choice Plan may be rescinded if he/she changes the course/program of study (i.e., CTE, IB, etc) that was the basis for admission to the requested school. Refer to the Control Choice Plan

1. Elementary School Level

Factors to be considered for the acceleration of elementary students:

- a. A record of outstanding (90-100%) academic progress is evident on the student's cumulative record
- b. The student has a minimum number of absences
- c. Current school year indicate outstanding (90-100%) performance on assignments based on Florida Standards in language arts, science and mathematics.
- d. Standardized and district approved screening and assessment scores reveal achievement above grade level
- e. Samples of the student's work indicate superior performance at or above grade level
- f. MTSS Team minutes indicate that other options of advancement have not met the student's needs (i.e. Quest, differentiated instruction, specific subject area advancement, virtual instruction options).

* One or more years above grade level for students in grades K-5

2. Middle School Level

Factors to be considered when enrolling in high school courses at the middle school level include:

- a. The impact on the student's GPA and subsequent graduating class ranking
- b. State University and College admission requirements
- c. The grades earned will remain a part of the student's middle and high school academic record
- d. Maturity levels among other students in the high school courses
- e. Course content and course performance expectations

Acceleration Options

1. Honors Courses – courses that provide students access to accelerated curriculum. Students who have demonstrated high achievement, interest, and/or potential in one or more academic areas may be ready to take advanced classes.

Placement will be based on:

- a. The student's cumulative grade records indicating outstanding (90-100%) academic progress in language arts, science and mathematics based on Florida Standards
- b. Standardized and district approved screening and assessment scores revealing

- achievement above grade level
 - c. Samples of the student's work indicating superior performance at or above grade level
 - d. Teacher recommendation
 - e. The student having a minimum number of absences during the previous year
2. Advanced International Certificate of Education (AICE) - The AICE program is administered by the University of Cambridge Local Examinations Syndicate and is available to eligible secondary students. The State Board of Education and the Board of Governors shall specify in the statewide articulation agreement cutoff scores and AICE examinations that will be used to grant postsecondary credit at community colleges and universities. Students will be awarded a maximum of 30 semester credit hours. Students shall be exempt from payment of any fees for administration of the examination regardless of whether or not the student achieves a passing score on the examination [Florida Statute § 1007.27 (8)]. **(See the (FCCD) for additional information)**. Since the assessment dates are set by the University of Cambridge Local Examinations Syndicate, students who fail to report for the exam will receive a notice of obligation for the cost of the exam(s). For additional information contact the AICE coordinator at the school. Students who attend the AICE school through the School Choice process must enroll at their zoned high school if they are exited from the AICE program. Students who exit the AICE program must meet all state of Florida graduation requirements in order to earn a Standard Diploma.
3. Advanced Placement (AP) - the enrollment of an eligible secondary student in a course offered by the Advanced Placement Program administered by the College Board. The postsecondary institution **may** award college credit to students who score a minimum of 3 on a 5- point scale on the corresponding AP exam (F.S. 1007.27). Students shall be exempt from any fees for administration of the examination regardless of whether or not the student achieves a passing score on the examination [Florida Statute § 1007.27 (6)]. **Refer to the Florida Course Code Directory (FCCD) for additional information**. Since the assessment dates are set by the College Board, students who fail to report for the exam will receive a notice of obligation for the cost of the exam(s). In addition, the student may be restricted from further enrollment in Advanced Placement classes. Furthermore, students who enroll in semester long AP classes such as AP U.S. Government, AP Comparative Government, AP Microeconomics, or AP Macroeconomics must complete the entire course and sequence of classes as prescribed by school (ie- AP Microeconomics in the 1st semester and AP Macroeconomics in the 2nd semester). Students who request withdrawal from an AP class, either yearlong or semester, before the November exam order deadline, but must remain the class for the remainder of the 1st semester, will sign a waiver that releases the school from ordering an AP exam for that student. Students who are withdrawn from an AP class, either semester or year long, upon student request after the November AP exam order deadline, but before the March AP exam confirmation deadline, will incur a \$40 per exam cancellation fee. Students who are withdrawn from an AP class upon student request after the March AP exam confirmation deadline, or fails to sit for the exam(s), will incur a \$94 fee per exam. Withdrawn students may opt to challenge the corresponding exam(s) for the course from which they were withdrawn by paying the AP examination fee by the March exam order deadline. These students should contact the AP coordinator of their zoned high school to make arrangements for exam order, payment, and test administration.

Note: Students who complete the course successfully but do not take the AP Exam will receive honors-level credit.

A Home Education student wishing to sit for an AP exam at his/her zoned school must pay for the

cost of purchasing the exam in advance at the school. The exam will not be ordered unless payment is received by the school's deadline to order the exam. Please contact the zoned school for information on the cost and deadline.

4. Career and Professional Education (CAPE) - is an initiative to prepare students for post-secondary education and the workplace. High schools in the district offer a variety of Career and Technical Academies that prepare students for employment in specific occupations, many of which are high skill, high wage occupations. These job-preparatory courses do not stand alone but are part of a 3-4 year planned program of study leading to occupational proficiency and program completion. Once a student begins a program of study, he/she may not divert from that program unless they receive administrative approval (**See Appendix B**). To learn more about the different Academies speak with your Certified School counselor or visit the district's website to learn more about the Programs of Study for each of the academies and frameworks. In addition, students have the opportunity to earn one or more of the following:
 - a. Industry -recognized credential or certificate, measured by an industry assessment
 - b. Dual or concurrent credit, putting students on a fast track to an industry-recognized certification or licensure and postsecondary certificate or degree
 - c. Course substitution credit for some mathematics and/or science courses
 - d. Florida Bright Futures Vocational Gold Seal Vocational Scholar and Gold Seal CAPE Scholar Scholarship
 - e. Meeting the online course requirement

A list of the Gold Standards Industry Certification aligned to Associate in Applied Science (AAS)/Associate in Science (AS) degrees can be viewed on the district's website.

The administration of the written exams must be in accordance with the test administration procedures specified by the certifying agency, district procedures, and State Rule 6A-6.0573 which states the following:

- i. The exams are third-party developed,
- ii. Scored by the certifying agency,
- iii. Given in a proctored testing environment (not by the individual providing the direct instruction),
- iv. Administered to each student no more than three times during the academic year,
- v. A minimum of twenty-one (21) calendar days between test administrations.
- vi. A student who successfully passes the industry exam is not eligible to retake the exam.

5. Collegiate High School - another form of Dual Enrollment. Eligible students may have access to postsecondary coursework during grades 11 and 12 that would enable them to accumulate a minimum of 30 college credit hours during the fall and spring semesters of an academic year at a Florida College System institution. Requirements of the contract for the collegiate high school program include a student performance contract. The following table contains a list of differences between the Collegiate and the traditional Dual Enrollment programs.

Dual Enrollment (DE)	Collegiate High School (CHS)
Eligible secondary students with college ready scores in all subsections (provision for up to 12 credits for non-ready math scores)	Eligible 11 th – 12 th graders with college ready scores in all subsections
Application deadline – last day prior to the start of the term (SAR-57)	Application deadline – March 1 for Fall term (SAR-88)
Course access based on availability	Guaranteed priority courses access
Registration on designated dates	Registration with regular PHSC students
Credit load of 0-16 credits per term	Credit load of 12-16 credits per term
Attend classes on a high school and/or approved post-secondary	All classes on a PHSC campus
N/A	Academic Contract
Withdrawal with restrictions on the dropped course	Withdrawal with restrictions on the dropped course. Student exits program
Restrictions on the failed courses	Restrictions on the failed courses. Student exits program if under 12 cr.
Can complete their AA, AS	Can complete their AA, AS, and may choose one of the six Industry Certification Programs of Study
Eligible to participate in social events, honors and graduation ceremonies with their cohort	Eligible to participate in social events, honors and graduation ceremonies with their cohort

(Refer to the Dual Enrollment Articulation Agreement and Dual Enrollment handbook for additional information)

<https://admissions.phsc.edu/start/high-school/dual-enroll>

6. Credit Acceleration (CAP) – allows a secondary student to earn high school credit if the student earns a specified score on the corresponding standardized EOC assessment (Algebra 1, Geometry, Biology, and US History), AP and College Level Examination Program (CLEP) exams whether the student is enrolled in the course or has not completed the course or failed the course in the year the student passed the EOC. A student who has failed the course, but earned credit as a result of scoring Level 3 or above on the EOC, will still need to participate in the Grade Forgiveness program to forgive the failed grade and repair his/her GPA. Students cannot use concordant scores from ACT/SAT/PERT to earn high school credit under this policy. The Certified School Counselor must document advisement of the risk and consequences related to meeting graduation requirements (F.S. 1003.4295). ***The student must notify the Certified School Counselor by the end of the first semester to participate in CAP and pay the AP or CLEP examination fee. NCAA does not recognize course credit by exam. Therefore, the student will need to enroll and complete the course to meet eligibility.***

Note: Credit earned for Advanced International Certificate of Education, Advanced Placement, Dual Enrollment and International Baccalaureate courses via **CLEP, P/F and S/U courses are not included in the calculation of the student's GPA**. These earned credits do not receive weighted value (quality points).

7. Dual Enrollment (DE) – an acceleration program that allows high school students to simultaneously earn credit toward high school completion and an associate or baccalaureate degree or career certificate at a Florida public institution [Florida Statute § 1007.271 (1)]. Students in grades 6-12 who are eligible for dual enrollment shall be permitted to enroll in dual enrollment courses during school hours, and after school hours [Florida Statute §1007.271(2)]. The district uses the Florida Department of Education Dual Enrollment Course – High School Subject Area Equivalency List to award high school credit. Any course not listed will be awarded 0.5 high school elective credits.

**(Refer to the Dual Enrollment Articulation Agreement and handbook for additional information).
For more information visit PHSC website**

Note: Middle grades students who elect to participate in college/university summer programs with which the district does not have an articulation agreement will NOT receive high school credit.

8. Early Career / Early Admission to College [Florida Statute § 1007.271(5)] – a form of dual enrollment and a public educational choice option. High school students may enroll at PHSC full time upon submission of a completed Application for Admission. Credit earned applies toward high school graduation and college credit. Students who apply for early admission to college **must meet with their high school counselor to ensure that the course selections articulate into high school courses required for graduation.** The following table contains a list of differences between the traditional dual enrollment and the Early College Admission programs. [Florida Statute § 1007.27 (5); Florida Statute § 1002.20 (6)(a)]

Dual Enrollment (DE)	Early College Admission
Eligible secondary students with college ready scores in all subsections (provision for up to 12 credits for non-ready math scores)	Eligible secondary students with college ready scores in all subsections
Application deadline – last day prior to the start of the term (SAR-57)	Application deadline – last day prior to the start of the term (SAR-57)
Course access based on availability	Guaranteed priority courses access
Registration on designated dates	Registration with regular PHSC students
Credit load of 0-16 credits per term	Credit load of 12-16 credits per term
Attend classes on a high school and/or approved post-secondary	All classes on a PHSC campus
N/A	N/A
Withdrawal with restrictions on the dropped course	Withdrawal with restrictions
Restrictions on the failed courses	Restrictions on the failed courses
Eligible to participate in social events, honors and graduation ceremonies with their cohort	Eligible to participate in social events, honors and graduation ceremonies with their cohort

Students may select colleges or universities other than those that have inter-institutional agreements with the Hernando County School District. However, the parent(s)/guardian(s) and/or student will be responsible for payment of tuition/fees. All other statutory rights and privileges will be afforded these students as those under dual enrollment agreements [Florida Statute § 1007.27(5)].

Registered home education students may participate in early admission. Students should contact the postsecondary institution for specifics. Home education students incur no tuition costs, but are responsible for textbook costs [Florida Statute § 1007.271 (14)].

9. International Baccalaureate (IB) - The IB program is administered by the IB office and is available to eligible secondary students. The State Board of Education and the Board of Governors shall specify in the statewide articulation agreement cutoff scores and IB examinations that will be used to grant postsecondary credit at community colleges and universities. Students will be awarded a maximum of 30 semester credit hours. Students shall be exempt from payment of any fees for administration of the examination regardless of whether or not the student achieves a passing score on the examination [Florida Statute § 1007.27 (8)]. **(See the (FCCD) for additional**

information). Since the assessment dates are set by the International Baccalaureate organization, students who fail to report for the exam will receive a notice of obligation for the cost of the exam(s). For additional information contact the IB coordinator at the school.

Students who attend the IB/AICE schools through the School Choice process will enroll at their zoned high school the following semester if they are exited from the IB/AICE programs. Students who exit the IB/AICE programs must meet all state of Florida graduation requirements in order to earn a Standard Diploma or any other diploma options offered at the zoned schools.

10. Virtual Instruction Programs (VIP) - Provides instruction in an interactive environment created by using technology where the student and a highly-qualified teacher in the subject area are separated by space or time or both (Florida Statute § 1002.45). Students enrolled in an online course as part of the regular school day schedule are provided access to an appropriate and supervised classroom or lab at their zoned school or lab with computer and internet access so that they may complete the online course on campus during the specified scheduled class period. Students may also work from home after or before school hours just as they do when completing homework.

The Hernando County School District provides K-12 virtual instruction through its Hernando eSchool Program as authorized by Florida Statute § 1002.45. Secondary students that meet the Hernando eSchool enrollment criteria to enroll in virtual courses may enroll with Hernando eSchool.

Hernando eSchool will enroll students through age 19. The student's age on the date of the course enrollment may not be older than 19 (we cannot enroll students once they turn 20). For the purposes of this policy, "date of course enrollment" refers to the date on which a complete registration or course request for the course segment is made. Students must complete all coursework, including final exam, before their 21st birthday.

A student who has been identified under Rule: 6A-6.03011 – Exceptional Student Education Eligibility for Students with Intellectual Disabilities through Rule: 6A-6.0361 – Contractual agreements with Nonpublic Schools and Residential Facilities, has an Individual Education Plan (IEP) in place and has not earned a standard diploma will remain eligible for educational services through the end of the semester in which they become 22 years old.

Note: Since Hernando eSchool is a franchise of FLVS, when registering for an online course, students will be scheduled through Hernando eSchool as priority.

a. Virtual Course Participation Criteria and Guidelines

A student will not be denied access to virtual instruction unless it is not educationally sound based on the student's academic history and goals. The principals or designee are responsible for making proper placement and may deny a request when not appropriate.

To ensure a safe learning environment and adherence to room occupancy limits, when assigning students to a learning lab, a student's grade level classification will be the first criteria considered. Students in grade 8 or 12 who are course or credit deficient will be given priority placement. Next will be students having a plan of study that includes acceleration.

Continued participation in online courses with Hernando eSchool and FLVS can only be approved for students that meet the following criteria:

- i. Consideration for an online course should include the student's success level in a text-rich environment.
- ii. Student must comply with log-in requirements, completion of lessons, assignments and

- test on a regular basis or as outlined in the course syllabus
- iii. Students must have no more than two (2) previous attempts with online courses that were not completed successfully. **Students in the eleventh and twelfth grade who do not meet the above criteria and are in need of one online course to meet the graduation requirements may be enrolled in a one semester online elective course.**
 - iv. Exceptional Education students with an Individual Education Plan (IEP) will need to have a staffing conducted at their zoned schools prior to enrollment in virtual courses to ensure IEP compliance. If a student has a 504 plan, the 504 plan must be in date compliance prior to enrolling in eSchool classes.

Note: School administrators may request an independent review due to extenuating circumstances.

b. Virtual Course Participation Expectations

- i. A fifth or eighth grade student choosing to use virtual instruction as an acceleration mechanism during the school year or summer, must complete all virtual coursework with passing grades before the start of the school year in order to be placed in the next core sequential course. ACCEL contract must be used.
- ii. Students enrolled in an online course as part of their regular school schedule will be dropped from the course if they are not making progress. **Progress is defined as having completed and passed at least 20% of the course work within 14 days and consistently submitting 3-5 assignments per week. (Students are expected to make approximately 6% progress per week per course.)** Staff assigned to supervise virtual learning labs are encouraged to monitor student progress and report concerns to the counselor and or administrator.
- iii. Students enrolled in an online course in addition to their regular school schedule may need to consider class load in order not to jeopardize course grade. Upon completion of an online course, students may be enrolled in an additional course.
- iv. Registered home education students that meet Hernando eSchool's course enrollment criteria may take a partial or full schedule with Hernando eSchool in accordance with Florida Statute § 1002.37 and 1002.41. The Home Education Office must provide verification of active status and compliance for all registered home education students who enroll in online courses as outlined in the District's Florida Virtual (FLVS) agreement.
- v. All students, including home education students, enrolled in a course with an End of Course (EOC) requirement must participate in the administration for a final grade to be issued. The law prohibits any individual from knowingly and willfully taking an online course or examination on behalf of another person for compensation. Any individual that violates this provision commits a misdemeanor of the second degree. Students will sit for the statewide assessment that closest aligns with the near completion (at or about 80% complete) of their course.

Note: Students entering the ninth grade in 2011-2012 and thereafter are required to take at least one **ENTIRE** (semester or yearlong) online course in order to meet high school graduation requirements (Florida Statute § 1003.4282). The requirement does not apply to a student on the 18 credit Standard Diploma option or an out-of-state transfer student who has one (1) academic year or less remaining in high school (Florida Statute § 1003.4282, Florida Statute § 1002.3105). The statute also provides for other options to meet the online course requirement. Refer to the Promotion/Graduation Requirement section.

D. ACADEMIC SUPPORT

Each student's progression from one grade to another is determined, in part, by satisfactory performance in English Language Arts, Science, Social Studies, and Mathematics. All students in grades K-5 and students in intensive math and reading courses in grades 6-8 will be administered the iReady Diagnostic Assessment two to three times per year in Mathematics and ELA. This progress monitoring data will be used to determine the student's instructional level. A student who does not meet district performance standards, or who scores below achievement Level 3 on the English Language Arts (ELA) FSA and/or, the math FSA must receive remediation and have a progress monitoring plan. The plan may be either a federally required student plan such as IEP, a school wide system of progress monitoring for all students or an individualized progress monitoring plan. The specific diagnosed academic needs to be remediated must be identified and strategies must be put in place to meet the student's needs. Monitoring and re-evaluation activities must be employed and will be overseen by the MTSS Team. The team is comprised of the principal, school counselor, teacher and other school and district officials. (Florida Statute § 1008.25).

When an ESE student is determined to be performing below grade level in language arts, mathematics, and/or science, the IEP Team may be convened to review the IEP. The student's IEP must address all of the student's educational needs including the student's below grade level performance. The IEP Team may consider a Progress Monitoring Plan to address the student's educational need in language arts, mathematics, and/or science

At the elementary level, the academic support plan must emphasize reading proficiency in kindergarten through grade 3 and provide targeted instructional support for students with identified deficiencies in Language Arts, mathematics, science, and social studies. The results of evaluations used to monitor a student's progress in grades K-12 must be provided to the student's teacher in a timely manner and as otherwise required by law. In addition, evaluation results must be provided to the student's parent in a timely manner. When available, instructional personnel must be provided with information on student achievement of standards and benchmarks in order to improve instruction. In accordance with Florida Statute § 1008.25(3)(a)(b), remedial and supplemental (academic) instructional resources must be allocated to students in the following priority:

- students who are deficient in reading in kindergarten through 3rd grade; and
- students who fail to meet performance levels required for promotion.

F.A.S.T. Star Early Literacy will be used to identify kindergarten students who do not meet readiness expectations. Specific strategies will be identified to address the developmental needs of each student with indicated weaknesses.

1. K-5 Reading Remediation - Any elementary student who exhibits a substantial deficiency in reading based upon locally determined or statewide assessments or through teacher observations, must be given intensive reading instruction, immediately following the identification of the reading deficiency. F.S. 1008.25(5)(a)

Students who exhibit a substantial deficiency in reading must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction. Schools must progress monitor students with a reading deficiency a minimum of three (3) times per year. This includes a baseline, midyear, and an end of the year assessment.

Any elementary student who exhibits a substantial deficiency in reading based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments; or teacher observations, must be provided intensive, explicit, systematic, and multisensory reading interventions immediately following the identification of a reading deficiency. Immediate intensive intervention (iii) must be provided three (3) times per week for all students who have been identified with a reading deficiency. This intervention must be in addition to or as an extension of the ninety (90) minute reading block in a smaller group size setting or one-on-one. Pursuant to Florida Board of Education Rule 6A-6.054(1)(b), the student must continue to be provided with intensive reading instruction until the reading deficiency is remedied.

2. K-3 Reading Deficiency and Parental Notification - Pursuant to Florida Statutes §§ 1002.20(11) and 1008.25(5)(c)1, the parent(s) of any Grade K-3 student who exhibits a deficiency in reading, must be **immediately notified in writing**, shall be consulted in the development of a plan, as described in s. 1008.25(4)(b), and shall be informed that the student will be given intensive reading instruction until the deficiency is corrected. **Principals will make such notification immediately following the administration of diagnostic assessments and/or quarterly reports indicating below level performance.** In addition to informing the parents that their child has been identified as having a substantial deficiency in reading (per Florida Statute § 1008.25(5)(c)), the following information must be provided:
 - a. a description, understandable to the parent(s), of the exact nature of the difficulty in learning and lack of achievement in reading [Florida Statute § 1002.20(11)];
 - b. a description of the proposed supplemental instructional services and supports that will be provided to the student that are designed to remediate the identified area of reading deficiency (Florida Statute § 1008.25(5)(c)3);
 - c. a description of the current services that are provided to the student (Florida Statute § 1008.25(5)(c)2);
 - d. the District's specific criteria and policies for midyear promotion, which means promotion at any time during the year of retention once the student has demonstrated ability to read on grade level [Florida Statute § 1008.25(5)(c)8];
 - e. strategies for parent(s) to use in helping their child succeed in reading proficiency [Florida Statute §1008.25(5)(c)5];
 - f. the District's specific criteria and policies for a portfolio and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts;
 - g. that if the child's reading deficiency is not remediated by the end of Grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause;
 - h. that the statewide, standardized English Language Arts assessment is not the sole determiner of promotion and that additional evaluation, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and reading for promotion; and
 - i. **the district's specific criteria and policies for a portfolio and evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. A parent of a 3rd Grade student who is identified anytime during the year as being at risk of retention may request that the school immediately begin collecting evidence for a portfolio.** [Florida Statute §1008.25(5)(c)7]

3. Intensive Instruction Services for Retained Grade 3 Students

Grade 3 students retained for reading must be provided with intensive instructional services and supports that include intensive interventions in the areas of reading deficiency. The specific areas of reading must be identified using a valid and reliable diagnostic assessment. This intensive intervention must include effective instructional strategies, a minimum of 90 minutes of daily uninterrupted reading instruction, an additional 30 minutes of—daily intensive immediate intervention, the opportunity to participate in the District's *3rd-Grade Summer Reading Camp*, and appropriate teaching methodologies necessary to assist—those students in becoming successful readers, able to read at or above grade level, and be-ready for promotion to the next grade. [Florida Statute § 1008.25(7)(a)(b)1]

Retained third grade students, including students participating in the school district's summer reading camp will be provided with a highly effective teacher as determined by the teacher's performance evaluation (F.S. 1012.34), and beginning July 1, 2021, the teacher must also be certified or endorsed in reading (F.S. 1008.25(7)(b)(3)).

Other strategies prescribed by the District may include but not be limited to the following:

- small group instruction;
- integration of science and social studies content within the 90-minute block;
- reduced teacher-student ratios;
- more frequent progress monitoring;
- tutoring or mentoring;
- extended school day, week, or year.

F.S.1008.25(7)(b)(4)(a-e) requires each school to establish, when applicable, an intensive reading acceleration course (IAC) for any student retained in third grade who was previously retained in kindergarten, grade 1, or grade 2. The intensive reading acceleration course must provide the following:

- a) Reduced teacher-student ratios,
- b) Uninterrupted reading instruction for the majority of student contact time each day and opportunities to master fourth grade standards adopted by the State Board of Education in other core subject areas through content-rich texts.
- c) Small group instruction
- d) The use of explicit, systematic, and multisensory reading interventions, including intensive language, phonics, and vocabulary instruction, and use of a speech-language therapist if necessary, that have proven results in accelerating student reading achievement within the same school year.
- e) A read-at-home plan.

Grade 3 students retained for reading must have a highly effective teacher as determined by the teacher's performance evaluation. [Florida Statute § 1012.34] **Beginning July 1st, 2021, the teacher must be reading certified or endorsed. [Florida Statute § 1008.25(7)(b)(3)]**

4. K-5 Writing Remediation - Students in Grades K-5 who exhibit a substantial deficiency in writing based upon locally determined or statewide assessments or through teacher observations, must receive remediation in one of the following ways:

- small group instruction, based on identified student needs; and/or
 - one-on-one instruction, based on identified student needs
5. **K-5 Mathematics Remediation** - Students in Grades K-5 who are identified as being considerably or substantially below grade level in Kindergarten through Grade 2, or Level 1 or Level 2 in Grades 3-5, must receive remediation in one of the following ways:
1. remediation in a before or after school tutorial program;
 2. small group instruction, based on documented student deficiencies;
 3. one-on-one instruction, based on documented student deficiencies; and/or
 4. computer software programs that work on fluency in basic skills (when appropriate).
6. **Scheduling** – Extra instructional time programs may be designed to provide remedial instruction for students. This may include Saturday classes, transitional, after school programs, summer programs or additional instructional time during the school day. As authorized by Florida Statute § 1008.22, the district provides academic support in English Language Arts and mathematics for those students identified as having deficiencies in content knowledge and skills based on teacher/principal recommendation, norm-referenced tests, Florida Standards Assessment (FSA)/**Florida Assessment of Student Thinking (F.A.S.T.)** for English Language Arts (ELA) and Mathematics, and school-selected ELA and mathematics tests. Student placement will be as follows:

Intensive Instruction Scheduling	
English Language Arts	All students scoring at Level 1-2
	All students scoring a Level 1 or 2 must be placed with a teacher who is reading certified or endorsed.
Mathematics	All students scoring at Level 1
	Students scoring at Level 2 may receive academic support in the content area classrooms

7. **Curriculum** - The district provides schools with research-based curriculum for intensive instruction in print and digital form. All students in intensive classrooms will utilize the district-wide adopted intensive English Language Arts and Mathematics curriculum to provide direct and explicit instruction by trained teachers.
8. **Progress Monitoring** - Schools will engage in a systematic review of multiple data points to make data-driven instructional decisions that answer such questions as “what do we see?” or “now what do we do?” Such data points may include but are not limited to: mid-quarter and quarterly classroom grades, common formative and quarterly assessments, and pre-/post-assessment embedded into the intervention curriculum.
9. **Progress Monitoring Plan** - Academic support shall be provided through the implementation of an individual Progress Monitoring Plan (PMP) developed in consultation with parent(s)/guardian(s). The plan is intended to provide the school district and the school with flexibility in meeting the academic needs of the student. A student who is not meeting the school district or state’s requirements for proficiency shall be covered by one of the following Individual Student Plans:
- a. A federally-required student plan such as Individualized Education Plan (IEP), Section 504, ELL Plan
 - b. A school-wide system of progress monitoring for all students, or
 - c. An individualized Progress Monitoring Plan

See Appendix C for more detail.

Each plan **must** outline a strategic or intensive academic support program in the area(s) of weakness designed to assist the student in meeting state and/or district expectations for proficiency. It is the responsibility of the teacher and the principal to ensure that the PMP is substantive, activities and resources are research-based, and that the outlined instructional and support services are provided. Listed below are the steps for developing and implementing the PMP in consultation with the student's parent (Florida Statute § 1008.25):

- Step 1** MTSS problem solving and academic support will occur as soon as possible after a student has been identified as needing academic support beyond the core instruction. Parents should be involved throughout the tiered levels of support to remain informed and provide input. If the student identification occurs during the fourth marking period, the MTSS problem solving process will begin and interventions will be put in place and continued the following school year.
- Step 2:** Additional diagnostic assessments to determine the nature of the student's difficulty, areas of academic need, and strategies for appropriate intervention. Diagnostic assessments may include teacher assessment, placement tests and /or diagnostic software results.
- Step 3:** Data from the additional assessments are to be used to formulate the student's PMP. The PMP should clearly identify:
- the specifically diagnosed identified problem --either academic/behavior
 - the scientific, research-based intervention to be implemented
 - how, when, how often, by whom, and how long strategic or intensive instruction is to be provided, and
 - the monitoring and reevaluation activities to be implemented
- Step 4:** At the conclusion of the school year, appropriate teacher(s) of the student on a PMP are to make recommendations regarding the student's educational program for the following year.

Note: The PMP must be in place and implementation begun for students including those who are transferred into the school district within 45 calendar days of being identified as needing academic support.

E. ACADEMIC SUPPORT PROGRAMS

1. Extended School Year (ESY) Program

- a. English Language Learners (ELLs) - The purpose of Extended School Year (ESY) services for English Language Learners (ELL) is to provide beginning and some intermediate English speakers with the opportunity to develop their oral language. This is accomplished through content related instruction in a non-threatening environment that promotes the use of oral English. In order to be eligible for ESY, placement on the student's individual ELL Plan must show that additional English oral language development is needed.
- b. ESE-Eligible Students -- Extended School Year (ESY) services means specially designed instruction and related services that are provided to an ESE-eligible student beyond the normal school year of the School District, in accordance with the student's IEP. ESY services must meet state educational standards. ESY services are always at no cost to the parent. At least annually, an IEP Team for each ESE-eligible student must consider whether ESY services are necessary for the provision of a Free Appropriate Public Education (FAPE) to the student. ESY services must be provided if a student's IEP team determines, on an individual basis, that

the services are necessary for the provision of FAPE to the student.

The School District may not limit ESY to particular categories of disability or unilaterally limit the type, amount, or duration of those services [State Board of Education Rule 6A- 6.03028(3) (g) (11)].

2. Intensive Camp Program - Intensive Program or "Boot Camps" are designed to provide students who did not meet the satisfactory level on the ELA and/or Algebra 1 statewide assessments additional practice to improve proficiency and success on the next administration of the assessment. Students may participate in the district and/or school sponsored after school and/or summer intensive programs to work on necessary skills and problematic areas prior to re-taking the statewide assessment.
3. Summer School (seniors) - A student must successfully complete coursework to earn the required 18 or 24 high school credits, have a 2.0 GPA, and meet all state assessment requirements to earn a standard high school diploma. The purpose of the extended summer school for grade 12 is to provide the student with the opportunity to master the essential elements of incomplete/failed courses (maximum of two courses) and to ensure on-time graduation. The student may exit upon completing the required coursework.

F. ALTERNATIVE PROGRAMS

Alternative Education program refers to programs or services designed to meet the needs of students who may otherwise be unsuccessful in traditional environments and provide multiple paths to graduation. The School District provides academic support to students identified as not meeting district-established performance standards and the specified performance levels as measured by district indicators and state assessments. All students not meeting performance standards are eligible for these programs.

1. Adult High School – Adult High School classes are available for students who were close to finishing their high school diploma prior to leaving their secondary education. Students will have an opportunity to earn a high school diploma once all graduation requirements are completed. Call to schedule an appointment through the Adult High School Counselor. The cost is \$30.00 per term for AHS.
2. Co-enrolled – Currently enrolled students who are behind in credits needed for graduation may participate. Registration occurs through high school guidance office and students will be accepted based off seats available and students' grade level for priority. (Seniors and Juniors will have priority)
3. Discovery Academy - Students in grades 4-12 who are significantly behind their cohort group may be referred by the principal or principal's designee for placement. The Alternative Program Team will review the student's data and recommend placement. The data may include but is not limited to: academic history, attendance, and previous retentions. Utilizing a combination of direct instruction and computer based instruction, students would be given an opportunity to accelerate learning, enabling them to reach the level of their peers. Students completing the requirements will be allowed to enroll at the zoned high school.
4. Endeavor Academy - Students who have **committed expellable** offenses in grades 6-12 may be referred by their principal or the principal's designee for placement in an alternative education through the pre-expulsion hearing process.

5. PACE Center for Girls – A comprehensive education and therapeutic prevention and intervention services for troubled eligible adolescent girls in grades 6-12. Students are generally referred by their counselor by completing and submitting a referral form to the district office.
6. Pregnant and parenting students enrolled in HCSD who are working towards the completion of high school are eligible to participate in the Teenage Parenting Program (TAPP). The decision to attend the TAPP is voluntary; and the option to decline services is provided by the TAPP social worker. Coordination of health, social services, parent education, transportation, and childcare are ancillary service components of teenage parent program.

TAPP students must successfully complete at least one (credit bearing) pregnancy and/or parenting courses earning a grade of “C” or better. TAPP students are offered non-credit bearing courses tailored to their individual pregnancy or parenting related needs. On-site childcare, licensed by the Department of Children & Families, is available for the children of TAPP students at the districts’ designated sites.

Pregnant and parenting students in HCSD will continue to benefit from existing school-based services provided to all students such as, crisis and academic support not related to pregnancy/parenting through the same system of delivery as their non-pregnant or parenting peers. High school students enrolled in the program will receive their high school diploma if all graduation requirements are met. Exit interviews with TAPP students who dropout or withdraw to attend other programs must include TAPP representation.

TAPP participants and completers are expected to follow all school and district policies and procedures. To learn more about the program, contact the Student Services Dept – Teenage Parenting Program Social Worker.

G. HOMEWORK

Homework is an important tool used to ensure the student’s readiness for each day’s lesson in school. Research shows that homework is a proven benefit to the student’s academic achievement when it enhances the classroom curriculum and encourages creativity and discovery. Homework assignments must have a real purpose, and students should receive **feedback** on assignments prior to assessment on the content. Teachers, students, and parents must work as a team for homework to be an effective part of instruction.

Homework assignments should be given within established homework guidelines in compliance with School Board policy 2330. Refer to the grading procedures section for homework weighting percentages. In addition:

- Students are accountable for homework assignments.
- Homework assignments must be based on Florida Standards and grade level benchmarks and must be directly related to the classroom instruction.
- Homework should be assigned to provide time for practice and reinforce lesson objectives.

H. MAKING UP WORK

A student shall be given the opportunity to make up work within two class meeting days per absence upon their return. Excused Absence work will receive full credit. Unexcused absence work **will receive**

full credit, up to 5 days per semester. Out of school suspension is considered an unexcused absence. However, the make-up work must be made up within two days of the when unexcused absence occurred. Also, the make-up rule does not apply when the work was assigned **prior** to the student's absence. **In such cases the test(s), project(s), etc. must be turned in immediately to the teacher when the student arrives on campus unless an extension of the time has been approved by the teacher or the principal due to extenuating circumstances.**

If the work is not made up within the time period granted, all zeroes will remain. If a student fails as a result of incomplete work, the report card shall reflect that the grade is based on incomplete work.

I. REPORTING STUDENT PROGRESS

Parent(s)/guardian(s) and students **shall** receive accurate and timely information regarding academic progress and the School District's promotion requirements.

1. All notifications to parent(s)/guardian(s) of English Language Learners **shall** be made in their home/native language whenever feasible.
2. Parent(s)/guardian(s) should contact the school to request a conference. Teachers may schedule a conference when needed to review student performance.
3. Parent(s)/guardian(s) of a student who is in danger of failing a course, not meeting the 2.0 cumulative grade point average or not meeting promotion/graduation requirements **must** be notified in writing. This notification shall include an explanation of the options to assist the student in meeting the grade point average (e.g., forgiveness rule, summer session, counseling, tutoring, grade recovery, and study skills courses).
4. A report card is issued to each student at the end of each nine-week marking period and serves as a written notification of the student's progress. The student's final report card for the school year will indicate end-of-the year status regarding performance or non-performance at grade-level, acceptable or unacceptable behavior, attendance, and promotion [Florida Statute § 1003.33 (2)].
5. Report cards will be sent home within ten school days after the end of the first, second and third nine-week grading periods. The report card for the fourth nine weeks grading period will be available for pick up at each school. **Please note that student grades are available on Skyward.** This is not to prevent a teacher from notifying a parent/guardian more frequently if a problem is apparent.
6. The virtual school student's grades are maintained and updated in the parent and student learning management system. The parent has complete access to review and respond regarding student progress through continuous access to the student's academic performance in course work and time on work (attendance). Final course grade will be recorded in the student's academic history file.
7. High school certified counselors will initiate credit checks, at least annually, to inform students of their needed credits for graduation. In addition, it shall be the responsibility of students to monitor their progress and to complete all requirements for graduation. Graduation requirements and a checklist of completed requirements are available on Skyward.

J. GRADING SYSTEM

Grades provide students with feedback on their own learning, clarifies for them what they understand, what they don't understand, and where they can improve. Grades also provide information that can inform future teaching decisions. Therefore, it is important that grades accurately reflect the quality of student work. The grading system and interpretation of letter grades must comply with the state approved grading scale. For letter grades, an average of .50 or higher **must** be rounded up (i.e., 79.50

becomes a “B”, while 79.49 is a “C”). The grading system and interpretation of letter grades for all grade levels shall be as follows:

Letter Grade	Percent Range	Point Value	Description (Florida Statute § 1003.437)
A	90-100	4	Outstanding Progress
B	80-89	3	Above Average Progress
C	70-79	2	Average Progress
D	60-69	1	Lowest Acceptable Progress
F	0-59	0	Failure
S	N/A	N/A	Satisfactory
N	N/A	N/A	Needs Improvement
U	N/A	N/A	Unsatisfactory
P	N/A	N/A	Applies to transfer credits
T	N/A	N/A	Passed Exam (Applicable only to AP, EOC and CLEP)
SB	N/A	N/A	Used to award credits for passing score on approved world language test

A student must be enrolled at least 10 days during a grading period to receive a report card grade. The report card grade for a student transferring into the Hernando County School District during the last 10 days of the marking period will be calculated as follows:

- Students with transcripts – the report card will reflect the transfer grade. The following scores will be entered for any student transferring with an S, N, U (S = 85, N = 65, U = 55)
- Students without a transcript – the report will reflect the grades earned in the classroom. In the event the student does not demonstrate proficiency, he/she may participate in the district’s course/credit recovery program.

To allow for developmental growth, grades for kindergarten should not be cumulative (averaged). The report card grade must be an indication of the student’s current demonstrated performance on the Grade Level standards that have been taught. In addition, the terms satisfactory (S), needs improvement (N) or unsatisfactory (U) will be used to describe student performance in some areas. This grade scale will be used in indicated areas:

• All subject in kindergarten • Science in grades K-2 • Attendance in grades K-5	• Fine Arts in grades K-5 • Physical Education in grades K-5 • Social Studies in grades K-3
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Fine Arts / Physical Education

Students are marked for effort and participation in art, music and physical education classes. As per Florida Statute §1003.455 the school shall provide 150 minutes of physical education each week for students in kindergarten through grade 5. The physical education requirement may be waived for a student who requires remediation.

1. Student Conduct [Florida Statute § 1003.33(1) (b)] - Student conduct codes are separate from the grade earned for the marking period. The conduct codes reflect the student's overall conduct in all class activities and cannot be cause for lowering an academic grade.
2. Attendance (Florida Statute § 1003.33) - Attendance and academic performance shall be reported separately on student report cards. Students cannot be exempted from state academic performance requirements based on policies or practices designed to encourage student attendance.
3. Course Weight (High School) [Florida Statute § 1007.272(18); Florida Statute §1007.271 (16)] - Courses that are **un-weighted** have a point value ranging from 0-4. Courses that are weighted have an added point value of .5-1.0. Un-weighted courses can be used to satisfy graduation requirements as well as admission requirements for the state university system.
The **weighted grade** point average will be used to determine the student's ranking in class and the Valedictorian and Salutatorian. Parent(s)/guardian(s) should be aware that the weighted grade point average might not necessarily increase a student's chances for scholarships or admission to in-state or out-of-state colleges or universities.

The following courses shall be assigned an additional .5 weight value:

- i. Honors courses
- ii. Advanced/Pre-AICE/Pre-IB/Pre-AP level 3 core academic courses including World Language courses that comply with the Bright Futures Scholarship and university admission guidelines
- iii. Level 3 CTE courses that lead to an industry certification (SB 850)

The following courses shall be assigned an additional 1.0 weighted value:

Advanced International Certificate of Education (AICE): The Cambridge Advanced International Certificate of Education (AICE) courses offered will be assigned an additional 1.0 weight value.

Advanced Placement (AP): The Advanced Placement courses offered will be assigned an additional 1.0 **weight** value. A student who does not participate in the administration of the AP exam will not receive the additional 1.0 weight. Current Florida Virtual School policy requires all FLVS and franchise (Hernando eSchool) AP students to take the AP exam in order to receive AP credit for the course. Students enrolled in AP courses must be prepared to take the exam, which requires students to complete all assignments prior to the exam. **Grades for completed FLVS/Hernando eSchool AP courses are not issued until the exam has been completed.** Students must take the Advanced Placement Exam to receive Advanced Placement credit. **Students who complete the course successfully but do not take the AP Exam will receive honors-level credit.** As AP courses are college-level classes, it is the final step in completing AP curriculum. If a qualifying score is received on the exam, participating colleges may offer credit or waive requirement for equivalent courses. **College course waivers resulting from AP scores do not revert back for additional high school credit. Only the post-secondary institution can issue the waiver.**

Dual Enrollment (DE): The dual enrollment courses offered through PHSC or through any postsecondary institution with which the District has an articulation agreement, whether taken on the college campus or at the high school campus, will be assigned an additional 1.0 **weight** value (Florida Statute § 1007.271). Students not properly enrolled in a dual enrollment course shall not receive college credit or the additional 1.0 **weight** value. Students are strongly encouraged to speak with their Certified School Counselor about dual enrollment courses. Refer to the Dual Enrollment Articulation Agreement and handbook for additional information.

International Baccalaureate (IB): The International Baccalaureate courses offered will be assigned an additional 1.0 weight value.

Note: Credit earned for Advanced International Certificate of Education, Advanced Placement, Dual Enrollment and International Baccalaureate courses via CLEP, P/F and S/U courses are not included in the calculation of the student's GPA. These earned credits do not receive weighted value (quality points).

4. Grading Procedures

- a. Grades are based on the quality of student performance relative to expected levels of achievement of the Next Generation Sunshine State/B.E.S.T. Standards, the course frameworks, the course syllabus approved by the principal or principal's designee, and will conform to adopted departmental grading weights.
- b. Quality of work will be assessed by multiple measures including, but not limited to, the following:
 - i. teacher observations (oral presentations or reports, speeches, recitations, impromptu speaking, student participation, laboratory practices and demonstrations);
 - ii. classroom assignments (paper and pencil assignments; reports, term or research papers, models, projects, exhibits, posters, and computer programs);
 - iii. homework (School Board Policy 8420);
 - iv. examinations (paper and pencil tests including: essay; multiple choice and completion; oral tests; and skill tests requiring demonstration); and
 - v. alternate methods (Edgenuity or portfolios and performance assessments) and services
[Florida Statute § 1003.33 (1) (a)]
- c. **A minimum of three (3) grades per weighted category for the marking period and a minimum of twelve (12) grades per marking period.**
- d. **A sufficient number of grades in each weighted category will be issued at both progress report and end of term. Every effort should be made to ensure the grades represent proficiency/mastery of the standards taught in the marking period. The report card effort code will provide additional information regarding the student's academic effort from progress report to end of the marking period.**
- e. Grade(s) will be input weekly.
- f. A recorded grade may **NOT** be changed after report cards are printed except by the following procedures:
 - i. The change is initiated by the teacher/departments chair and approved by the principal or principal's designee.
 - ii. The required Grade Change must be submitted through Skyward and approved by the Principal.
- e. Students enrolled in Exceptional Student Education (ESE) program(s) **must** have the opportunity to earn grades that are equivalent to the grades earned by general education students. No student may be denied the opportunity to earn above-average grades because of placement in an ESE program or due to the accommodations that have been deemed appropriate for use with his/her instructional setting(s). ESE students with disabilities **must** be graded on the basis of their performance.
- f. Alternate assessments, including performance assessments, may be used to document progress for the ESE student with a disability. Criteria and evaluation procedures will be

identified and discussed with the student and the parent(s)/guardian(s) upon entry to the program and/or at each annual review.

- g. The grade of **P** (Pass) is used when validating/granting transfer credit for coursework when an official transcript or grades that equate to those used in Hernando County cannot be obtained. It is also used when P is specified on an official transcript. A grade of **P** is a transcript grade only, not a report card grade. It results in credit for coursework, but does not affect the grade point average (GPA).
- h. Transfer grades received as letter grades and for which numerical grades were not available, will be computed by using the middle scale (A=95%, B=85%, C=75%, D=65%, F=55%) of the grading system used in Hernando County Schools. The transfer student is also exempt from all assignments prior to their enrollment in the school/class. This process must be completed for every prior marking period so that there is an accurate end of year cumulative grade.

For transfers out of state not awarding high school credit because their semester has not ended, after our second semester has begun:

After the conclusion Semester 1 and before the conclusion of semester 1 at the previous school and that school is not awarding semester 1 credits, the following will occur:

- Counselors will record the semester 1 withdrawal grades on the transcript analysis form.
- Counselors will make a comment on this form that states *"the previous school did not award semester 1 credit due to withdrawal date"*.

then

- **If the student is enrolled in semester 2 of the same class:**
- **Data Entry will** manually enter the transfer grades into the active course's grade book.
- The teacher will get a Skyward notification of the transfer grade.

- i. All grades posted to the gradebook must have a numeric value.

5. Grading Weights and Categories – The following weighted categories are for the purposes of ensuring:

- a) Fair and consistent treatment of students across all classrooms,
- b) Consistency in grading as students transfer between classrooms and schools,
- c) Objectivity in grading,
- d) Emphasis on activities that reflect what the student can or cannot do based on the Florida Standards, and
- e) Reliability of the data when making correlations between course grades, benchmark and statewide assessments, and promotion/retention decisions.

In addition, the categories represent a collection of the different activities and skills that students may engage in a classroom and that teachers view critical to the student's success in the course. The sum total of these weights will represent the course average prior to the calculation of the nine weeks grade.

Elementary Grading			
English Language Arts	Mathematics	Science	Social Studies
Summative Assessments 40% (Cold read text set assessments, selection tests)	Summative Assessments 40% (teacher tests, projects, etc.)	Summative Assessments 40% (Performance Tasks, tests, FSSA reading tests, quizzes, essays, etc.)	Summative Assessments 40% (Chapter/unit test, writing task)
Extension Activities 30% (short/extended responses, paragraph writing, graphic organizers, text based essay writing)	Extension Activities 30% (quizzes, written responses, assignments etc.)	Extension Activities 30% (Reading content based activities, research, labs, notebooks/journals, written response, etc.)	Extension Activities 30% (Projects, writing in response to SS ELS texts, group activities)
Classwork 20% (Responses to reading, graphic organizers(reading), McGraw Hill Wonders curriculum)	Classwork 20% (journals, projects, group work, etc.)	Classwork 20% (home projects, science fair, study guides, data communication, group projects, etc.)	Classwork 30% (Newspaper activities, think and review questions, crossword/vocabulary)
Other 10% (Encoding(spelling/dictation), grammar, projects, homework)	Other 10% (homework, centers, etc.)	Other 10% (homework, centers, etc.)	

S = 70% - 100%

N = 60% - 69%

U = 0% - 59%

Middle School Grading			
English Language Arts	Mathematics	Science	Social Studies
Summative Assessments 40% (Unit Reading assessments, novel assessments, final draft essays, final projects)	Summative Assessments 40% (unit/chapter test, unit projects)	Summative Assessments 40% (test, major projects, performance based test)	Summative Assessments 40% (chapter and unit assessments)
Extension Activities 30% (quizzes, solo activities, writing process pieces(planning, outline, draft, edit, revise), group activities, projects)	Extension Activities 30% (quizzes, small projects, notebook checks for understanding)	Extension Activities 30% (quizzes, checks for understanding, for progress monitoring, etc.)	Extension Activities 30% (projects, essays, presentations, skits, journals, DBQs, Quarter Exams for progress monitoring, etc.)
Classwork 20% (Amplify Curriculum, journals, novel activities)	Classwork 20% (Do Now, bell work, journal, ticket outs, checks for understanding)	Classwork 20% (Minor projects, labs, notebook, Do Now, bell ringers)	Classwork 20% (quizzes, tickets-out the door, Do Now, bell work, notebook, etc.)
Other 10% (Do now/bell work, grammar skills)	Other 10% (homework, centers, etc.)	Other 10% (homework, centers, etc.)	Other 10% (homework, centers, etc.)

High School Grading				
English Language Arts	Mathematics	Science	Social Studies	Pre-AP
Summative Assessments 40% (tests, final drafts, presentations, etc.)	Summative Assessments 40% (unit/chapter test, unit projects)	Summative Assessments 40% (tests, major projects, Performance based Tasks)	Summative Assessments 40% (chapter and unit assessments)	Summative Assessments 40% (Performance Tasks. Tests, essays, teacher created unit assessments, etc.)
Extension Activities 30% (Close reads, group work, draft writing, paragraph/short response, quizzes)	Extension Activities 30% (quizzes, small projects, notebook, checks for understanding, Quarter Exams for non-AGA courses, etc.)	Extension Activities 30% (quizzes, do now, bell ringers, Quarter Exams, etc.)	Extension Activities 30% (projects, essays, presentations, skits, journals, DBQs, Quarter Exams, etc.)	Extension Activities 30% (Learning checkpoints, quizzes, projects, etc.)
Classwork 20% (bell work, think questions, graphic organizers, notes)	Classwork 20% (do now, bell work, journal, ticket outs, checks for understanding)	Classwork 20% (minor projects, labs, notebooks,)	Classwork 20% (Quizzes, tickets-out the door, do now/bell work, notebook, etc.)	Classwork 20% (CW, minor projects, checks for understanding, etc.)
Other 10% (grammar, vocabulary, root words, tickets out the door)	Other 10% (homework, centers, etc.)	Other 10% (homework, centers, etc.)	Other 10% (homework, centers, etc.)	Other 10% (homework, centers, etc.)

Intensive/Remedial Coursework	
Intensive Reading (Iready)– Middle School	Mathematics – Middle School
Classwork 40% (Centers, whole group instruction)	Assessments 50% (on grade level assessments)
Assessment 25% (Tests, quizzes)	Classwork 50% (skill center and whole group activity tasks)
iReady Lessons 25% (Instructional path lesson grades or teacher assigned lessons)	
iReady Computer Center 10% (iReady lesson target)	
No homework or Nine Week Exam will be assigned for Middle Grades Intensive Courses	
Intensive Reading (Achieve 3000) – High School	
Summative Assessments 40% (Achieve online activities, tests)	
Classwork 35% (stretch article, close reads, group work, paragraph/short response, quizzes)	
Foundational 25% (bell work, graphic organizers, grammar, vocabulary, root words, logs)	
No homework or Nine Week Exam will be assigned	

The grading weights and categories for courses not listed above will be decided by the school administration and teachers of those courses. Teachers of these courses must follow grading procedures listed on page 45 under Grading Procedures.

Quarter Exams will still be used in certain courses for progress monitoring. Quarter Exams are no longer a stand-alone grade category.

Quarter Exams may be exempt if student meets requirements listed on forms. Teachers do not have to allow students to exempt their quarter exams. State testing and district required progress monitoring assessments may not be exempt. 4th Quarter exams may not be exempt.

6. Calculating Report Card Grades

- a. **Nine weeks** grades will be calculated for all four quarters at the school level based on the following criteria:

Course Average	Nine Weeks Grade
100% (100% of the average of all grading categories)	

Note: Intensive Mathematics and Reading, and Credit Recovery courses are exempt from nine weeks exams. Courses exempt from a fourth (4th) quarter exam are the following: (a) Courses with a Florida Standards Assessment FSA/EOC/F.A.S.T. (b) Advanced Placement (c) Cambridge Advanced International Certificate of Education, (d) Career Technical with a designated industry certification (e) International Baccalaureate (f) Developmental Language Arts Through ESOL(DLA-R/English Language Development).

- b. **Semester** grades will be calculated at the high school school level based on the following criteria:

Nine Weeks	+	Nine Weeks	Semester Grade
50%	+	50%	

Example: 1st Nine weeks grade: $82 \times .50 = 41$
2nd Nine weeks grade: $77 \times .50 = 38.5$

Nine Weeks	+	Nine Weeks	Semester Grade (80)
41	+	38.5	

- c. **Final** course grade will be programmatically calculated at the district level based on the following criteria:

- i. **Courses with a Statewide End of Courses (EOC) assessment and a mandated 30% calculation** (Algebra 1, Geometry, US History, Biology, and Civics)

Semester 1 Grade	+	Semester 2 Grade	+	EOC	=	Final Course Grade
35%	+	35%	+	30%	=	

Example: Semester 1 grade: $80 \times .35 = 28$
Semester 2 grade: $78 \times .35 = 27.3$
EOC: $80 \text{ (conversion scale)} \times .30 = 24$

Semester 1 Grade	+	Semester 2 Grade	+	EOC	=	Final Course Grade (79)
28	+	27.3	+	24	=	

- Courses with a Statewide End of Courses (EOC) assessment and student has ESE waiver for 30% grade of EOC** (Algebra 1, Geometry, US History, Biology, and Civics)

Semester 1 Grade	+	Semester 2 Grade	=	Final Course Grade
50%	+	50%	=	

Note:

¹ The lowest local conversion score will be used for a student who participated in the statewide assessment with a mandated 30% calculation and whose score is not yet available but needed to make graduation decisions for seniors. A grade adjustment will be made once the school receives the score.

² A student who does not participate in the statewide assessment for a course with a 30% calculation will receive an incomplete course grade. A grade adjustment will be made once the school receives the score.

³ A student who commits an infraction that results in a test invalidation will receive an incomplete course grade and will be required to retake the assessment during the next administration of the assessment.

⁴ A student who takes EOC courses through FLVS will not earn credit until the student has taken the EOC.

- d. **Conversion Table** – The fourth nine weeks grade for Career and Technical Education courses with a CAPE industry certification exam will have the following grade calculation.

Industry Certification (IC)		
Pass = 100%	Fail = 69%	Refusal = 0%

Example: Course Average: $80 \times .90 = 72$
PERT or IC Exam grade: $79 \times .10 = 7.9$

Course Average	+	PERT or IC	=	Nine Weeks Grade
72	+	7.9	=	(80)

7. Examinations - Exams will be administered during the last week of the marking period unless justified and approved by the principal or principal's designee. Early final examinations may be administered to students under the following provisions:
- Early induction into the U.S. military services
 - Early entrance as a student into a summer session at an institution of higher learning
 - Transfer of the place of employment of parent(s)/guardian(s) necessitating the family's moving to another location
 - Medical conditions or other reasons approved by the principal
 - Early exams **will not** be granted for students taking vacations prior to the end of the marking period.
 - Make up exams will be administered for excused and 5 or less unexcused absences. Notification timeline for an excused absence applies.

K. COURSE and CREDIT RECOVERY

All students will be provided continuous opportunities to achieve proficiency to meet course standards established by the State of Florida. Teachers are expected to use embedded support strategies to provide opportunities for students to demonstrate proficiency. Any grade change that impacts the student's academic transcript is to be completed by the teacher of record, the principal, or principal's designee and submitted through Skyward.

1. Grade Repair

- Elementary – When a student's academic performance on any grade level assessment falls below 60%, the classroom teacher may provide the needed re-teach and practice through appropriate instructional strategies and differentiated instruction. **The student may retest on that assessment, however, the assessment completed through grade repair can receive a maximum**

grade of 70%.

- b. Middle and High School - Grade repair is a practice that may be offered to help a student earn a passing grade for failed assignments and/or assessments while enrolled in the course. **However, any assignments or assessments completed through grade repair can receive a maximum grade of 70%.** Any failing grade due to a Code of Conduct violation (i.e. cheating, plagiarism, etc) or failure to submit assigned work may not be repaired. Teachers may elect to use Edgenuity/Imagine Learning as a Grade Repair option.

2. Course Recovery

(Middle School) - Course recovery is a practice to help a middle grade student repair a failed quarterly or course grade on the report card, during the subsequent marking period, allowing for the student to get back on track for promotion.

- a. Florida Standards Assessment (FSA)/State Science Assessment/Civics EOC: Students who meet satisfactory performance (Level 3 or higher) can recover a failed course based on demonstration of grade level skills as indicated by the statewide standardized assessment score. The student will receive a 60% as the final course grade.
- b. Edgenuity/Imagine Learning Course Recovery: Students may be assigned specific quarter(s) of coursework to complete online.
 - i. Students enrolled in course recovery must have previously attempted the corresponding course and earned a grade of "F". Students that have earned an "F" will be given priority placement in course/credit recovery courses.
 - ii. The instruction may be prescriptive; therefore, the student may exit upon completing the required nine weeks, semester, or yearlong coursework.
 - iii. Summative assessments are to be proctored at the school site by the Lab Facilitator (designated by the principal) who supervises and provides support in the credit recovery/online learning lab. The designated Lab Facilitator will be bound by the district test administration agreement.
 - iv. Documented and appropriate district and state testing accommodations will be provided to eligible students.
 - v. The new grade earned and any applicable state or district end of course assessment grade previously earned will be used to calculate the new final grade.
 - vi. Grade changes must be completed through Skyward and approved by an administrator.

3. Credit Recovery (High School) - Credit recovery is a practice to help a high school student recover either the first half, second half, or both semesters of a credit bearing course for which averaging of the grades obtained in each half would not result in a passing grade (A-D). The student may recover the nine weeks, semester, or the entire yearlong course. The practice permits students to get back on track for graduation. Credit recovery can be completed during the school day or after hours (Co-enrollment Adult Education, Hernando eSchool, and/or credit recovery program) via technology enhanced curriculum or face to face instruction when available.

- a. Specific credit recovery course numbers must be used when available.

Note: (The National Collegiate Athletic Association (NCAA) consisting of Division I and II schools through which students receive athletic scholarships, do not recognize courses, credits, or grades that were earned based on less than the full completion of a semester course. Potential NCAA candidates cannot participate in credit recovery but must instead repeat the entire course.)

- b. Credit recovery courses are elective credit bearing courses with specific content requirements defined by Next Generation Sunshine State/Florida Standards.
 - c. Students enrolled in a credit recovery course must have previously attempted the corresponding course and earned a grade of D or F (Florida Statute § 1003.4282).
 - d. Credit recovery courses are not bound by Florida Statute § 1003.436 requiring 135 hours of bona fide instruction since the students have previously attempted completion of the corresponding course.
 - e. Summative assessments are to be proctored at the school site by the Lab Facilitator designated by the principal to supervise and provide support in the credit recovery/online learning lab. The designated Lab Facilitator will be bound by the district test administration agreement.
 - f. The new grade earned and any applicable state or district end of course assessment grade previously earned will be used to calculate the new final grade.
 - g. Documented and appropriate testing accommodations will be provided to eligible students.
 - h. Only quarter or semester grades are to be entered once a student completes all required coursework. Grade changes will be submitted through Skyward and approved by the Principal.
4. Grade Forgiveness [Florida Statute § 1003.4282 and Rule 6A-1.0955(3)] (High School Only) – Forgiveness policies for required courses shall be limited to replacing a grade of “D” or “F” with a grade of “C” or higher earned **subsequently** in the same or comparable course. Forgiveness policies for elective courses shall be limited to replacing a grade of “D” or “F” with a grade of “C” or higher earned subsequently in another course. The only exception to these forgiveness policies shall be made for a student in the middle grades who takes any high school course for high school credit and earns a grade of “C,” “D,” or “F”. In such cases, the district forgiveness policy must allow the replacement of the grade with a grade of “C” or higher earned subsequently in the same or comparable course. In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student’s grade point average. Any course grade not replaced according to a district school board forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation.
- a. A required course may be forgiven by the same or a comparable course taken subsequently. A regular level course may be used to forgive the same course at the honors level. An honors level course may be used to forgive the same course at the AP/IB/AICE level. **A lower level of the same course is considered comparable because the benchmarks and/or course objectives are similar. However, the grade for any AP/IB/AICE/DE course recovered with an unweighted course will no longer be weighted.**
 - b. A required course may be forgiven by a dual enrollment course of the same subject area and topic. This is considered a comparable course.
 - c. A non-specific course requirement may be forgiven by another course within the same subject area. For example, physics may be forgiven by ecology.
 - d. Any course that is not being used to fulfill a subject area requirement is considered an elective for forgiveness purposes. An elective course may be forgiven by another elective course taken subsequently. When using a different course to forgive an elective, the same semester in which the previous “D” or “F” was earned does not have to apply. For example: a second semester “F” in foreign language may be forgiven by a subsequent first semester “C” in Art; an “F” in law studies (a semester long course) taken first semester may be forgiven by a “C” in weight training (a semester long course) taken second semester ; an “F” second semester in intensive reading (a yearlong course) may be forgiven by a “C” in law studies (a semester long course) taken either semester.
 - e. Students earning a grade of “D” on the repeat effort earn credit for that course; however,

- the initial failing grade is not forgiven. Students may again choose to repeat the same course, and upon earning a grade of “C” or higher, all earlier grades will be forgiven.
- f. If a student’s final average with the EOC assessment included as 30 percent results in a course grade of “D” or “F”, options for the student include retaking a semester of the course or retaking the entire course.
 - g. If retaking the course and including the EOC assessment as 30 percent results in a final course average of “C” or above, then this grade replaces the “D” or “F”. If it does not result in a “C” or above, then the original course average stands and is not replaced. Only one credit is allowed per course, so only one grade per course should be included as part of the student’s GPA [F.S. 1003.4282(6)]. In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student’s GPA. Any course not replaced according to the District school board forgiveness policy shall be included in the calculation of the cumulative GPA required for graduation.
 - h. If a student completes a course for grade forgiveness that has a corresponding EOC that counts 30 percent of the final grade, the grade is to be recalculated to include the 30 percent equivalent earned on the first attempt of the EOC.
 - i. If a student has more than the three (3) electives for required graduation under the ACCEL option, elective credits can be forgiven following the District grade forgiveness policy.
- In all cases where courses are forgiven under the provisions above, the initial “F” or “D” grade(s) will remain as part of the academic history. Students should be advised that many universities calculate GPAs based on **all** courses attempted.

III. PROGRESSION and GRADUATION REQUIREMENTS

A. PROMOTION and RETENTION (Elementary-Middle)

Each student’s progression from one grade to another is determined, in part, upon satisfactory performance in English Language Arts, mathematics, science, and social studies. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. A minimum final grade of “D” in all 12 required core courses in the middle school is required.

1. Mandatory Retention for Grade 3 Students - To be promoted to Grade 4, a student must score a Level 2 or higher on the Florida Standards Assessment – English Language Arts (FSA ELA) as required under Florida Statute §1008.22 for Grade 3. If a student’s reading deficiency is not remedied by the end of Grade 3, as demonstrated by scoring Level 2 or higher on the statewide, standardized assessment required under Florida Statute §1008.22 for Grade 3, the student must be retained, unless the student has met a good cause exemption as outlined by Florida Statute § 1008.25(5)b and Board of education Rule 6A-1.094221. **Any student not having a reported achievement level on the FSA ELA must be retained.** Students enrolled after the statewide assessment will be assessed using a district selected assessment.
2. Parent Notification Requirements for Retained Grade 3 Students - Written notification must be given to the parent(s) of any 3rd Grade student who is retained for reading stating that his/her child has not met satisfactory performance required for promotion, and the reasons why the child is not eligible for a Good Cause Exemption. The notification must comply with the Student Report Cards provisions of Florida Statutes §§1002.20(14) and 1003.33(2), as well as include a description of proposed interventions and supports that will be provided to the student to remediate the identified areas of reading deficiency. [Florida Statute § 1008.25(7)(b)2]

3. Good Cause Exemptions For Retained Grade 3 Students - Good Cause is defined as conditions that exist such that retention would be more adverse for the student than promotion. In accordance with Florida Statute § 1008.25(6)(b)(c) and State Board of Education Rule 6A-1.094221, the School Board may exempt a student from retention for Good Cause.

Good Cause Exemptions are limited to the following:

- a. Limited English proficient students who have had less than two years of instruction in an English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States;
 - b. Students with disabilities whose Individual Education Plan (IEP) indicates that participation in the statewide assessment program is not appropriate, consistent with the requirement of State Board of Education Rule;
 - c. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education, i-Ready AP3 or AP4 scale score of 535 or higher;
 - d. Students who demonstrate, through a student portfolio, that they are reading at least Level 2 on the Florida Standards Assessment (FSA), as evidenced by demonstrating mastery of applicable state standards in reading 19; Refer to *Academic Portfolio for Good Cause Exemption (#4)* section.
 - e. Students with disabilities who participate in the FSA and who have an IEP or a Section 504 Accommodation Plan that reflects that the student has received intensive remediation in reading and English Language Arts (ELA) for more than two full academic years, but still demonstrates a deficiency and was previously retained in Kindergarten, Grade 1, Grade 2, or Grade 3;
 - f. Students who have received intensive remediation in reading for two or more full academic years but still demonstrates 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.)**
4. Academic Portfolio for Good Cause Exemption - In accordance with State Board of Education Rule 6A-1.094221(3)(a-e), the student portfolio must meet the following criteria:
- a. be selected by the student's teacher;
 - b. be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
 - c. include evidence that the benchmarks assessed by the Grade 3 statewide English Language Arts assessment have been met. Evidence is to include multiple choice items and passages that are approximately 50 percent literary text and 50 percent information text, and that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the District's/School's adopted core reading curriculum or teacher assessments that are aligned with the Language Arts Florida Standards (LAFS);
 - d. be an organized collection of evidence of the student's mastery of the Language Arts Florida Standards that are assessed by the Grade 3 FSA ELA22; and
 - e. be signed by the teacher and the principal as an accurate assessment of the required reading skills. This assessment portfolio meets all of the criteria outlined in State Board of Education Rule 6A-1.094221(3)(a-e).
 - f. This applies to students with disabilities who participate in the FSA, but still demonstrate a deficiency in reading after more than two years of intensive remediation, and were previously retained in Kindergarten, Grade 1, Grade 2, or Grade 3.

- g. **Intensive reading instruction for students so promoted must include an altered instructional day that includes specialized diagnostic information and specific reading strategies for each student.** The HCSD will assist schools and teachers in implementing reading strategies that research has shown to be successful in improving reading among low-performing readers.
 - h. For each benchmark, there must be at least eight examples of mastery as demonstrated by a score of 70 percent or above. A parent of a student in Grade 3 who is identified anytime during the year as being at risk of retention may request that the school immediately begin collecting evidence for a portfolio. [Florida Statute § 1008.25(5)(c)7]
5. Documentation for Grade 3 Good Cause Exemption - The classroom teacher must provide the principal with documentation that indicates the student should be promoted based on one of the Good Cause Exemption criteria listed above. This documentation should consist only of the existing Individual Education Plan (IEP), 504 Accommodation Plan and/or Progress Monitoring Plan (PMP), the report card, or the student portfolio. Documentation for Exemptions 3 and 4 shall be consistent with Florida Statute § 1008.25(6)(c)23. The school principal shall review and discuss recommendations with the teacher and make the determination as to whether the student should be promoted or retained. In accordance with Florida Statute § 1008.25(6)(c)2, information gathered for Third Grade Good Cause.
6. During the School Year Promotion of Retained Grade 3 Students - In accordance with Florida Statute § 1008.25(7)(b)3 and State Board of Education Rule 6A-1.094222, a student retained in 3rd grade may be eligible for mid-year promotion prior to November 1 if he/she demonstrates:
- successful and independent reading at or above grade level;
 - sufficient progress to master appropriate 4th grade reading skills; and
 - meeting any additional requirements, such as satisfactory achievement in other curriculum areas, per local school board policies.

The criteria for students promoted on or before November 1 must provide a reasonable expectation that the student has met the requirements above as evidenced by:

- Satisfactory performance as demonstrated by scoring a Level 2 or above on beginning of the year administration of the statewide assessment (Section 1008.25(8)(b)2, F. S.)
- Satisfactory performance on locally selected standardized assessment(s) measuring state academic standards in English Language Arts (Section 1003.41, F.S.)
- Satisfactory performance on a state approved alternative assessment (State Board of Education Rule 6A-1.094221, F.A.C.)
- successful completion of portfolio elements (State Board of Education Rule 6A-1.094222, F.A.C.)

Students promoted during the school year after November 1 must demonstrate proficiency levels in reading equivalent to the level necessary for the month in which the transition to grade four occurs.

The Progress Monitoring Plan (PMP) for any retained Grade 3 student who has been promoted midyear to Grade 4 must continue to be implemented for the entire school year and if necessary, for additional years. [State Board of Education Rule 6A-1.094222(4)]

7. Criteria for Exemptions from Retention (Grades K-2 and 4-5) - A student who does not meet the requirements for promotion as defined in the Student Progression Plan may be exempted from retention for compelling verifiable evidence indicating the student is performing at or near grade level. This information may be utilized to enact a decision to promote such students. The PS/R+I Team must review the student's file and make a recommendation to the principal.

8. Course Requirements (Middle School) - Promotion from a school that includes middle grades 6, 7, and 8 requires students to successfully complete the following academic courses:

Cumulative Course Requirements for Middle Grades Promotion			
SUBJECT AREA	Grade 6	Grade 7	Grade 8
English Language Arts	1 Year	1 Year	1 Year
	These courses must emphasize literature, composition, and technical text.		
Mathematics	1 Year	1 Year	1 Year
	Successful completion of a high school level Algebra 1 or Geometry course is not contingent on a student passing the end-of-course (EOC) assessment. The student's performance on the EOC assessment constitutes 30 percent of the student's final course grade.		
Science	1 Year	1 Year	1 Year
	Successful completion of a high school level Biology 1 course is not contingent on a student passing the end-of-course (EOC) assessment. The student's performance on the EOC assessment constitutes 30 percent of the student's final course grade.		
Social Studies	1 Year	1 Year	1 Year
	One semester of these courses must include the study of state and federal government and civics education. The student's performance on the Civics EOC assessment constitutes 30 percent of the student's final course grade. (1003.4156 F.S. <i>A middle grades student who transfers into the state's public school system from out of country, out of state, a private school, or a home education program after the beginning of the second term of grade 8 is not required to meet the civics education requirement for promotion from the middle grades if the student's transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of civics education</i>).		
Career & Education Planning	To be completed in 6th- 8th grade. The activities must assist students in determining educational and career options and goals and result in the completion of a personalized academic and career plan for the student. Each student shall complete a personal education plan. This is a district requirement to ensure students graduate career and post-secondary school ready.		
One semester of physical education is required each year for students enrolled in grades 6-8 (1003.455 F.S.). The following waiver options are available: 1) The student is enrolled or required to enroll in an academic support course 2) The student's parent indicates in writing to the school that: a) the student be enrolled in another course from among those courses offered as options by the school district; -OR b) the student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.			

9. Retention Chart – (Middle) To be promoted within middle school at the end of a given year, a student must pass a minimum number of core courses. Conditionally promoted students who do not complete an academic support program will be retained, based on principal decision, in the grade level to which they were conditionally promoted. It is the responsibility of the administrator and counselor to ensure proper scheduling in both grade level and recovery courses. The following will serve as a guide for making conditional promotion and retention decisions:

Grade 6-8			
#Failures	Action	Schedule	Course Recovery (in a concentrated one semester format)
0	Promoted	Regular schedule	N/A
1 - 2	Conditional Retention	Placed in the next grade level coursework and scheduled to repeat courses not passed as appropriate	1 course recovery period
3 or more	Retained	Retained in the grade level and scheduled to repeat courses not passed. Scheduled for the next level of the core academic course successfully completed	3 to 4 course recovery periods during the school year
Students in grade 8 who have not met the middle grades promotion requirements to high school described in Florida Statute § 1003.4156 will not be promoted to high school.			

Note: Upon successful completion of the recovery course, the student may return to a full grade level schedule.

Students with multiple retentions may be placed in an alternate program of instruction or an alternate instructional setting as required by Florida Statute §1008.25(2)(c). The program will incorporate multi-tiered support systems, intensive instruction in deficient areas to bridge the gaps, and acceleration in areas of strength.

10. Special Programs and Retention

- a. English Language Learners (ELLs) (State Board of Education Rule 6A-6.0902) - Students identified as English Language Learners (ELLs) **must** meet the District levels of performance as indicated on the Student Progression charts. ELLs must demonstrate literacy skills on grade level in either English or their native language.

ELLs may not be retained if they are substantially-below-grade-level in reading in English, but can demonstrate grade level literacy skills in their native language. An ELL Committee **must** meet to determine whether an ELL should be retained. Adequate progress, as determined by the ELL Committee, should be used as cause for promotion. An ELL **may** be retained if the ELL Committee has determined that the student has not progressed satisfactorily.

- b. Students With An Active Section 504 Accommodation Plan (Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104) - A student's Section 504 Accommodation Plan documents each of the accommodations required to ensure the student receives a free appropriate public education and has an equal opportunity to access the general education curriculum. If a Section 504 Team decides to make any alteration to the delivery of instruction or student assignments for a student with an active Section 504 Accommodation Plan, such alteration must be documented in the student's 504 Accommodation Plan. A parent or guardian of a student with an active Section Accommodation Plan must be notified of any proposed changes to the 504 Plan. In addition, a parent or guardian must be given the opportunity to provide input on decisions made by the 504 Team.

A student with an Active Section 504 Accommodation Plan **must** meet the School District's levels of performance. Parent(s)/guardian(s) **must** be notified if a student with a 504 Plan is being considered for retention. The Team **must** determine if the reason(s) for retention is/are caused by the disability of record on the active Section 504 Accommodation Plan. If the team determines that the below-grade-level performance is caused by the disability, the student's placement **must** be re-evaluated.

The re-evaluation **must** include a review of the student's records, the student's intellectual and academic abilities and other pertinent information provided by the student's teachers.

Comprehensive documentation regarding student placement **must** be provided each time re-evaluation occurs.

If the team determines that the below-grade-level performance is not caused by the disability, the student is treated in the same manner as any general education student.

c. Exceptional Student Education (ESE) Eligible Students

The Individuals with Disabilities Education Improvement Act of 2004 requires:

- *The IEP for each child with a disability to include:*
- A statement of measurable annual goals, including academic and functional goals designed to meet the child's needs that result from the disability to enable the child to be involved in and make progress in the general education curriculum.

A student who is enrolled in Exceptional Student Education (ESE) **must** meet the School District's performance standards, **unless** the IEP specifies that the student is unable to meet the grade-level performance standards, because:

- The student's demonstrated cognitive ability and/or behavior prevent the student from completing required class work and achieving mastery of Florida Standards or Access Points, even with appropriate and allowable class work modifications.
- The student is unable to apply or use academic skills at a minimal competency level in the home or community.

When an ESE-eligible student with a disability is determined to be performing below-grade-level in reading, writing, mathematics, and/or science, the IEP Team should be convened to review the IEP. The student's IEP **must** address **all** of the student's educational needs, including the student's below-grade-level performance. The IEP Team may recommend a Progress Monitoring Plan (PMP) to address the student's educational need in reading, writing, mathematics, and/or science.

Students with disabilities who are enrolled in an ESE program(s) may be considered to have met promotion requirements when he/she has achieved the goals that are specified on the student's IEP. The primary responsibility for determining each student's level of performance is that of the special program teacher and the general education teacher. The principal may (upon recommendation of the instructional staff and the IEP Team) determine that the promotion requirements have been satisfied. Other factors that may be considered are the students':

- i. previous retention history
- ii. current goals and objectives on the student's IEP
- iii. social/emotional behavior
- iv. attendance
- v. placement and a possible change in the current placement
- vi. grades
- vii. current accommodations/modifications/services

B. PROGRESSION and GRADUATION REQUIREMENTS CHARTS (High School)

Florida Statute § 1003.4282 identifies state minimum graduation requirements for grades 9-12, adult students, and students with disabilities who are to be awarded a standard high school diploma by a public school. The state has specified a total number of credits that students shall earn in certain subject areas.

- Algebra 1 end of course (EOC) or a comparative score

Refer to [Graduation Requirements for Florida's Statewide Assessments](#) for concordant and comparative scores.

Students enrolled in the following courses must participate in the corresponding EOC assessment, which constitutes 30 percent of the final course grade*:

- Algebra 1
- Geometry
- Biology 1
- U.S. History

*Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC (credit acceleration program [CAP]).

What is the difference between the 18-credit ACCEL option and the 24-credit option?

- 3 elective credits instead of 8
- Physical Education is not required
- Online course is not required

What is the difference between the CTE Pathway option and the 24-credit option?

- At least 18 credits are required
- 4 elective credits instead of 8
 - 2 credits in CTE courses, must result in completion and industry certification
 - 2 credits in work-based learning programs or up to 2 elective credits including financial literacy
- Physical Education is not required
- Fine and Performing Arts, Speech and Debate, or Practical Arts is not required
- Online course is not required

3 Credits Science

- One of which must be Biology 1, two of which must be equally rigorous science courses
- Two of the three required course credits must have a laboratory component
- Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology 1)
- An identified computer science** credit may substitute for up to one science credit (except for Biology 1)

3 Credits Social Studies

- 1 credit in World History
- 1 credit in U.S. History
- 0.5 credit in U.S. Government
- 0.5 credit in Economics

1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts*

1 Credit Physical Education*

- To include the integration of health

8 Elective Credits

1 Online Course

Students must earn a 2.0 grade point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments unless a waiver of assessment results is granted by the IEP team for students with disabilities.

*Eligible courses are specified in the [Florida Course Code Directory](#).

**A computer science credit may not be used to substitute for both a mathematics and science credit.

ments in effect at the time the student it graduates, unless the requirements gged for all students by Florida Statute, or ears after the student's original class /k-12-public-schools/bosss/graduation-

ation concerning high school graduation 82, so that the students and their parents 1 year high school student may elect to § 1003.4282).

Florida High School Graduation Requirements STUDENTS ENTERING GRADE NINE IN 2015-2016 School year & thereafter			
Subject Area	24-Credit Program	ACCEL Program (18 credits minimum)	CTE Graduation Path (18 credits minimum)
English/ Language Arts (ELA)	• 4 credits in ELA 1, 2, 3, 4 • ELA honors, AP, AICE, IB, and dual enrollment courses may satisfy this requirement (must pass the Grade 10 ELA statewide assessment or earn a concordance score in order to graduate with a standard diploma)	Same requirement	Same requirement
Mathematics	• 4 credits, one of which must be Algebra 1 and one of which must be geometry (must pass the Algebra 1 EOC or earn a comparative score to earn a standard diploma and the EOC results count 30% of the final course grade) • If Algebra 2 is selected, Algebra 2 statewide assessment results count 30% of the final course grade (prior to 2017-2018) • Industry certifications that lead to college credit may substitute for up to 2 mathematics credits (except for Algebra 1 and Geometry)	Same requirement	Same requirement
Science	• 3 credits, one of which must be Biology 1 (Biology EOC results count 30% of the final course grade), 2 of which must have a laboratory component • An Industry certification courses that lead to college credit substitute for up to 1 science credit (except for Biology 1) • An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology)	Same requirement	Same requirement
Social Studies	• 1 credit in World History • 1 credit in U.S. history (U.S. history EOC results count 30% of the final course grade), • .5 credit in U.S. Government • .5 credit in Economics	Same requirement	Same requirement

World Language (same language)	• 2 credit sequential (Not required for high school graduation, but required for admission into state universities)	Not required for high school graduation, but required for admission into state universities	
Fine and Performing Arts, Speech and Debate, or Prac. Arts	1 credit in Fine or Performing Arts, Speech and Debate, or specified Practical Arts (eligible courses specified in Course Code Directory)	Same requirement	Not required
Physical Education	1 credit in Physical Education to include the integration of health	Not required	
Electives	8 credits	3 credits	2 credits in career and technical education** 2 credits in a work based learning program***
Financial Literacy (2023-2024 Freshman Cohort)	.5 credit	TBD	TBD
Grade Point Average (GPA) Requirements ⁶	Cumulative GPA of 2.0 on a 4.0 scale		
*At this time, industry certifications approved for meeting mathematics and science high school diploma requirements are NOT accepted as one of the 4 math or 3 natural science credits required for SUS admission and/or Bright Futures Scholarships. ** The courses must result in a program completion and an industry certification. *** A student may substitute up to two credits of electives, including one-half credit in financial literacy, for work-based learning program courses to fulfill this requirement.			
Scholar Designation		Merit designation	
In addition to meeting the standard high school diploma requirements: • 1 credit in Algebra 2 or an equally rigorous mathematics course • Pass Geometry EOC • 1 credit in statistics or an equally rigorous mathematics course • Pass the Biology 1 EOC • 1 credit in Chemistry or Physics • 1 credit in a course equally rigorous to Chemistry or Physics • Pass the U.S. History EOC • 2 credits in the same World Language • Earn at least one credit in AP, IB, AICE or a dual enrollment course. A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student and the respective AP, IB or AICE assessment; and earns the minimum score to earn college credit.		In addition to meeting the standard high school diploma requirements: • Attain one or more industry certifications from the established list (Florida Statute § 1003.492). ftp://ftp.hcsb.k12.fl.us/docs///Curriculum/2013-2014/CTE/GoldStandardArticulationIndexHernando.pdf	
Biliteracy Designation – Starting 2016-2017 level of competency in listening, speaking, reading and writing in one or more languages in addition to English			
Rule 6A-1.09951, FAC, Requirements for the Florida Seal of Biliteracy Program			
Silver Seal of Biliteracy		Gold Seal of Biliteracy	
1. Has earned four (4) foreign language course credits in the same foreign language with a cumulative 3.0 grade point average or higher on a 4.0 scale; 2. Has earned a score or performance level on any of national or state level exams(school site will have chart)		1. Has earned four (4) foreign language course credits in the same foreign language with a cumulative 3.0 grade point average or higher on a 4.0 scale and Level 4 or higher on the Grade 10 English Language Arts (ELA) Florida Standards Assessment (FSA); 2. Has earned a score or performance level on any of the national or state level exams(school site will have chart)	

Florida High School ACCESS DIPLOMA Graduation Requirements STUDENTS ENTERING GRADE NINE IN 2017-2018 School year and Thereafter

Subject Area	24-Credit Program
English/ Language Arts (ELA)	Four (4) credits Access English Language Arts (ELA)
Mathematics	Four (4) credits in Mathematics • Access Algebra 1, or Access Algebra 1A and Access Algebra 1B, • Access Geometry • Access Liberal Arts • Access Math for Data and Financial Literacy • Access Algebra 2
Science	Three (3) credits, one of which must be Access Biology 1 • Access Earth/Space Science • Access Physical Science • Access Biology I • Access Chemistry • Access Integrated Science
Social Studies	Three (3) credits • 1 credit in Access World History • 1 credit in Access U.S. History • .5 credit in Access U.S. Government • .5 credit in Access Economics
Fine and Performing Arts, Speech and Debate, or Practical Arts	1 credit in Fine or Performing Arts, Speech and Debate, or specified Practical Arts (eligible courses specified in Course Code Directory) http://www.fldoe.org/policy/articulation/ccd
Physical Education	1 credit in Physical Education to include the integration of health
Industry Certification	Not required
Electives	8 credits (suggested courses in the area of career and technical education)
Online Course	1 course within the 24 credits (should use career and vocational courses)
Grade Point Average (GPA) Requirements ⁶	Cumulative GPA of 2.0 on a 4.0 scale
*At this time, industry certifications approved for meeting mathematics and science high school diploma requirements are NOT accepted as one of the 4 math or 3 natural science credits required for SUS admission or Bright Futures Scholarships.	

C. EARLY GRADUATION

A student may choose the option of early graduation (less than eight semesters) if the student earns credits **required for a standard diploma under the 18 or 24 credit option** as set forth in Florida Statute 1003.4281. A student that has met all of the graduation requirements as prescribed by the State of Florida and the Hernando County School District and wishes to graduate before the end of the academic year, the following are required:

- a. Notification in writing of the student's intent to graduate early.
- b. Approval of the principal.

Early graduation students will continue to participate in school and social events and other specifically named events as if the student were still enrolled in high school including class ranking, honors, and award determinations as part of the student's cohort. The student will be allowed to participate in the graduation ceremony. If the student chooses to participate in the graduation ceremonies, he/she must attend all required practices and meet all other requirements as if he/she was still in attendance at the

high school. A student who graduates from high school midyear (September 1-January 31) may receive an initial Bright Futures Scholarship award during the spring term following graduation if the student applies for the scholarship award no later than August 31 of the graduation year. (Office of Student Financial Aid – OSFA)

D. GRADE POINT AVERAGE (GPA)

GPA is defined as the numerical average represented by the point value of the letter grades earned divided by the number of courses. The point value is based on a standard scale of 4.0 with **no** weighting factor for different levels of difficulty. The scale is based on 4.0 (**A**), 3.0 (**B**), 2.0 (**C**), 1.0 (**D**) and 0 for any other grade (Florida Statute § 1003.437). Refer to the section on Grading for more information on course weights.

Students **must** earn a minimum grade point average (GPA) of 2.0 **unweighted** on a 4.0 scale for all credits attempted except, to meet graduation requirements (Florida Statute § 1003.4282).

E. CREDIT

1. Awarding Credits - Credits are awarded in one-half ($\frac{1}{2}$) credit increments per semester upon successful completion of course requirements. [Florida Statute § 1003.436 (2)].

High School students may earn one-half (.5) credit for semester long courses. A student enrolled in a full-year course will receive one full credit (1.0) upon earning a passing course grade including any EOC requirements. Virtual School, Credit Recovery and Correspondence School grades may be averaged with regular high school grades for the same course number for purposes of awarding credit as defined above.

Note: Any high school course for which a grade is awarded at the middle school (i.e.: Algebra I or Foreign Language) cannot be dropped from the transcript and will be used to calculate the GPA. The student may recover the grade under the Forgiveness policy (Florida Statute § 1003.4282).

2. Transfer Credits [Uniform Transfer of Middle and High School Credits Act FS § 1003.4282 (7)] - Student transferring to a Florida public high school in 2012-13 and thereafter from out of country, out of state, a private school, or a home education program or DJJ and the student's transcript shows an Algebra 1 course in progress, the student must pass the statewide, standardized Algebra 1 EOC assessment in order to earn a standard high school diploma unless the student:
 - a. *These students must earn a comparative passing score on the Mathematics section of either the SAT or the ACT or PSAT or*
 - b. passed a statewide assessment in Algebra 1 administered by the transferring entity, or
 - c. passed the statewide mathematics assessment the transferring entity uses to satisfy the requirements of the Elementary and Secondary Education Act, 20 U.S.C. s. 6301.

If a student's transcript shows a credit in high school reading or English Language Arts II or III, in order to earn a standard high school diploma the student must:

- a. Take and pass the grade 10 ELA assessment or
- b. Earn a concordant score on the ACT or SAT

If a transfer student's transcript shows a **final course grade and course credit** in Algebra I, Geometry, Biology I, or United States History, the transferring course final grade and credit shall be honored without the student taking the requisite statewide, standardized EOC assessment and without the assessment results constituting 30 percent of the student's final course grade [Florida Statute § 1003.4282 (8)].

3. Procedures for Validating Credits (State Rule 6A-1.09941 and Rule 6A-1.09942) –
- a. Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation. If the student does not possess an official transcript or is a home education student, previous credits shall be validated through performance during the first grading period.
 - b. By Performance: A student transferring into a school shall be placed at the appropriate sequential course level and should have passing grades (middle grades) or a minimum grade point average of 2.0 (high school) at the end of the first grading period. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure.
 - c. Alternative Validation: If validation based on performance as described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal, and parent:
 - i. Portfolio evaluation by the superintendent or superintendent's designee (middle and high);
 - ii. Demonstrated performance in courses taken at other public or private accredited schools (middle) ;
 - iii. Satisfactory performance in courses taken through dual enrollment or at other public or private accredited schools(High);
 - iv. Satisfactory performance on nationally-normed standardized subject area assessments (middle and high);
 - v. Satisfactory performance on a statewide standardized assessment (middle and high);
 - vi. Written recommendation by a Florida certified teacher selected by the parent and approved by the principal (high) or
 - vii. Written review of the criteria utilized for a given subject provided by the former school (middle and high).

Students must be provided at least ninety (90) days from date of transfer to prepare for assessments.

Note: Transfer grades which are received as numerical grades will be computed by using the grading scale provided by the sending school when possible. Certified School Counselors should access FASTER to obtain numerical grades. **Transfer grades received as letter grades and for which numerical grades were not available, will be computed by using the middle score (A=95%, B=85%, C=75%, D=65%, F=55%) of the number grade in use in Hernando County School District.**

F. OPTIONAL REQUIREMENTS

1. Service Learning and Volunteer Service (Florida Statute §1009.536) - High school students may receive one-half credit (for each 75 hours served) in a voluntary public service elective course (0500370) or in a voluntary school/community service course (2104330). For both programs, students are required to complete a Community Service Plan that describes the social problem being served, the plan for personal involvement and a final evaluation of the service experience. A maximum of one credit may be earned for community service. For more information on community

service and high school credit, awards, and hours that may be counted, please contact the school counselor

Service hours are not a requirement for graduation. However, it is a requirement for Bright Futures scholarship and must be completed after grade 8th promotion. Non-credit volunteer hours:

- a. Must have pre-approval from the Certified School Counselor and principal
 - b. Can only be earned at a not for profit institution (501(c)(3) as well as educational institutions provided the volunteer hours are performed after school hours
 - c. Must be submitted no later than the end of each month
- If you have questions concerning the type of organization contact your Certified School Counselor immediately.

2. World Language (Florida Statute § 1003.429)

World language credit is not a requirement for graduation. However, Section 1007.261(1)(a), Florida Statutes, requires two credits of sequential foreign language instruction at the secondary level as a prerequisite for admission to all Florida state colleges and universities. **A student whose native language is not English is exempt of this requirement, provided that the student demonstrates proficiency in his/her native language.** Two credits of American Sign Language can satisfy the foreign language requirement. Students can fulfill this requirement as follows:

- a. Enroll in and complete two (2) consecutive courses of instruction at the high school level. The second consecutive year enrollment in the language may be waived only if there is a scheduling conflict and must have administration approval. The second year must be completed as soon as scheduling permits. **OR**
- b. Demonstrate competency to the second high school level or higher (i.e. Spanish 2, Creole 3, etc.) without taking the first course, **OR**
Note: Placement of native speakers into language courses must be at an appropriate and challenging level (i.e. Spanish 2, Dual Enrollment, and Advanced Placement). School counselors should consult with the world language teacher and ESOL support staff for proper placement.
- c. Earn one high school credit at the middle school level and a subsequent credit at the high school level. Students pursuing the 18-credit graduation option who wish to satisfy the world language requirement for Language I and II through the credit by exam program process must arrange with the school counselor and the appropriate world language teacher for proper placement. [Refer to the FCCD]

Note: Students may actually meet the state university admission requirement for world (foreign) language or American Sign Language without obtaining two credits. If a student is able to demonstrate competency to the second high school level or higher (Spanish 2, Creole 2, etc.) without taking the first course, the student will be considered as meeting the requirement. Students able to show competency at the second level or higher without taking 2 credits in the same language will still be required to submit 18 credits as approved for state university admissions. Refer to the Bright Futures Course Table for the list of state university approved list.

G. COURSE SUBSTITUTIONS (High School)

1. Career and Technical Education (Florida Statute § 1003.4282) - A student who earns one industry certification for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute the certification for one mathematics credit. Students who earn two certifications may substitute for up to two mathematics credits, except for Algebra I and Geometry. A student who earns an industry certification for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute the certification for one science credit, except for Biology I. Course code waiver numbers for mathematics and science have been added to the CCD for student transcript purposes.

Some CTE courses identified in the FCCD and courses in which the student earns a nationally recognized industry certification have dual credit value and may be used to satisfy the following standard high school diploma requirements:

- a. One credit requirement in fine or performing arts, speech and debate, or practical arts
- b. One credit requirement for the online course

Note: ¹At this time, industry certifications approved for meeting mathematics and science high school diploma requirements are NOT accepted as one of the four (4) math or three (3) natural science credits required for SUS admission.

²As of 2015-2016, if a student seeks to attain CAPE Digital Tool Certificate or CAPE industry certification, this information must be included in the student's Individual Educational Plan (IEP).

2. Physical Education - One (1) credit in physical education to include the integration of health. Schools meet the physical education graduation requirements through:
 - a. Health Opportunities through Physical Education (HOPE) [Florida Statute § 1003.428 (2)(a)(6)]
OR
 - b. Students may meet the requirement through .5 credit Personal Fitness and .5 credit of a Physical Education activity elective

The **HOPE** option may be waived by the following:

- a. Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one-credit requirement in physical education. **OR**
- b. Completion of one semester with a grade of "C" or better in a marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a dance class shall satisfy one-half credit in physical education or one-half credit in performing arts. **This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual education plan (IEP) or 504 plan. Student will need to complete .5 credit in Personal Fitness.**
- c. Completion of 2 years in a Reserve Officer Training Corps (R.O.T.C.) class, a significant component of which is drills, shall satisfy the one-credit requirement in physical education and the one-credit requirement in performing arts. **This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an IEP or 504 plan. Student will need to complete .5 credit in Personal Fitness.**

The school may not require that the one-credit physical education requirement be taken during the Grade 9 year [Florida Statute § 1003.428 (2)(a)(6)]. Refer to Florida Department of Education Technical Assistance Paper June 15, 2007. K-12: 2007-103.

3. Fine and Performing Arts:

The fine or performing arts includes speech and debate or a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination. Eligible practical arts courses are identified with a "PA" designation in the Course Code Directory. [Florida Statute § 1003.428 (2)(a) (5)]. This requirement may also be fulfilled by completing the following:

- a. Two years of JROTC, a significant portion of which is drills. One credit of JROTC satisfies the performing arts requirement and one credit of JROTC satisfies the HOPE requirement. See the Physical Education section above [Florida Statute § 1003.4282 (3)(f)].

H. COURSE ACCOMMODATIONS/MODIFICATIONS

Accommodations are changes that can be made to the way students learn and how they are tested. They describe changes in format, response, setting, timing or scheduling that do not alter the curriculum or test in any significant way. Accommodations include changes made to the environment and /or teacher behavior, which supports a student's learning, such as teaching methods and materials, classroom assignments and tests, learning environment, strategies, time demands, and schedules.

1. English Language Learners (ELLs)

English Language Learners (ELLs) will be enrolled in English through ESOL I, II, III and IV or English 1, II, III and IV to guarantee the necessary credits needed for graduation. Any exceptions **must** be documented through an ELL Committee meeting.

2. Students With An Active Section 504 Accommodation Plan (Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104)

The Section 504 Team must meet annually to determine if a student's mental or physical impairment substantially limits one or more of an individual student's major life activities, such as learning, walking, seeing, hearing, speaking, and/or breathing. The team will consider a variety of sources such as: medical information, behavioral observations, checklists, classroom tests, teacher recommendations/reports, current grades, academic history, standardized-test reports or other reports. Any deviation and/or exemptions to the general-education content requirements would be the decision of the Section 504 team (with parent(s)/guardian(s) notification) and would be addressed on the Section 504 Accommodation Plan. Thus, the individual student's Active Section 504 Accommodation Plan would document the accommodations to the general-education content requirements needed for that student to ensure an equal opportunity to master the general-education content requirements.

3. Exceptional Student Education (ESE) Eligible Students - If accommodations have been provided for ESE students and the IEP committee determines that modifications would be necessary for the student's needs, a decision may be made to provide modifications to the curriculum.

Modifications to the curriculum are only used for students that are determined eligible for receiving instruction on Florida Access Points and that are looking to obtain a standard diploma using the course codes aligned with these standards. Modifications should be used to support the curriculum expectations and grading systems for students to reflect the student's expected level of performance. For students that participate in modified curriculum, the IEP team should frequently visit and determine that the standards based grading measures are being used in accordance with the progress towards the criteria set forward through the use of the Access Points. On the standardized assessment, the students on Access Points will participate on the aligned assessment to gain insight as to whether course progression towards the standards are being mastered. In this

case, it is essential that all of the members of the IEP team, including the student and parent(s), have a clear understanding of how the student will be graded through the use of the Access Points along with progression towards IEP goals.

The School Board approves modifications to vocational courses to ensure students with disabilities the opportunity to meet graduation requirements for regular diploma. When modifying vocational courses, the particular outcomes and student performance standards that a student must earn credit must be specified on the student's IEP.

IV. DISTRICT/STATE ASSESSMENT REQUIREMENTS

The primary purpose of the student assessment program is to provide academic achievement and learning gains data to students, parents, teachers, school administrators, and school district staff. This data is to be used by districts to improve instruction and guide learning objectives (Florida Statute § 1008.22). Each student must participate in statewide standardized assessments at designated grade levels and for designated courses, as required by Section 1008.4282. The Florida Assessment of Student Thinking (F.A.S.T.) replaces the Florida Standards Assessment (FSA) for reading, writing and mathematics, measures Florida Standards in English Language Arts and Mathematics. Student achievement of the NGSSS benchmarks for science and social studies is measured by the FCAT 2.0.

A. ASSESSMENT CHARTS

The following charts represent district and statewide assessments administered to students in grades 3-12 designed to identify the educational strengths and needs of students and the readiness of students to be promoted to the next grade level or to graduate from high school.

Districtwide Assessments	
Assessment Type/ Purpose	Assessment Name/Target
Diagnostic: To determine the nature of the student's difficulty and areas of academic need	iReady K-8 ELA and Mathematics(grades 6-8, intensive students only) English Language Arts Progress Monitoring(11-12) Mathematics (AGA) DAP Progress monitoring
Common Exams: To measure student progress toward academic goals for the marking period in the course	Mathematics grades 11-12 Nine Weeks Exams Science Nine Weeks Exams Social Studies Nine Weeks Exams
College Readiness: To measure college readiness skills and eligible students wishing to participate in Dual Enrollment	Post-Secondary Education Readiness Test (PERT) PSAT 10 th Grade Students intending to participate in Dual Enrollment

State Assessment (Level 3 = Satisfactory Performance Level)	Grades Assessed									
	3	4	5	6	7	8	9	10	11	12
Florida Assessment in Student Thinking in ELA - Reading	X	X	X	X	X	X	X	X*		
Florida Standards Alternate Assessment in ELA										
Florida Standards Assessment in ELA - Writing		X				X		X*		
Florida Assessment in Student Thinking in Mathematics	X	X	X	X	X	X				
Florida Standards Alternate Assessment in Mathematics										
Science NGSSS Assessment			X			X				
Civics NGSSS EOC Assessment					X					
Algebra 1 FSA/B.E.S.T./FSAA EOC Assessment *										

Geometry B.E.S.T./FSAA EOC Assessment	Administered to students who complete the respective coursework. The score is averaged as 30% of their course grade
Biology 1 NGSSS EOC Assessment	
U.S. History NGSSS EOC Assessment	

***To earn a standard diploma, the student is required to score satisfactory (Level 3) or higher on the grade 10 ELA and Algebra 1 EOC or achieve a concordant/comparative score on a college readiness assessment.**

Concordant/Comparative Scores Meet Graduation Test Requirements		
All students entering 9th Grade 2018-19 and after		
SAT EBRW	FSA ELA Grade 10	480
ACT Reading and English	FSA ELA Grade 10	18
PSAT/NMQST Math	Algebra I EOC	430
SAT Math	Algebra I EOC	420
ACT Math	Algebra I EOC	16
FSA Geometry EOC	Algebra I EOC	499

B. DISTRICT/STATE ASSESSMENT ACCOMMODATIONS FOR SPECIAL PROGRAM STUDENTS

1. English Language Learners (ELL) - On classroom assessments and district common assessments, like the Balanced tests, lesson, chapter, unit tests and nine week exams accommodations listed on the district's strategy sheet or other documented adaptations appropriate to the student's language proficiency level may be provided. The use of Model Performance Indicators (MPIs) based on the WIDA tools for assessment is encouraged.

English Language Learners (ELLs) must take all required state and district achievement tests unless they have an IEP or ELL Plan, which indicates otherwise [State Board of Education Rules 6A-1.09432(2) and 6A-6.0909]. Accommodations to **statewide testing, like FSA and EOCs**, are limited to the following:

- a. flexible setting
- b. flexible scheduling
- c. flexible timing
- d. state-approved Heritage Language Dictionary or Glossary, and
- e. limited assistance by the ESOL or heritage language teacher using the student's heritage language

ELLs **must** have access to an English-to-heritage language translation dictionary or glossary, such as those made available in instructional settings for ELL students. When a student is classified as both ESOL and ESE, all accommodations listed on their IEP as well as their ELL Plan **must** be offered. Parents/guardians are notified in writing of all accommodations offered to their child. A copy of this document is maintained in the ELL folder.

2. Students With An Active Section 504 Accommodation Plan (Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104)
Accommodations will be provided based on the completed and annually reviewed form.

Students with active Section 504 Accommodation Plans may be eligible to receive appropriate accommodations on both School District and state assessments. The Section 504 Team should refer to the student's past performance on standardized tests and the classroom testing accommodation section of the Section 504 Accommodation Plan to determine how the disability could substantially interfere with his/her performance. If so, the Section 504 Team will determine the necessary and appropriate accommodations for district and state assessments.

Testing accommodations during School District/State testing will be implemented as appropriate and as specified in the student's 504 Accommodation Plan based on the student's need and requirements represented in the respective test manual. The 504 Accommodation Plan must specify standard administration with accommodations.

3. Exceptional Student Education (ESE) Eligible Students

Testing accommodations during School District/state testing will be implemented as appropriate and as specified in the student's IEP based on the student's need and requirements represented in the restrictive test manual. The IEP **must** specify:

- a. standard administration or administration with accommodations
- b. accommodations

Note: Specific information regarding accommodations for each assessment instrument can be found in the *Test Coordinator's Handbook* or *Accommodations: Assisting Students with Disabilities*, 4th Edition, 2018.

4. Computer Based Testing Accommodations

Computer based testing accommodations are provided for students with disabilities enrolled in public schools with current IEPs or Section 504 plans and English Language Learners (ELLs) based on the student's need and requirements represented in the respective Computer-Based Test Administration Manual.

Accommodations are changes that can be made to the way students learn and how they are tested. They describe changes in format, response, setting, timing or scheduling that do not alter the curriculum or test in any significant way. Accommodations include changes made to the environment and/or teacher behavior, which supports a student's learning, such as teaching methods and materials, classroom assignments and tests, learning environment, strategies, time demands, and schedules.

C. EXEMPTIONS FROM DISTRICT/STATE ASSESSMENTS FOR SPECIAL PROGRAM STUDENTS

1. English Language Learners - English Language Learners shall be assessed for academic progress using guidelines established under Section 1008.22, F.S.

Students who will receive a standard diploma **must** achieve passing scores on the Statewide Standardized Assessment or meet the concordant subject area test score on a State Board of Education approved alternate assessment and satisfy student performance standards for each course in Grades 9-12 for which credit toward graduation is awarded. Students with a disability may meet certain criteria for waivers from this graduation requirement [Florida Statute § 1008.22(3)(c)5; Florida Statute § 1003.428(3); Florida Statute § 1003.43(4); Florida Statute § 1003.438; State Board of Education Rule 6A-1.0995-6]. A student who has taken the Statewide Standardized Assessment a minimum of once without earning a passing score may satisfy the Statewide Standardized Assessment requirement by achieving an equivalent score on an

alternate assessment, the ACT or SAT. The one-time test administration requirement shall not apply to a new student who enters the Florida public school system in Grade 12 who may either achieve a passing score on the Statewide Standardized Assessment or use approved subject area concordant score to fulfill the graduation requirement [Florida Statute § 1008.22(9)].

Pursuant to FS 1003.433(3) and FAC 6A-1.09422

For English Language Learners who have been enrolled in an ESOL program for less than two years and have met all other requirements for graduation except for the state assessment(s), the following two options for determining whether students have satisfactorily demonstrated grade-level expectations that can be interpreted as a measure of grade 10 level achievement in ELA are:

Assessment Option

Assessment	Criteria
Achieve 3000	Grade 10 Lexile of at least 905L
ACCESS for ELLs	4 in Reading and 4 overall
AICE English General Paper (Central HS only)	Passing score of A, B, C, D, E
Study Sync Benchmark Assessments	Passing score of 70% or higher

Portfolio Option

The use of a portfolio of student work, which will:

- Contain artifacts that are evidentiary of grade 10 ELA standards being met;
- Include student work that has been independently produced in the classroom; and
- Be signed by the teacher and principal that it is an accurate assessment of the required skills for meeting the graduation requirements of the state of Florida.

English Language Learners who have completed the credits required for graduation and who have failed to meet the 10th grade standards as measured by the Statewide Standardized Assessment shall be eligible for compensatory education for “a thirteenth year” as provided in Florida Statute § 1003.43 State Board Rule 6A-6.0909.

English Language Learners who failed to meet the standards after completing the “thirteenth year” may be eligible to be reported for FTE funding in the appropriate courses in the adult education program of the Florida Education Finance Program (State Board Rule 6A-6.0909).

2. Students With An Active Section 504 Accommodation Plan - Students with active Section 504 Accommodation Plans may **not** be exempted from District or state assessments. However, the Section 504 Team **must** determine whether a student with an active Section 504 Accommodation Plan may need testing accommodations. Testing accommodations are determined by the Section 504 Team.
3. Exceptional Student Education (ESE) Eligible Students - The IEP Team determines whether an ESE-eligible student participates in state and School District assessments. The decision to exclude any ESE-eligible student **must** be documented in the student’s IEP and **must** meet the following criteria:
 - a. The student is unable to master grade level general content standards pursuant to Rule 6A-

- 1.09401, F.A.C., even with accommodations, assistive technology, or accessible instructional materials.
- b. The student is participating in a curriculum based on access points pursuant to Rule 6A-1.09401, F.A.C., for all academic areas.
 - c. The student requires direct instruction in academics based on access points in order to acquire, generalize and transfer skills across settings.

In accordance with Florida Statute § 1003.5715, separate parental consent is required for instruction in access points curriculum and administration of an alternate assessment. The district may not implement the changes without parental consent unless the district documents reasonable efforts to obtain parent's consent and the parent has failed to respond or the district obtains approval through a due process hearing and resolution of appeals.

Statewide Standardized Assessment Waiver for ESE-Eligible Students

(S.1008.22(3)(c)2., F.S., states that students with disabilities can be eligible for a waiver of statewide, standardized assessment results for the purpose of receiving a course grade and a standard high school diploma.)

- i. The Statewide Standardized Assessment graduation waiver process is designed for consideration of students with disabilities who may be eligible for a waiver on the reading sections of the assessment.

- ii. District responsibilities

In order for the Statewide Standardized Assessment graduation requirement to be waived, the IEP team must meet to determine whether or not the assessment can accurately measure the student's abilities, taking into consideration allowable accommodations.

- iii. Eligibility criteria

To be considered for a waiver from the Statewide Standardized Assessment graduation requirement, the student must:

- Be identified as having a disability as defined in Florida S 1007.02(2).
- Have an individual educational plan (IEP).
- Have demonstrated proficiency in the core content knowledge and skills needed for a standard high school diploma.
- Have taken the Grade 10 Statewide Standardized Assessment with appropriate, allowable accommodations at least once but recommended twice.
- Be progressing toward meeting the state's 24 credit/ ACCEL 18 credit and 2.0 cumulative grade point average (GPA) requirements and any other district requirements for graduation with a standard diploma.

To be considered for the waiver from the EOC assessment requirement (Algebra 1, Geometry, US History, Biology, Civics), the student must meet all of the following criteria:

- Be identified as a student with a disability, as defined in Florida Statute § 1007.02(2)
- Have an active individual educational plan (IEP)
- Have taken the EOC assessment with appropriate allowable accommodations at least once but recommended twice
- Have demonstrated, as determined by the IEP team, achievement of the course standards

- iv. Additionally, to ensure that each student has had every opportunity to pass the Statewide Standardized Assessment, participation in the assessment during the spring semester of senior year is recommended.
- v. Under Florida Statute § 1003.433(1), a student who transfers from another state in 12th grade must pass the Grade 10 Reading Assessment or an alternate assessment that is concordant with the Statewide Standardized Assessment; earn a 2.0 GPA; and meet all requirements of the school District, or state from which he or she is transferring OR meet Florida's course requirements in order to earn a standard diploma. A transfer student may be considered for the waiver.
*A student who has solely been identified as Hospital/Homebound would not be eligible for a waiver.

V. STANDARD DIPLOMA and CERTIFICATE OPTIONS

A student who meets all of the high school graduation requirements is awarded a standard diploma in a form prescribed by the State Board of Education. Transfer students wishing to receive a diploma from a Hernando County high school or participate in graduation ceremonies must meet all district and state graduation requirements. The Hernando County School District will certify completion of a course of study with one of the following:

A. 24 Credit Option or 18 Credit - Academically Challenging Curriculum to Enhance Learning (ACCEL) Option

A standard diploma is awarded to students who meet all criteria (18 or 24 credits and assessments) established by the School Board, Florida Statute § 1003.4282, Florida Statute 1003.3105(5). Refer to graduation charts.

Home Education/Transfer (N998 and 7004) students wishing to receive a high school diploma from Hernando eSchool must:

- a. meet the District's graduation requirements including passing scores on statewide assessments
- b. be a full-time student with Hernando eSchool (open enrollment dates are 90 days from the district's start date, until two weeks prior the district school start date).

Note: eSchool student must comply with the grading timelines and clearance as all other graduating seniors. Hernando eSchool does not calculate and award the distinctions of *Valedictorian* and *Salutatorian*, class rankings. Seniors that enroll outside of the fall open enrollment window for Hernando eSchool during the school year can take courses with eSchool. If they meet full time eligibility requirements during the spring open enrollment window and they are still enrolled with Hernando eSchool, they can receive their diploma over the summer. Students may not take completed transcripts back to their zoned school for graduation purposes.

B. ACCESS DIPLOMA – Refer to chart on page 62

C. CAMBRIDGE ADVANCED INTERNATIONAL CERTIFICATE of EDUCATION DIPLOMA

Diploma Section 1003.4282, F.S., defines the revised options for earning an AICE Diploma. Students must earn equivalent minimum of seven credits by passing a combination of examinations at either double credit (A level) or single credit (AS level), as follows. The core AS Level Global Perspectives and Research (mandatory – one credit) and six credits selected from the following subject group areas: 1. Mathematics and Sciences (minimum of one credit) 2. Languages (minimum of one credit) 3. Arts and Humanities (minimum of one credit) 4. Interdisciplinary and Skills Based (optional – maximum of two credits). The

Cambridge AICE Diploma is awarded at Distinction, Merit or Pass level depending on the passing grades earned on the AICE subject examinations. For Cambridge AICE exams, the passing letter grades range from A* (at A level only) to E with A* being the highest. The lowest passing grade of E is comparable to a US course grade of C or a 3 on an AP examination. Students who do not qualify for a Cambridge AICE Diploma will receive AS or A Level General Certificate of Education (GCE) subject certificates for the subject examinations passed and must meet all general diploma requirements

D. INTERNATIONAL BACCALAUREATE DIPLOMA

This type of diploma is awarded to students who meet defined standards and conditions as established by the International Baccalaureate Organization (IBO). Students who earn at least 24 credits and complete the International Baccalaureate (IB) curriculum requirements will satisfy district and state course requirements for graduation with an IB Diploma. To fulfill Florida Statute § 1003.43 requirements for the IB diploma curriculum, students must complete required coursework and internal and external assessment requirements

E. CERTIFICATE OF COMPLETION

A student shall be awarded a Certificate of Completion if the student completes all standard course requirements (Florida Statute § 1003.4282 or Florida Statute § 1002.3105) (24 or 18 credit options) but fails to:

1. Achieve a cumulative grade point average of 2.0 on a 4.0 scale, or its equivalent, in the courses required and/or
2. Earn a passing score on the statewide assessment or a concordant/comparative score (Florida Statute § 1008.22)

Students who receive a Standard Certificate of Completion have the following options in order to meet the statewide assessment and/or GPA requirements:

1. Continue to take the Statewide Standardized Assessment
2. Take the ACT, SAT, PSAT, or any standardized exam FLDOE approves and earns the respective concordant/comparative score for the Statewide Standardized Assessment established prior to 2023.
3. Return to school for two (2) additional semesters to remediate the Statewide Standardized Assessment and/or GPA
4. Stay in school and enroll in a GED Exit Option Program
5. Enroll in an Adult GED Program or credit program
6. Meet the new concordant/comparative scores in effect as of June 2023.

Any student who is otherwise entitled to a certificate of completion under the 24 credit or ACCEL 18 credit graduation option may elect to remain in the high school either as a full-time student or a part-time student for up to 1 additional year and receive special instruction designed to remedy his or her identified deficiencies [Florida Statute § 1003.43(10)(b)] (Florida Statute § 1003.428 (7)(b)).

A student who has received a Certificate of Completion who subsequently meets the requirements for a standard high school diploma shall be awarded a standard high school diploma dated the school year in which the requirements are completed [Florida Statute § 1003.43(10) (b)].

Students in Exceptional Student Education (ESE) programs who are entitled to a Certificate of Completion may, as an alternative, elect to remain in the secondary school through the end of the day in which the student turns 22 years of age or until the receipt of a Standard Diploma. The purpose of

remaining in school is to receive special instruction to remediate the identified deficiencies. These students may attend school for only the time necessary for these deficiencies to be remediated.

Note: Students earning a Certificate of Completion must have a minimum 2.0 GPA and all required credits to participate in the graduation ceremony.

F. GRADUATION DEFERMENT

Students with disabilities may be eligible to defer receipt of the standard high school diploma and continue to receive services through public education. This decision must be made the year in which the student is expected to graduate. However, the student will participate with the graduation class in the year he/she meets graduation requirements.

Options available for deferment include:

1. Accelerated college credit instruction
2. Industry certification courses that lead to college credit
3. Collegiate high school program
4. Course necessary to satisfy the Scholar designation requirement
5. Structured work-study, internship, or apprenticeship programs

Benefits for deferral will vary depending on the individual student needs and program selected. Generally, deferral allows the student to have access to college course work, provides vocational training, preparation for college admission, or job skills training.

VI. DIPLOMA DESIGNATIONS and SEALS

Students who satisfy course and testing requirements above-and-beyond those required for a standard diploma may earn diploma designation(s) which may be in the form of a seal, sticker, stamp, or text.

1. **Scholar** – Refer to the Florida High School Graduation Requirements
2. **Merit** – Refer to the Florida High School Graduation Requirements
3. **Seal of Biliteracy** – Students may receive foreign language recognition on their diploma and transcript if they graduate with a standard diploma (18 or 24) credits and attain a high level of competency in listening, speaking, reading, and writing in one or more foreign languages. (Florida Statute § 1003.432 and SB Rule 6A-1.09951)

Gold Seal of Biliteracy

- a. Earn four (4) foreign language credits in the same language with a 3.0 GPA and Level 4 or higher on the Grade 10 English Language Arts (ELA) Florida Standards Assessment (FSA) and
- b. A qualifying score or performance level on an approved nationally recognized examination on the state board rule list ; or
- c. Demonstrate language proficiency through maintenance of a portfolio for languages which are not tested on the nationally recognized examinations state board rule list.

Silver Seal of Biliteracy

- a. Earn Four (4) foreign language credits in the same language with a 3.0 GPA and
- b. A qualifying score or performance level on an approved nationally recognized examination on the state board rule list or
- c. Demonstrate language proficiency through maintenance of a portfolio for languages which are not tested on the nationally recognized examinations state board rule list.

Note: A high school student who did not enroll in, or complete, foreign language courses, shall be awarded four (4) foreign language high school course credits, upon attaining at least the minimum score or performance level set forth in subparagraph (3)(a)2. for the Silver Seal of Biliteracy.” If a student earns a course credit through passage of a CLEP or AP examination, a credit is awarded per the Credit Acceleration Program (CAP), [Section 1003.4295 (3)]. For the seal of biliteracy, no more than four (4) credits in a foreign language should be awarded. Therefore, three (3) more foreign language credits would be awarded for a total of four (4). Data Element Code SB should be use for credits awarded for passing scores and should be reported in Survey 5.

Foreign Languages Waiver Code Does Count for Bright Futures (0791920)

For Students Qualifying for a Seal of Biliteracy Who Use the World Languages Transfer Codes, Make Sure to Add the Foreign Languages Waiver Code to Indicate the Student Demonstrates Proficiency to the Second Level in a World Language and Maintain Evidence/Documentation Locally, Thus Meeting the Bright Futures World Language Requirement

VII. HONORS AND RECOGNITIONS (Elementary, Middle and High School)

Academic recognition will be based on the courses that the student was enrolled in for the grading period. This policy applies to all students regardless of the program. Data for honor recognition shall be obtained from the automated student database whenever possible and will be computed on the four-point system (weighted). Honor recognition for outstanding performance in all subjects shall use the following guidelines:

1. Honors and Recognitions - Elementary

- a. End of nine week recognitions - Students may be recognized at the end of each nine-week grading period for outstanding performance in all subjects:
 - **Honors:** A,B, and S grades
 - **Principal’s List:** A and S grades only
- b. End of year recognitions:
Students may be recognized at the end of the school year for outstanding performance in all subjects:
 - **Superintendent’s Award:** A and S grades in all subjects for the entire school year
 - **Principal’s Award:** Final averages of A and S with no grade less than a B in all subjects
 - **Honors Award:** Final averages of A, B, and S with no grade less than a C in all subjects
- c. Recognition for Perfect Attendance:
Students may be recognized for good attendance at the end of each nine-week grading period and/or at the end of the school year.

2. Honors and Recognitions - Secondary

- **Highest Honors/Superintendent’s List:** 3.80 or higher GPA and no grade lower than a “B”
- **High Honors/Principal’s List:** 3.50-3.79 GPA and no grade lower than a “B”
- **Honor Roll:** 3.0-3.499 GPA with no grade lower than a “C”

Any student earning a grade point average (GPA) of 3.50 or higher on his/her report card, who has received a grade below a “B”, but no grade lower than a “C”, will receive Honor Roll designation rather than Highest Honors/ Superintendent’s List or High Honors/ Principal’s List.

3. Honors Recognition at Graduation

A student graduating with a standard diploma including a student who has graduated early, may have one or more of the following special designations as defined below and based on grade point average computed to four decimal places at the end of second semester as soon as final grades are verified.

- a. **Honors:** To receive an Honors designation on the diploma, the student must have achieved all criteria and graduation requirements and have an overall weighted grade point average of 3.0-3.499.
- b. **High Honors:** To receive a High Honors designation on the diploma, the student must have achieved all the criteria and graduation requirements and have an overall weighted grade point average of 3.50-3.799.
- c. **Highest Honors:** To receive a Highest Honors designation on the diploma the student must have achieved all the criteria and graduation requirements and have an overall weighted grade point average of 3.80 or higher.

4. Valedictorian and Salutatorian (High School Only)

To be eligible for valedictorian or salutatorian recognition, a student must have attended the same Hernando County School District public school for three years, two of which must be the junior and senior years.

- a. The **weighted grade** point average will be used to determine the student's ranking in class and the Valedictorian and Salutatorian. Parent(s)/guardian(s) should be aware that the weighted grade point average might not necessarily increase a student's chances for scholarships or admission to in-state or out-of-state colleges or universities.
 - i. The valedictorian/salutatorian award will be based on high school level course grades earned including DE courses.
 - ii. The valedictorian will be the student with the highest weighted average carried to the ten-thousandth place (four digits after the decimal) **at the end of first semester of his/her senior year as soon as grades are verified.**
 - iii. The salutatorian will be the student with the second highest weighted average carried to the ten-thousandth place (four digits after the decimal) **at the end of second semester of his/her senior year as soon as grades are verified.**
 - iv. In the case of a tie for the highest weighted average, co-valedictorians will be named, and the student with the third highest weighted average will be designated as salutatorian. In the case of a tie for the second highest weighted average, co-salutatorians will be named.
- b. In the event of district initiated boundary changes, (i.e. rezoning, closing a program or school) a student who is required to change schools will be eligible to share the recognition as valedictorian or salutatorian with a fully eligible student, without meeting the three-year attendance requirement in the same school. However, the student must have been enrolled in the District public schools for three years. The criterion for GPA still applies.
- c. If a student elects to change schools by changing their educational choice status, they must meet the three year enrollment requirement as stated above.
- d. Each high school will determine the procedures for their graduation ceremony.

Note: Graduating students who are not part of the graduating cohort will not be considered for class ranking recognition (i.e. top 10%, 20%, valedictorian, and salutatorian)

VIII. GRADUATION CEREMONY (High School)

The high school graduation ceremony is an event to celebrate students who have successfully met the academic and extracurricular requirements for graduation. Therefore, all graduating seniors must complete all senior clearance procedures prior to participating in graduation ceremonies. Students who have completed all requirements for a Standard Diploma will be permitted to participate in the graduation ceremonies at the school in which they are enrolled provided all financial obligations are satisfied and behavioral standards are met and maintained throughout the graduation ceremony. In addition, to participate in the graduation ceremony, the student is required to attend the graduation practice.

Students earning a Certificate of Completion must have a minimum 2.0 GPA and required credits to participate in the graduation ceremony.

In addition, students who graduate early but have not participated in a graduation ceremony will be permitted to participate in the graduation ceremony for their cohort. **While a student who graduates early is permitted to participate in school activities and social events, the student must comply with district school board rules and policies.**

Any student who fulfills graduation requirements at the end of the first semester will have the graduation date of December entered. Any student who fulfills graduation requirements at the end of the second semester will have the graduation date of June entered.

In the event of the death of a Hernando County high school student in Grade 12 prior to the completion of all state requirements for graduation, the parent(s)/guardian(s) will receive an honorary diploma in the name of the student. If the student had completed all of the state graduation requirements prior to his/her death, the parent(s)/guardian(s) will receive the diploma earned.

IX. FLORIDA DEPARTMENT OF EDUCATION BRIGHT FUTURES (Florida Statute §1009.53)

The Florida Bright Futures Scholarship Program consists of four awards:

- 1) Florida Academic Scholars Award (FAS),
- 2) Florida Medallion Scholars Award (FMS),
- 3) Florida Gold Seal Vocational Scholars Award (GSV), and
- 4) Gold Seal CAPE Scholar (GSC).

Each award has its own academic eligibility requirements, award amounts, and funding length. A student may receive funding for only one of the above awards. The highest award earned by the student will be selected (Florida Statute § 1009.53). Bright Futures program requirements are listed in the Florida Counseling for Future Education Handbook or the Office of Student Financial Assistance website at: <http://www.FloridaStudentFinancialAid.org/SSFAD/bf/acadrequire.htm>

Note: 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 submits the Florida Financial Aid Application by August 31st prior to the intended graduation date and meet the academic school year scholarship requirements.

X. COLLEGE ADMISSION REQUIREMENTS and COLLEGE ENTRANCE EXAMINATIONS

Refer to the postsecondary institution for admission requirements. General information and test dates

offered by the College Entrance Examination Board for the SAT and by American College Testing for the ACT are available in the guidance offices at each high school. Information is also available on-line at www.collegeboard.com and www.act.org. Both the SAT and the ACT are administered at a number of locations in Florida.

XI. EXTRACURRICULAR ACTIVITIES

Extracurricular activities are defined as activities outside the scope of the regular academic curriculum. Schools may establish criteria for student participation to include but not limited to: passing grades, overall 2.0 GPA, attendance, outstanding notice of obligations and discipline violations unless special arrangements have been approved by the principal or designee.

1. Field Trips (School Board Policies 2340 and 8640) - A field trip which is directly related to a unit of instruction being studied by a particular group of students shall be considered an educational field trip. A trip which is not directly related to the instructional program but which is related to a school-sponsored or connected activity shall be considered an extracurricular trip.
 - The student must be reported as present for the entire school day in order to participate in extracurricular activities or field trips.
 - The Student will return from the activity by the same method of travel which was used to get to their destination unless prior approval of the principal or principal's designee. Parent transportation from the field trip site will not be permitted.
2. Athletic Eligibility () - Refer to the district Board approved Athletic Handbook.

XI MISCELLANEOUS

1. Annual Report - Each district school board must annually publish on the district website and in the local newspaper the following information on the prior school year [Florida Statute §1008.25(8)(b)]:
 - a. The provisions of this section relating to public school student progression and the district school board's policies and procedures on student retention and promotion [Florida Statute § 1008.25(8)(b)1].
 - b. By grade, the number and percentage of all students in grades 3 through 10 performing at Levels 1 and 2 on the reading portion of the Statewide Standardized Assessment [Florida Statute §1008.25(8)(b)2].
 - c. By grade, the number and percentage of all students retained in grades 3 through 10 [Florida Statute § 1008.25(8)(b)3].
 - d. Information on the total number of students who were promoted for good cause, by each category of good cause as specified in paragraph (6)(b) [Florida Statute 1008.25(8)(b)4].
 - e. Any revisions to the district school board's policy on student retention and promotion from the prior year [Florida Statute § 1008.25(8)(b) 5].

Schools' financial reports may be found on the district website at <https://www.hernandoschools.org/departments/budget-finance/financial-transparency-data>
 - f. [Florida Statute §1010.215]

Finance

1. Cafeteria - All students are provided a breakfast and lunch at no cost. Students/Parents may not order food or have food from outside vendors delivered to the school campus. It is a violation of the

Competitive Food Rule as stated in the Florida Administrative Code and the Code of Federal Regulation for food deliveries to be made to school sites during the school day.

2. Charitable Drives/Fundraising -

- a. Student participation in all fundraising and charitable drives is voluntary.
- b. Elementary and middle school students are not allowed to do door-to-door solicitation at any time.
- c. All students selling articles for any school will have a current letter of introduction signed by the school principal. This applies to all organizations within the school, i.e. classes, clubs and athletic departments.
- d. Selling and/or distributing food items as fundraisers **may** be allowed on **secondary** school grounds one hour or more after the completion of school lunch periods with approval from the Principal and/or District designee.

3. Fees/Dues - In accordance with Florida Statute §1006.28 (3)(b), parent(s)/guardian(s) and students are held liable for the full replacement cost of any lost or damaged instructional materials.

a. **Course Fees:**

Fees for certain courses, clubs and activities may be charged. The student, upon registering, is expected to agree to pay the fee. Fees listed in the Board- approved fee schedule are the maximum allowable. These fees may be used to cover the cost of materials, supplies and dues. Students who are unable to pay the fees may submit a request to the school asking for a fee waiver.

All financial obligations of students will be kept in the bookkeeper's office. All obligations are expected to be satisfied annually. A student's participation in extracurricular activities may be denied until all financial obligations are satisfied. Participation in graduation exercises will be denied until all financial obligations are satisfied.

CLASS/CLUB FEES			
	Elementary	Middle	High
Activity Fee			
K-12 General Activity	\$20.00	\$20.00	\$20.00
The annual per student activity fee may not cover all expenses associated with student participation in individual activities; therefore, additional fees to cover expenses, including (but not limited to) materials, supplies, equipment, travel, membership dues, and other purchased services, may be assessed by school principals.			
CTE PROGRAM FEES (per program)			
Secondary CTE Programs (per year)		\$ 30.00	\$50.00
OTHER CLASS FEES (annual)			
Art – per class (per semester)		\$5.00	\$5.00
Band		\$15.00	\$150.00
Band Auxiliary			\$130.00
Band Camp			Varies by site
Band – rental of school owned equipment		\$40.00	\$40.00 each
Chorus		\$10.00	\$40.00
Drivers Education			\$30.00

Health Opportunity for Physical Education (HOPE)			\$5.00
Humanities			\$5.00
Journalism			\$5.00
ROTC			\$20.00
Science Lab – 6-8		\$15.00	\$20.00
CLUB FEES (annual)			
BETA Club			\$20.00
DCT, DECA			\$25.00
ESOL Club			\$10.00
FFA, FCCLA			\$15.00
Florida Federation of Color Guards Circuit & Winter Guard International (FFCC/WGI)			Varies by Site
HOSA			\$31.00
Robotics			\$25.00
French			\$10.00
German			\$10.00
Guitar Class			\$40.00
Honor Society (French, German, Spanish)			\$20.00
Key Club			\$20.00
Latin Club			\$15.00
National Honor Society			\$20.00
Robotics			\$25.00
Skills USA			\$20.00
Spanish			\$10.00
Technology			\$5.00
Theatre/Drama/Acting Class			\$40.00
Thespian Club			\$20.00
Tri-M Club			\$20.00
Yearbook			\$5.00
OTHER FEES	Elementary	Middle	High
Adult Education			\$30.00
Advanced Placement Test Fee (student wishing to test but not enrolled in an AP course or non HCSB student wishing to take the test at their zoned school)			\$96.00 Subject to change
PSAT (upper classmen)			\$16.00 Subject to change
Dual Enrollment – Overdue materials per day			\$2.00
Dual Enrollment – lost material after due date			\$20.00
Graduation (not to exceed)			\$85.00
Lockers		\$ 5.00	\$10.00
Media – overdue materials per day		\$.05	\$.05
Media – copies		\$.10	\$.10
Parking – per semester			\$25.00
Parking Violations			\$25.00
PE Uniform		\$25.00	\$35.00

Postsecondary Education Readiness Test (PERT)		\$5.00	\$5.00
Transcripts			\$2.00
Child Care – Pre School (per month)			\$50.00
SPORTS FEES (Pay-to-Participate)			
First Sport		\$40.00	\$50.00
Second Sport		\$25.00	\$30.00
Family (Same School)		\$90.00	\$110.00
Individual Cap		\$65.00	\$80.00

- **Pay to Participate fees must be paid prior to the student participating in the sport**
- **The athletic fee does not guarantee playing time, only the opportunity to be on the team when an eligible student is selected.**

4. Returned Checks (**NOTICE TO PARENT(S)/GUARDIAN(S) REGARDING RETURNED CHECK POLICY**)

In an effort to curb the internal cost our district bears each year for returned checks (Non-Sufficient Funds-NSF, Account Closed, Fraud and Stop Payment), we have contracted with an outside check collection agency.

This collection agency will be in charge of collecting checks for our district that are not honored by the check writer's bank. In addition to the face value of the check, service charges and bank fees will be added to each returned check based on the laws of the State of Florida. The following is a summary of the base service charge authorized by the State of Florida for returned checks:

Amount of Check Written	Service Charge
\$0.01 to \$50.00	\$25.00
\$50.01 to \$300.00	\$30.00
\$301.00 to \$800.00	\$40.00
\$800.01 – plus	5% of Face of Check

All returned checks will be directly sent to the check collection agency once dishonored. Should your check be dishonored by your bank, the collection agency will send a letter explaining the breakdown of the fees and charges.

5. Student Insurance - Student accident insurance is available to all students. During the first week of school, the students will be given an insurance packet citing the prices, types of coverage, and procedures to follow for enrollment in the student accident insurance plan. Athletes and cheerleaders are required to have this coverage or proof of equivalent coverage in order to participate in any athletic or cheerleading activity. Student accident insurance may also be purchased on a 24-hour basis (see Athletic Handbook for further details).

How to File an Insurance Claim:

All accidents to students must be reported to the school's clinic. All students covered by the student accident insurance policy should request the "claim form" required by the insurance company. The form should be completed with the help of the school secretary. All the pertinent information required on the form must be completed.

Health

1. Blood Drives - The Hernando County School District assists LifeSouth Community Blood Centers and the community by sponsoring on campus blood drives two times (2x) each school year. While the School Board permits LifeSouth to conduct blood drives on its campuses, donation is not required. If any 17 year old student wishes to give blood, his or her parent(s) or legal guardian(s) must read

and sign the permission form prior to a student being allowed to donate blood. LifeSouth staff will be contacting parents to verify their permission prior to the blood drive. All students who donate blood will not be allowed to participate in any practice, physical education or any other activity that requires strenuous exertion on the day of the donation.

The screening process for blood donation, which includes weight, blood pressure, temperature and health assessment, is completed by LifeSouth Community Blood Center personnel. Parent(s) or guardian(s) should know that an adverse reaction, which may include dizziness, fainting or slight drop in blood pressure may occur under rare circumstances. It is the School District's recommendation that all students eat foods containing a protein and a carbohydrate prior to any blood donation and donation is denied for any students who have not eaten within 2 hours of donation. Nourishment should be provided by LifeSouth Community Blood Center as needed.

2. Children With Special Health Care Plans - Parent(s)/guardian(s) are requested to notify the principal or school health professional in writing if there are any known problems, allergies or chronic illness which may affect the student's successful participation in school activities. The school personnel must be aware of conditions that may justify prescribing special attention to the student during school hours. For some conditions it may be necessary for the parent(s)/guardian(s) to obtain written instructions from a physician and assist in the development of a health care plan. Health care plans must be completed each school year Parent(s)/guardian(s) are requested to schedule a conference with the registered nurse assigned to the school in order to share pertinent information if a child has a health problem or condition that requires special attention.

If the student is asthmatic and uses an inhaler or is highly allergic to bee stings, etc. and uses an Epi-pen, pancreatic enzymes, the **Administration of Medication** form must be properly completed and filed in the clinic. These medications are the only exceptions allowing students to personally carry medications at school. The teacher(s) will be notified that the child has permission to carry this medication if the Medication Authorization and Contract to Carry are completed and signed. It is the responsibility of the parent(s)/guardian(s) to ensure that their child has been properly instructed in the use and handling of these medications if the student is to be allowed to carry them at school.

The clinic personnel should be made aware of the severity of asthmatic or allergic reaction so they can be as prepared as possible to assist the student. History of prior attacks should also be shared with the clinic personnel.

3. Glucose Monitoring - Children who must have their blood sugar level monitored at school must have a doctor's order on file indicating the times that monitoring should be done and the specific steps to be taken by school staff if the child's glucose level is high or low. It is contrary to state policy to allow children to perform glucose monitoring without a doctor's order. For further information, consult with the school health professional.
4. Health Screenings - All health screenings performed in the District's schools shall follow the guidelines as set by the Florida Department of Health in the School Health Services manual. All screenings are noninvasive procedures which do not penetrate the skin or anybody orifice. All health screenings are voluntary. Parent(s)/guardian(s) are notified at the beginning of the school year of all screenings. Parent(s)/guardian(s) have the right to refuse any or all screenings for their child. This must be done in writing and sent to the school clinic prior to the screenings.
 - a. **Hearing Screenings:** Will be performed as indicated or for any new student entering the school district in grades K-5 or students entering a Florida school for the first time.

- b. **Vision Screenings:** Will be performed as indicated or for any new student entering the school district in grades K-5.
- c. **Body Mass Index (BMI):** (Height & Weight) will be conducted in, first grade, third grade and sixth grade.
- d. **Dental Screenings:** Are provided with parental permission at certain select elementary schools for students in second grade.

5. Hotline Numbers

Support and Resource Area

Toll Free Number

Abuse Care LINE, Child Abuse, Drug Abuse, Bullying, Dating Violence	1-800-872-5437
Abuse Registry	1-800-342-9152
AIDS – Florida	1-800-FLA-AIDS
American Dental Association	1-800-621-8099
Alcoholics Anonymous Hotline	1-352-683-4597
Alzheimer's	1-800-272-3900
Anorexia Nervosa & Associated Disorders	1-847-831-3438
Be Brave Hotline	1-407-792-2957
Blindness	1-800-424-8666
Cancer – National Institute	1-800-422-6237
https://livehelp.cancer.gov/app/chat/chat_launch	
CCD Hotline	1-800-342-AIDS
Center for Autism and Related Disabilities	1-800-754-5891
Children's Medical Services	1-888-326-7485
Cocaine Abuse	1-800-662-HELP
Covenant House	1-800-999-9999
Directory Assistance	1-800-555-1212
Diabetes	1-800-232-3472
Domestic Violence Hotline	1-800-500-1119
Down Syndrome	1-800-221-4602
Drug Abuse – National Hotline	1-800-662-4357
Family Network on Disabilities	1-800-825-5736
Family Source of Florida	1-580-488-5437
Kidney Disease	1-800-638-8299
Lighthouse for the Visually Impaired and Blind	1-352-754-1132
Missing Children	1-800-843-5678
National Alliance for the Mentally Ill (NAMI) of Hernando Co	1-850-671-4445
National Health Information Center	1-240-453-8280
National Runaway Safe Line	1-800-621-4000
Organ Donations Education	1-800-528-2971
Parent Hotline	1-800-840-6537
Poison Control	1-800-222-1222
Product Safety	1-863-665-3601
Rape Hotline	1-800-656-4673
Runaway /Exploited Children	1-800-843-5678
Sexually Transmitted Diseases (STD) Hotline	1-800-458-5231
Speech and Hearing	1-800-638-TALK
Substance Abuse	1-800-390-4056
Suicide	1-800-273-8255

Tourette Syndrome Support
U.S. Consumer Products & Safety Commission
Vocational Rehabilitation
Women's Sports Foundation

1-727-418-0240
1-800-638-2772
1-352-200-3020
1-800-227-3988

6. Medication - It is the desire of the Hernando County School District that **medications for students be scheduled in such a way that they can be administered at home before and/or after school hours**. In the event that this is not possible, authorized school personnel may administer medication to the students when the following conditions ~~exist~~ are met:
- Authorization for Administration of Prescribed Medication/Treatment Form (SP-EE-051) has been completed and signed by the physician, signed by the parent/guardian and submitted to the school. This form will only need to be completed once every school year unless a change in the prescription has occurred.
 - The medication must be properly labeled, in its original pharmacy container, with the name of the student, prescribing physician, name of the pharmacy and the directions for administration. The medication will not exceed the dosage required for 30 days. The date on the prescription must be dated after July 1st of the start of the new school year. This allows the student to complete an entire school year before an anniversary date of the prescription occurs.
 - Medications must be for the exact dose prescribed. School personnel will not divide or cut any medications to adjust dosages. It is the responsibility of the parent/guardian to provide the accurate prescribed medication dosages.
 - Each time the parent/guardian brings in a new supply for medication, the school clinic staff will count the amount of medications and give a receipt after the school representative and parent/guardian have signed the receipt form. A copy will be given to the parents; the original will stay in the clinic record.

All medications will be locked in the appropriate medication cabinet in the school clinic. Any medication requiring refrigeration (such as antibiotics) should be kept in a locked box in the clinic refrigerator.

Medications must be brought to school by the parents/guardian. STUDENTS ARE NOT PERMITTED TO BRING THEIR OWN MEDICATIONS TO SCHOOL. (The only exception to this rule is students who have prescriptions and contracts to carry their medications for EPINEPHRINE AUTO INJECTOR, ASTHMA INHALER and PANCREATIC ENZYMES).

If medication is to be taken at home as well as at school, it is recommended that the parents/guardian request the pharmacist to divide the prescription into two containers so that only the amount of medication needed during school hours is brought to school. Students will not be allowed to take their medications out of the clinic. No medications will be allowed on the school bus (with the exception of the four listed in state law, Epinephrine Auto Injector, Asthma Inhaler, Insulin and Pancreatic Enzymes).

Due to possible side effects of non-prescription medications, any over the counter medications will be treated the same as prescription medications and require the completion of the Authorization for Administration of Prescribed Medication/Treatment. Non-prescription, over the counter products must be brought into school by the parent/guardian in an original container with the safety seal intact.

PARENTS/GUARDIANS ARE EXPECTED TO PAY SPECIAL ATTENTION TO THE ABOVE POLICY FOR WITHOUT ADHERENCE TO THESE RULES SCHOOL PERSONNEL WILL NOT BE ALLOWED TO ADMINISTER OR DISPENSE MEDICATIONS TO YOUR CHILD.

7. Parent/Student General Information - All parent(s)/guardian(s) should observe their child daily for signs of illness, cleanliness and adequate clothing before they leave for school. Since many illnesses are contagious and parent(s)/guardian(s) are interested in considering the health of other children as well as their own child, please refer to the following symptom alert checklist. If your child exhibits any of these symptoms, do not send him/her to school:
- a. Vomiting or diarrhea within the past 24 hours
 - b. Fever within the past 24 hours
 - c. Sore or red throat
 - d. Persistent coughing or sneezing
 - e. Red, watery eyes
 - f. Rash
 - g. Earache or drainage from the ear
 - h. Excessive runny nose especially with greenish-yellow discharge

When a life-threatening situation occurs for a student, the school staff will contact 911 immediately. Emergency care information, including any special orders, such as a "Do Not Resuscitate" (DNR) request, will be provided to emergency medical personnel upon their arrival.

Parent(s)/guardian(s) are asked to cooperate with school personnel whenever they request assistance, information or conferences concerning their student(s) in regards to health issues.

Parent(s)/guardian(s) are responsible for providing personal care items for their student; change of clothes, sanitary products, brace wax etc. The clinic does not have a supply of these items.

Parent(s)/guardian(s) shall promptly fill out and return the Student Information Update ~~and~~ Emergency Information Card and Parental Consent Form to school personnel. It is vital that this information be available to the school personnel in the event of a student becoming suddenly ill or involved in an emergency situation. Failure to have this information on hand may result in an unnecessary delay in reaching the parent(s)/guardian(s) or in getting immediate medical attention for the student. It is also vital that the information card be kept up-to-date since addresses, phone numbers, etc. change during the school year. Parent(s)/guardian(s) are required to designate emergency contact person(s) who will pick up their student if the need ever arises. The name and phone numbers of the emergency contact person(s) must be included on the Emergency Information Card.

8. Pediculosis

NO LIVE LICE POLICY

Students who display signs of head lice, such as excessive scratching of the head, may be sent to the clinic to be checked. A thorough examination of the hair and scalp should be done for the presence of live lice. If nits or lice are found, siblings must be checked for lice infestation as well.

If nits are present, an attempt will be made to contact the parent/guardian and the Nit Notification and Treatment Letter will be sent home with the student. The student will be given a return to class pass from the clinic. Students must report to the clinic on a daily basis to monitor process of nit removal until no nits are found. A final recheck will be performed on the 10th day. If nits are still present, the school health professional will be notified to follow-up with the parent/guardian. If live lice are present, parents will be called to pick-up their child from school. After live lice treatment, the student must report to the clinic with their parent/guardian to be examined for

lice/nits before they may return to class. If lice are present, the student will be sent home with the parent/guardian.

****NOTE:** Presence of lice 24 hours after treatment suggests a very heavy infestation, re-infestation, resistance to therapy, or incorrect use of treatment product. The parent/guardian may contact their licensed healthcare provider regarding retreatment with a pediculicide.

9. School Clinic - All district schools maintain a health clinic that is attended by a school health professional with varying levels of medical training. School clinics are not fully equipped medical rooms. However, they are adequately designed for first aid and/or care of minor illness. The school clinic is closed for the first hour of school unless there is an emergency. Students should not seek explanation of their illness from the health professional since clinic personnel do not diagnose illness. School health professionals will evaluate a student's condition and act accordingly. If the health professional finds that the child is ill, the parent(s)/guardian(s) listed on the Student Information Update and Emergency Information card will be called by the school health professional. If the student is determined to be in satisfactory condition, with a normal temperature and no other signs or symptoms of illness, he/she will be returned to class. Students who request to call home will be allowed to do so. The parent(s)/guardian(s) may then decide if the child is to remain in school (if no signs of illness) or go home. For additional information, please see the School Clinic Policy Manual.
10. Refusal to Pick Up from School - Students who have been assessed by the school health professional or other designated personnel and determined to be injured or too ill to remain in class must be picked up promptly. At times, there may be extenuating circumstances when a parent(s)/guardian(s) cannot get to school to pick up their ill or injured child. In such cases, the school will work with parent(s)/guardian(s) as much as possible. However if a parent(s)/guardian(s) refuses to pick up a child who is injured or too ill to remain in school, the incident will be documented in the child's school health folder. If a parent(s)/guardian(s) continues to refuse to pick up their sick child on subsequent occasions, then this will be documented in writing and a referral will be made to appropriate agencies.

Instructional Resources

1. Instructional Materials – Florida Statute § 1006.28

- **District School Board**
The School District shall assure that instructional materials used in the district are consistent with the district goals and objectives and the curriculum frameworks adopted by rule of the State Board of Education as well as with the state and district performance standards.
- **District School Superintendent**
By March 31 the Superintendent must certify to the commissioner that there is an approved comprehensive staff development plan that supports fidelity of implementation of instructional materials programs in place. The report must verify that training was provided and that the materials are being implemented as designed.
- **School Principal**
The school principal has the following duties for the management and care of instructional materials at the school:
 - a. **Proper use of instructional materials**
The principal or principal's designee shall assure that instructional materials are used to provide instruction to students enrolled at the grade level or levels for which the materials are designed, pursuant to adopted District School Board Rule. The school principal or principal's designee shall

communicate to parent(s)/guardian(s) the manner in which instructional materials are used to implement the curricular objectives of the school.

b. Money collected for lost or damaged books

The school principal or principal's designee shall collect from each student or the student's parent(s)/guardian(s) the replacement cost of any instructional material the student has lost, destroyed, or unnecessarily damaged.

c. Disposition of funds

The school principal or principal's designee shall transmit all money collected from the sale, exchange, loss, or damage of instructional materials to the district to be deposited in the district instructional materials fund

d. Accounting for textbooks

The Principal or principal's designee shall see that all books are fully and properly accounted for as prescribed by the adopted rules of the district school board. Adopted procedure for the Hernando County School System is the use of the district provided circulation system to maintain inventory of instructional materials.

- **Parent and Students – Florida Statute § 1006.42**

Each parent of a student to whom or for whom instructional materials have been issued, is liable for any loss or destruction of, or unnecessary damage to, the instructional materials or for failure of the student to return the instructional materials when directed by the school principal or the teacher in charge, and shall pay for such loss, destruction, or unnecessary damage as provided under s. 1006.28(3). **A student will only have digital access to instructional materials when a parent fails to return the instructional materials or pay for damage/lost materials.**

2. Adoption Cycle 2023-2024 through 2027-2028

Adoption Year	Subject Area	Specifications & Criteria Available	State Adoption Process	Effective Date Of Contract April 1 – March 31
2023-2024	Science, K-12	Nov. 2022	April 2023- 2024	2024-2029
2024-2025	Career and Technical Education, World Languages, Art, Music, Dance, Health and Computer Science, K-12	Nov. 2023	April 2024- 2025	2025-2030
2025-2026	English Language Arts, K-12	Nov. 2024	April 2025- 2026	2026-2031
2026-2027	Mathematics, K-12	Nov. 2025	April 2026- 2027	2027-2032
2027-2028	Social Studies, K-12	Nov. 2026	April 2027- 2028	2028-2033

3. Media Center/Library - Media centers are provided for students use in all Hernando County schools. The media center is provided to support the learning and enhance the educational opportunities for all students.

Students using the media center/library must abide by media center/library regulations or they will lose their privilege to use the media center/library. The length of the loss of privilege, if such does occur, will be determined by the administration.

Students are responsible for all material checked out of the media center/library in their names. They are responsible for the material until it is returned. If the material is not returned, the

procedures for Lost or Damaged Books will be followed. For this reason, students are discouraged from checking out material for friends or from loaning books or material to other students.

4. Social Security - The School District of Hernando County may collect, use or release social security numbers of students and/or parents as either required or authorized by law [Florida Statute §119.071(5)(a)2-3]. For more information see Appendix D.
5. Student Records - State and Federal law gives parents [and students over eighteen (18) years of age] certain rights concerning student school records. For more information see Appendix E.

Safety

1. Emergency Procedures

a. **911:**

If students or parent(s)/guardian(s) become aware of any criminal activities, violence, weapons, guns or drugs in regard to a district school, that individual is urged to immediately call 911. Contact school personnel to report violations of school rules and or bullying.

b. **Evacuation / Reunification Procedures:**

It should be noted that circumstances may arise which require the Hernando County School District to either evacuate one or more of its campuses due to an emergency situation. If this action is required, all students will be moved to an alternative site, when it is safe to do so, until the hazard has passed. It should be noted that during an emergency, ALL cell phones (students and staff) are to be "OFF". If parent(s)/guardian(s) wish to pick-up their student during an emergency situation, they may do so only from the ~~alternative~~ designated reunification site for each school. Information regarding the designated reunification site will be provided on a case-by-case basis when conditions warrant evacuation from an affected site.

2. Lockers - Lockers will be issued according to school-based procedures. The locker is the property of the school, and administration reserves the right to inspect the locker without prior notice being given to the student who rents the locker. The student renting the locker is responsible for the contents and condition of the locker.
3. Off-Campus Passes/Leaves, Permits - To receive permission, students must bring a note from the parent(s)/guardian(s) indicating the student has permission to leave campus or the student will be picked up by the parent(s)/guardian(s) and this note will be verified with a phone call to the parent by administration. The note must give the reason for the dismissal. Only the attendance office can give students an off-campus pass/leave permit. The pass will be given only when the situation is considered urgent and warrants this special privilege. The criteria for issuing the pass/leave permit shall be the same as an excused absence. Students must show his/her permit to leave campus during school hours. A student may be signed out of school only if a legal guardian listed on the student emergency card provides the requested documentation. A picture identification of the individual requesting the student be released may be required. Students are not allowed to leave school with any person other than the legal parent(s)/guardian(s) or a person with authorization from the student's parent(s)/guardian(s). Adult students (18 years of age or older) or a married student will need only the principal's permission to leave campus.

Students are not allowed to leave campus for lunch or to run off-campus errands for staff.

With principal and parent(s)/guardian(s) permission, students will be allowed to leave campus for a

school-sponsored activity. The student must be covered by sufficient insurance and the liability waiver must be completed.

Students may not leave campus during school hours without appropriate permission.

4. Safety Rules

- Adhere to on-site traffic plans for vehicles when driving on campus
- Encourage walkers or bicyclists to follow safety rules
- Use pedestrian-safety features where available

5. Supervision

Ensure Your Child's Safety

- Parents and children are not to arrive at school earlier than thirty minutes before the start of the school day*
- Children are to leave campus within thirty minutes after the school day or activity ends*

* Special arrangements may be made with the before/after school program, teacher or administrator.

Supervision will not be provided earlier than thirty minutes before nor thirty minutes after school times. School clinic services are not available at extracurricular activities nor before or after the school day. Parents bear the responsibility to attend to any medical needs for their children before and after these times.

6. Survey - Students are not required to participate in any survey non-related to school matters. See Appendix F.

7. Visitors - To protect the safety and welfare of the Hernando County School District's students, all school campuses are closed. All visitors must enter the school through the main office to be screened and given authorization to visit the campus [Florida Statute §1013.10; Unauthorized persons on school district property may be considered to be a trespasser and may be reported to law enforcement. Acceptable reason for school visits include:

- Participation in a school-sponsored activity approved by the administration.
- Special permission from the school or district administration.

Students who have been withdrawn, expelled or suspended from school for disciplinary reasons will not be allowed on any School Board property or at school-sponsored activities unless they are accompanied by an administrator or administrator's designee. This administrator or administrator's designee shall accompany the student until the student has left the school grounds.

8. Weather Emergencies - When students find themselves in or around the following location, event, or condition, during a thunderstorm or lightning they are advised to take the following protective action:

Thunderstorms and Lightning:

- On School Grounds:** Students are directed to get out of open areas and into an enclosed building as quickly as possible upon the approach of a storm. Students shall not seek shelter under isolated trees, close to metal fences, on playground equipment, or in shelters in exposed locations.
- In School Buildings:** Students are directed to stay indoors and to not go outside unless absolutely necessary. Stay away from open doors and windows, metal objects, electrical

appliances and plumbing until the storm has passed. Keep telephone use to a minimum. Do not handle flammable liquids in open containers. Unplug, if possible, TV sets, computer equipment and all electrical equipment and appliances.

- c. **Athletic Events:** Students are directed to seek shelter in buildings. Avoid open fields and high objects in the area where there is no shelter. Keep twice as far from isolated trees or objects as the object is tall. Get into a crouching position if open areas cannot be avoided. Avoid open spaces, metal fences, sheds or unenclosed shelters. Avoid electrically conductive overhead objects (i.e., wires). Do not use metal object such as fishing rods or golf clubs. Remove metal-cleated shoes.
- d. **In Transit:** Students are directed to stay inside vehicles. DO NOT TOUCH EXPOSED METAL PARTS. Do not park vehicles under electrical lines or trees. Seek protected shelter when using scooters, motorcycles, bicycles and other open vehicles.
- e. **Field Trips or Hiking:** Students are directed to move from high ground and avoid lone trees and small sheds. Stay away from metal fences. Seek shelter in a thick timber ravine, ditch or in an enclosed vehicle or building.

Tornadoes:

Principals and facility managers have evaluated their physical plants and have developed plans for secure area for the students. They have considered the following issues in formulating their plans:

- The utilization of lower floors and interior areas for housing students.
- Gyms and other areas with wide roof span buildings are not suited for housing students.
- The development of a special alarm system for tornado warnings.
- Ensuring that first aid supplies are current and convenient.

- a. **Tornado Watch:** When weather conditions are right for the formation of tornadoes, the staff will:
 - Move students from re-locatable (portable) classrooms and outside locations to permanent facilities.
 - Prepare shelter areas on the lower floors and toward the interior of the buildings.
 - Monitor weather advisories.
 - Make plans to evacuate large areas with wide roof spans unless they are designated as shelters.
 - Keep doors unlocked.
 - Close windows and outside doors.
- b. **Tornado Warning:** When a tornado has been sighted in the area visually and/or on radar, the staff will:
 - Monitor progress of the storm.
 - Evacuate portable classrooms and take shelter in permanent facilities.
 - Close windows and outside doors.
 - Direct everyone to seek cover where floors and walls meet and take a protective seated position with hands/arms covering the head and face.
- c. **School Bus:** During a tornado warning, bus drivers will take the following steps:
 - Stop at the closest available building which can be used as a shelter.
 - Shelter students until the “all clear” are announced.
 - Advise students to seek cover and place themselves in a protected position covering their head and face.

- Have the students disembark and lie flat in the lowest area available when a suitable shelter is not available.

Transportation

1. Driver's License Requirements - According to the provisions of Florida Statutes, effective October 1, 1997, any student who is eligible to obtain a restricted or regular license must be enrolled in an educational program and satisfy relevant attendance requirements. The student must be enrolled in a K-12 program, a special program, or an adult full time evening school. The student must not have more than fifteen (15) unexcused absences in a 90-day attendance period.

A. Suspension of Driver's License

If a student is not enrolled in school or accumulates fifteen (15) or more unexcused absences in a 90-day period, the district must notify the Department of Highway Safety and Motor Vehicles of the name, date of birth, and social security number of the student. Upon receipt of notice from the Department of Highway Safety and Motor Vehicles that the driving privilege will be suspended, the minor or the parent(s)/guardian(s) of the minor has fifteen (15) calendar days to provide proof of compliance with the school attendance requirement statute or request a hardship waiver. Twenty (20) days after notification from the Department of Highway and Safety and Motor Vehicles, the operator's license or learner's permit will be suspended. Students affected by this requirement who have not yet received a learner's permit will have their attendance recorded with the Department of Highway Safety and Motor Vehicles.

Hardship Waiver

According to the provisions of the statute cited above, school administration shall waive the requirements of this statute for any minor under its jurisdiction for whom a personal or family hardship requires that the minor have a driver's license for their own or their family's employment or medical care. Recommendations of teachers and counselors are to be considered prior to granting a waiver. If a waiver is granted through this process, the Department of Highway Safety and Motor Vehicles is to be notified within 24 hours after the hearing.

2. Parking

To be eligible for a parking permit, **the high school student** must:

- Have a 2.0 GPA at the time of application
 - Maintain a 2.0 GPA each marking period for which the permit is issued
 - Maintain a 10 days or less unexcused attendance rate for each class in the prior semester.
- a. The Principal or principal's designee ~~may~~ will suspend the parking permit at the time that the student's GPA falls below 2.0 and/or student has 10 or more unexcused absences in the current semester. However, a student may have his/her parking permit reinstated when the GPA is restored and/or attendance is improved provided there are available parking spaces.
 - b. All high school students who drive vehicles on campus are required to obtain a parking permit with an assigned number. That number and student application will be kept on file in the administration office. Since there are limited parking facilities on high school campuses, parking permits will be issued in order of academic programs (DECA, Allied Health, Dual Enrollment, Reduced Schedule) and seniority with Seniors, and Juniors second priority.
 - c. A parking permit will be issued by the principal or principal's designee to eligible drivers for each vehicle registered upon presentation of a current Florida Operator's License and a Florida Vehicle Registration Certificate. The sticker shall be placed on the vehicle in accordance with the individual school's requirements. Each vehicle will be assigned a specific parking area.
 - d. Students are not permitted to return to their vehicles during school hours unless approved by the school administration.

- e. The school is not responsible for damages, theft, etc. to personal vehicles, bicycles, scooters or any form of transportation or their contents.
 - f. Student drivers have the responsibility to ensure that all passengers have appropriate leave permits when leaving campus during the school day. Failure to do so may result in disciplinary action.
 - g. Students driving vehicles within the school zone are required to observe all state, local and school district regulations on speeding and parking. Any member of the faculty, staff or administration may issue a citation for a violation upon identification of the student or parking permit. The citation will be in triplicate with one copy to the student or placed on the vehicle, one copy to the administration for the student's disciplinary file, and one copy to be mailed to the parent(s)/guardian(s) of the student. Repeated violations may result in issuance of a parking ticket with a fee up to \$25.00 and/or suspension or revocation of the privilege of driving and parking on campus, and/or referral to law enforcement. After the first warning of irregular parking, vehicles that do not have parking stickers will be towed away at the driver's expense.
 - h. Excessive disciplines, absences, tardies, or improper use of off-campus privileges on the part of the student may result in the revocation of the parking permit.
 - i. Middle school students are not permitted to operate motorized vehicles on campus.
3. Bicycles and scooters - Persons riding bicycles or scooters on a roadway have the same rights and duties as drivers of motorized vehicles. Riders must know and obey the scooter laws and/or know and obey the bicycle laws. All students must comply with the helmet law.
4. Bus Procedures - Instructions for Students Riding the Bus:
- Students are expected to obey the bus driver's instructions at all times since he/she is in full charge of the bus.
 - When waiting to board the bus, students are to stand at least 10 feet off the roadway until the bus stops. Also, when boarding or departing the bus, students are to walk 10 feet in front of the bus and wait for the driver's signal before crossing the road.
 - Students must board and leave the bus at their regular stop location. No exceptions will be made unless by written permission from the administration.
 - Students must be on time. The bus will not wait for those who are tardy. Students should be at the bus stop five minutes before the scheduled time. In case of a bus breakdown, students must wait at the bus stop for one hour for a substitute bus to arrive before an excused tardy for being late to school is issued.
 - The driver will assign student seats. Students are to sit facing forward with feet out of the aisle. Students are to remain in their seats while the bus is in motion. The aisle must be clear of feet, books and jackets. The driver must have an unobstructed view of the back door.
 - Students are to keep arms and heads inside windows. No object is to be thrown at the bus, in the bus or out of the windows of the bus.
 - Students are to make no unnecessary conversation with the bus driver since the driver must have his/her full concentration on driving the bus. Students are to remain quiet. Outside of ordinary conversation, students are to maintain classroom conduct. Students shall not use any abusive or profane language to other students, the driver or pedestrians.
 - Students will refrain from pushing, tripping, shoving and fighting while boarding, riding and leaving the bus.
 - Students are to be absolutely silent when the bus stops at all railroad crossings. Burning the dome lights is the driver's signal for absolute silence.

- No eating, drinking, use of drugs/snuff/chewing tobacco, smoking, vaping or possession of a weapon will be allowed at any time on the bus.
- Animals (dead or alive), glass containers, sharp objects, balls, ball bats, racquets, marbles, cutting instruments, toys, radios, tape players, CD players, games, novelty/trading cards, batons, drumsticks, toothpicks, balloons, lighters, matches, or any items of this nature are not allowed on the bus.
- Large objects, including band instruments which cannot be held on the lap or which interfere with the seating and safety of others, will not be permitted on the bus.
- Students in Exceptional Student Education must comply with all of above. As required by law, parent(s)/guardian(s) of exceptional students must be available to assist the student in boarding and departing at the approved bus stops, and they must provide necessary emergency information to the Transportation Department.

Violation of any of the above rules will be reported by the driver to the principal who has the authority to suspend a student temporarily or permanently from riding the bus. Riding the bus is a privilege. Parent(s)/guardian(s) have the responsibility to ensure that suspended students will not appear at the bus stop.

Pledge

In accordance with Florida Statute §1003.44, a student has the right not to participate in reciting the pledge. Upon written request by his or her parent, the student must be excused from reciting the pledge, including standing and placing the right hand over his or her heart.

APPENDIX A
(Course Progression Charts)

Middle Grades Course Progression

Course	Level	Grade 6	Grade 7	Grade 8
English Language Arts	(Level 1-2)	MJ Language Arts 1 (1001010) + M/J Intensive Reading (1000010)	M/J Language Arts 2 (1001040) + M/J Intensive Reading (1000012)	M/J Language Arts 3 (1001070) + M/J Intensive Reading (1000014)
	(Level 3-5)	M/J Language Arts 1 1001010 or M/J Language Arts 1 Adv (1001020)	M/J Language Arts 2 (1001040) Or M/J Language Arts 2 Adv (1001050)	M/J Language Arts 3 Adv (1001080) or English 1 (1001310) or Pre-AP English 1 (1001415)
Mathematics	(Level 1)	MJ Math Course 1 (1205010) + Intensive Math (1204000)	MJ Math Course 2 (1205040) + Intensive Math (1204000)	MJ Pre-Algebra (1205070) + Intensive Math (1204000)
	(Level 2)	MJ Math Course 1 (1205010)	MJ Math Course 2 (1205040)	MJ Pre-Algebra(1205070)
	(Level 3-5)	MJ Math Course 1 Adv (1205020)	MJ Math Course 2 Adv (1205050)	## Algebra 1 (1200310)* or Pre-AP Algebra 1 (1200386)* or MJ Pre-Algebra(1205070) <i>Level 3 EOC score required for standard diploma and EOC counts 30% of final grade</i>
Science	(Level 1-3)	Comprehensive Science 1 (2002040)	Comprehensive Science 2 (2002070)	Comprehensive Science 3 (2002100)
	(Level 4-5)	Comprehensive Science 1 Adv (2002050)	Comprehensive Science 2 Adv (2002080)	Comprehensive Science 3 Adv (2002110)
Social Studies	(Level 1-3)	U.S. History (2100010) Or U.S. History and Career Planning (2100015)	Civics (2106010) or Civics and Career Planning (2106016)* <i>EOC counts 30% of final grade</i>	World History and Career Plan (2109015)

	(Level 4-5)	U.S. History Adv (2100020) Or U.S. History and Career Planning Adv (210005)	Civics Adv (2106020) or Civics and Career Planning Adv (2106026)* <i>EOC counts 30% of final grade</i>	M/J World History Adv and Career Plan (2109020) Or Pre-AP World History and Geography (2109415)
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If a school offers Pre-AP World History and Geography, MYP IB or AICE Social Studies courses in 8th grade, the school must adopt US History and Career Planning or Civics and Career Planning to meet promotion requirements.

High School Course Progression Matrix

English Language Arts and Mathematics

Course	Grade Level	Transitional Level 1-2	On Grade Level 3	Above Level 4-5	IB Level 4-5	AICE
English Language Arts	Grade 9	English I / (1001310) & Intensive Reading	English I / (1001310) or Pre-AP English I / (1001415)	English 1 (H) / (1001320) or English II (H) / (1001350) or Pre-AP English I / (1001415)	English 1 (H) / (1001320H) or Pre-IB English 2 / (1001810)	English 1 (H) / (1001320H) or AS General Paper / (1009360)
	Grade 10	English II / (1001340) & Intensive Reading	English II / (1001340) or English II (H) / (1001350)	English II (H) / (1001350) or English III (H) / 1001380	Pre-IB English 2 / (1001810) or English 3 (H) / (1001380) or AP LA & Comp.(1001420)	English II (H) / (1001350) or AS English Language / (1001550)
	Grade 11	English III / (1001370)	English III / (1001370) or ENC1101/ENC1102	AP LA & Comp.(1001420) or ENC1101/ENC1102 (2cr)	IB English 3 / (1001820)	AS English Literature / (1005370)
	Grade 12	English IV / (1001400)	English IV / (1001400) or ENC1101/ENC1102 (2cr)	AP LA & Comp.(1001420) Or ENL2011/ENL2012 (2cr)	IB English 4 / (1001830)	AS English Language and Literature / (1001535)
== Mathematics	Grade 9	Algebra 1A / (1200370) 1 credit & *Algebra 1B / (1200380) 1 credit	*Algebra 1 or (H) (1200310/1200320) Or Pre-AP Algebra 1 (1200386)*	Geometry or (H) (1206310/1206320)	Geometry (H) / (12063i0) Or Algebra II (H) / (1200340)	Geometry (H) / (12063i0) Or Algebra II (H) / (1200340)

	Grade 10	Geometry / (1206310)	Geometry or (H) / (1206310/1206320)	Algebra II or (H) / (1200330/1200340)	Algebra II (H) / (1200340) or IB Pre-Calculus / (1202375)	Algebra II (H) / (1200340) or Pre-Calc / (1202340)
	Grade 11	Algebra II or (H) / (1200330/1200340) or Mathematics for Data and Financial Literacy (1200384)	Algebra II or (H) / (1200330/1200340) or Mathematics for Data and Financial Literacy (1200384)	Pre-Calc / (1202340) or MAC 1105/1147 (2cr)	IB Math Studies / (1209800) or IB Pre-Calculus / (1202375) Or IB Calc & Descr Stats / (1202810)	Pre-Calc / (1202340) Or AP Calculus AB / (1202310)
	Grade 12	Algebra II or (H) / (1200330/1200340) or Mathematics for Data and Financial Literacy (1200384) or Mathematics for College Liberal Arts (1207350)	Pre-Calc / (1202340) or Mathematics for Data and Financial Literacy (1200384) Or Mathematics for College Liberal Arts (1207350) or MAC 1105/1147 (2cr)	AP Calculus AB / (1202310) or STA2023	IB Stats & Intro Diff Calc (1210310) Or IB Calc & Descr Stats / (1202810) Or AP Calculus AB / (1202310)	AP Calculus AB / (1202310) Or AP Calculus BC / (1202320)

** Level 3 EOC score required for standard diploma and EOC counts 30% of final grade*

Algebra 1A and Algebra 1B are equivalent to 2 credits for high school graduation. However, both courses count as 1 credit for admission to the SUS
 Certain Industry Certifications may be applied toward mathematics credit requirements (excluding Algebra 1 and Geometry)

High School Course Progression Matrix

Science and Social Studies

Course	Grade Level	Transitional Level 1-2	On Grade Level 3	Above Level 4-5	IB Level 4-5	AICE
Science	Grade 9	Env. Science (2001340) (Grade 9 students only)	Biology (2000310)	Biology or (H) (2000310/2000320)	Biology 1 (H) (2000320H)	Biology (H) / (2000320)
	Grade 10	Biology (2000310)	Physical Science (2003310)	Chemistry I or (H) (2003340 / 2003350)	Chemistry 1 (H) (2003340 / 2003350)	AS Marine Science / (2002515)
	Grade 11	Physical Science (2003310) or Marine Science (2002500) or Earth Space Science (2001310)	Marine Science (2002500) or Earth Space Science (2001310)	Physics I or (H) / (2003380/2003390) or AP Env. Science (2001380) or +AP Biology 2000340 or BSC2010/BSC2011	AP Biology (2000340)	AS Environmental Management / (2001381)
	Grade 12			CHM 2045 Or PHY1053	Biology 2 IB / (2000810) or Biology 3 IB / (2000820) or Env. Systems 2 IB / (2001375) or Sports & Ex Science 2 IB (2001830) or Chemistry 2 IB (2003810)	
Social Studies	Grade 9			AP Human Geography (2103400)	AP Human Geography (2103400)	World History (H) / (2109320)
	Grade 10	World History (2109310)	World History or (H) (2109310/2109320) or Pre-AP World History and Geography (2109415)	AP World History (2109420)	AP World History (2109420) Or AP European History (2109380)	AS European History / (2109371)
	Grade 11	U.S. History (2100310)	U.S. History or (H) (2100310/2100320) or	AP U.S. History (2100330) or *AMH2010/AMH2020	AP U.S. History (2100330)	AS US History / (2100500)

			AP U.S. History (2100330)			
	Grade 12	U.S. Government (2106310) Economics (2102310)	U.S. Government or (H) (2106310/2106320) and Economics or (H) (2102310/2102320)	AP U.S. Gov and Politics (2106420) AP Microeconomics (2102360) or AP Macroeconomics 2102370 or AP Psychology 2107350 or AP Comparative Gov/Pol 2106430 DE Psychology PSY1012 or DE Sociology SYG2000	Cont. History 1 IB (2109800) or Cont. History 2 IB (2109805) or Soc & Cult Anthropology 2 IB (2101810) or Environmental Systems 2 IB (2001375)	

APPENDIX B
(Sample Programs of Study)
For a full list of all programs of study, go to the district website

Career Cluster:		Visual and Performing Arts				Program:		Theatre	
Career Cluster Pathway:		Acting				Industry Certification: N/A			
 HERNANDO SCHOOL DISTRICT <i>Learn it. Love it. Live it.</i>		16 CORE CURRICULUM CREDITS				8 ADDITIONAL CREDITS			
		ENGLISH 4 credits	MATH 4 credits	SCIENCE 3 credits, 2 with lab	SOCIAL STUDIES 3 credits	OTHER REQUIRED COURSES FINE ARTS (1 credit), PHYSICAL EDUCATION (1 credit),	VISUAL and PERFORMING ARTS COURSES	RECOMMENDED ELECTIVES (ALIGNED WITH COMMUNITY COLLEGE & STATE UNIVERSITY SYSTEM PROGRAMS)	
Diploma Options: (1) 24 Credit (2) 18 Credit ACCEL (3) Advanced International Certificate of Education (4) International Baccalaureate • Students are encouraged to begin planning for careers and post secondary options by exploring resources at mycareershines.org. • Students are also encouraged to participate in dual enrollment courses which may be used to satisfy high school graduation or Bright Futures Gold Seal Vocational Scholars course requirements. • One course within the 24 credit program must be an online course. Cumulative GPA of 2.0 on a 4.0 scale for 24 credit program									
HIGH SCHOOL (NCTHS)	9 th	English 1	*Algebra 1	Biology		HOPE (meets PE requirement)	Acting 1	Foreign Language	
	10 th	*English 2	Geometry	Physical Science	World History		Acting 2	Foreign Language	
	11 th	English 3	Algebra 2	Chemistry or Physics or Equally Rigorous Course	US History	Fine Arts – May take an additional Theatre course such as Technical Theatre Design & Production 1 or Musical Theatre 1	Acting 3		
	12 th	4 th year English	4 th year Math		US Government and Economics with Financial Literacy		# Acting 4		
Post-Secondary	Based on the Career Cluster of interest and identified career and technical education program, the following is a sample of postsecondary options available.								
	2-Year Professional Certificate PROGRAM(S)			COMMUNITY COLLEGE PROGRAM(S)			UNIVERSITY PROGRAM(S)		
	American Musical and Dramatic Academy (AMDA - NY)			A.S. in Acting (FL School of the Arts) A.A. Pre-Major in Theatre (Valencia College)			B.A. in Theatre Arts or Theatre/Education B.F.A. in Acting or Theatre Performance (UF, UCF, FSU, and others)		
CAREER	Sample Career Specialties								
	Actor (Theatre, film, television, industrials, theme park, voice-over artist, etc.)			K-12 Theatre Teacher College Theatre Professor Theatre Company/Performing Arts Center Education Director/Instructor			Other professions that often encourage study in acting: Psychologist/Counselor, Lawyer, Minister/Clergy, Broadcaster		
CREDIT	Extension and Dual Enrollment Opportunities								
	Dual Enrollment Survey of Drama 1 & 2 through PHSC			Students in the Theatre program may take additional theatre courses to supplement their career cluster pathway as openings in their schedules permit			Available courses: Acting 1, 2, 3, 4 Honors, Technical Theatre Design & Production 1, 2, 3, 4 Honors, Musical Theatre 1, 2, 3, Theatrical Directing & Stage Mgmt.		
*=Level 3 Requirements #=Honors Weight ◆=Science Equivalent Course @= Course Substitution PA= Fine/Performing Arts Credit									
Performing Arts Student Association: International Thespian Honor Society									
Extra Curricular Experience Recommendations: Participation in Shark Theatre productions, Thespian Honor Society Festivals/Competition									
Program of Study Graduation Requirements: http://www.fldoe.org/academics/graduation-requirements									

Career Cluster:		Engineering & Technology Education			CTE Program:		Production Technology (8604000)		
Career Cluster Pathway:		Engineering & Technology Career Path (SCPA)			Industry Certification:		Secondary: MSSC Certified Production Technician Post-Secondary: NIMS Machining Level 1		
 HERNANDO SCHOOL DISTRICT <i>Learn it. Love it. Live it.</i>		14 CORE CURRICULUM CREDITS				10 ADDITIONAL CREDITS			
		ENGLISH 4 credits	MATH 4 credits	SCIENCE 3 credits, 2 with lab	SOCIAL STUDIES 3 credits	OTHER REQUIRED COURSES FINE ARTS (1 credit), PHYSICAL EDUCATION (1 credit),	CAREER AND TECHNICAL EDUCATION COURSES	RECOMMENDED ELECTIVES (ALIGNED WITH COMMUNITY COLLEGE & STATE UNIVERSITY SYSTEM PROGRAMS)	
HIGH SCHOOL (CHS, HHS)		Diploma Options: (1) 24 Credit (2) 18 Credit ACCEL (3) Advanced International Certificate of Education (4) International Baccalaureate							
		• Students are encouraged to begin planning for careers and post secondary options by exploring resources at mycareershines.org. • Students are also encouraged to participate in dual enrollment courses which may be used to satisfy high school graduation or Bright Futures Gold Seal Vocational Scholars course requirements. • One course within the 24 credit program must be an online course. Cumulative GPA of 2.0 on a 4.0 scale for 24 credit program							
		9th	English 1	*Algebra 1	Biology		HOPE (meets PE requirement)	Production Technology 1 (PA)	Foreign Language
		10th	*English 2	Geometry	Physical Science	World History	Practical/Fine Arts	Production Technology 2 (PA)	Foreign Language
		11th	English 3	Algebra 2	Chemistry or Physics or Equally Rigorous Course	US History		Production Technology 2 (PA)	
		12th	4 th year English	4 th year Math		US Government and Economics with Financial Literacy			
Post-Secondary		Based on the Career Cluster of interest and identified career and technical education program, the following postsecondary options are available.							
		TECHNICAL CENTER PROGRAM(S)			COMMUNITY COLLEGE PROGRAM(S)			UNIVERSITY PROGRAM(S)	
		Automation & Production Technology at SunCoast Technical Education Center			A.S. Engineering Technology at HCC A.S. Engineering Technology at SPC A.S. Engineering Technology at PHSC			BS in Industrial Management at USF BS in Industrial Engineering at UCF	
CAREER		Sample Career Specialties (The Targeted Occupations List may be used to identify appropriate careers.)							
		Production Worker Team Assemblers			Engineering Technician Machinist Manufacturing Production Technician			Engineer	
CREDIT		Articulation and CTE Dual Enrollment Opportunities							
		Secondary to Technical Center (PSAV)			Secondary to College Credit Certificate or Degree Students earning the MSSCN001 Industry Certification are guaranteed 15 credits in the Engineering Technology AS/AAS			PSAV/PSV to AAS or AS/BS/BAS Three (3) college credit hours to the AAS/AS Degree in Manufacturing Technology.	
*= Level 3 Requirements #=Honors Weight ◆=Science Equivalency @= Course Substitution PA= Fine/Performing Arts Credit									
Career and Technical Student Association: Skills USA									
Internship/Work Experience Recommendations:									
Program of Study Graduation Requirements: http://www.fldoe.org/academics/graduation-requirements									

Career Cluster:		Health Science			CTE Program:		Allied Health Assisting	
Career Cluster Pathway:		Support Services			Industry Certification:		Certified Medical Administrative Assistant, Certified Nursing Assistant	
 HERNANDO SCHOOL DISTRICT <i>Learn it. Love it. Live it.</i>		14 CORE CURRICULUM CREDITS				10 ADDITIONAL CREDITS		
		ENGLISH 4 credits	MATH 4 credits	SCIENCE 3 credits, 2 with lab	SOCIAL STUDIES 3 credits	OTHER REQUIRED COURSES FINE ARTS (1 credit), PHYSICAL EDUCATION (1 credit),	CAREER AND TECHNICAL EDUCATION COURSES	RECOMMENDED ELECTIVES (ALIGNED WITH COMMUNITY COLLEGE & STATE UNIVERSITY SYSTEM PROGRAMS)
HIGH SCHOOL (CHS, HHS)	Diploma Options: (1) 24 Credit (2) 18 Credit ACCEL (3) Advanced International Certificate of Education (4) International Baccalaureate							
	• Students are encouraged to begin planning for careers and post secondary options by exploring resources at mycareershines.org.							
	• Students are also encouraged to participate in dual enrollment courses which may be used to satisfy high school graduation or Bright Futures Gold Seal Vocational Scholars course requirements.							
	• One course within the 24 credit program must be an online course. Cumulative GPA of 2.0 on a 4.0 scale for 24 credit program							
	9 th	English 1	*Algebra 1	Biology		HOPE (meets PE requirement)		Foreign Language
	10 th	*English 2	Geometry	Physical Science	World History	Practical/Fine Arts		Foreign Language
11 th	English 3	Algebra 2	Chemistry or Physics or Equally Rigorous Course	US History		Health Science 1or Anatomy & Physiology		
12 th	4 th year English	4 th year Math		US Government and Economics with Financial Literacy		Health Science 2, Allied Health 3 and Health Science Directed Study		
Post-Secondary	Based on the Career Cluster of interest and identified career and technical education program, the following postsecondary options are available.							
	TECHNICAL CENTER PROGRAM(S)		COMMUNITY COLLEGE PROGRAM(S)			UNIVERSITY PROGRAM(S)		
	Certified Nursing Assistant, Practical, Surgical Technician, EMS, Paramedics, Medical Technician Programs		Various Health Science Programs including LPN, RN Radiology Technician, Ultrasound Technician			BS in Registered Nursing, Pre-Med, Pre-Pharmacy, Nurse Practitioner,		
CAREER	Sample Career Specialties (The Targeted Occupations List may be used to identify appropriate careers.)							
	Certified Nursing Assistant, Patient Care Assistant, Practical Nurse		Nursing RN, Emergency Medical technician, Medical Administrative Assistant, Health Unit Coordinator, Medical Coder			Registered Nurse, Nurse Practitioner, Respiratory Therapist, Physical Therapist		
CREDIT	Articulation and CTE Dual Enrollment Opportunities							
*= Level 3 Requirements #=Honors Weight ◆=Science Equivalency @= Course Substitution PA= Fine/Performing Arts Credit								
Career and Technical Student Association: HOSA Future Health Professionals								
Internship/Work Experience Recommendations: Clinical experience required as part of program								
Program of Study Graduation Requirements: http://www.fldoe.org/academics/graduation-requirements								

APPENDIX C
(Intervention Plans)

Individual Student Plans

Plan Element	Progress Monitoring Plan	Individual Education Plan (IEP)	Section 504 Plan	English Language Learners Plan
Authority	Section 1008.25(4), F.S.	Individuals with Disabilities Education Act and Rule 6A-6.03028, FAC	Section 504 of the Rehabilitation Act of 1973	Consent Decree, <i>LULAC et. al. v. State Board of Education</i> (1990)
Purpose	To assist the student in meeting state and district expectations for proficiency for promotion in ELA, mathematics, social studies, and science	To address the unique educational needs of a student with a disability, including their level of English proficiency to ensure a free and appropriate public education	To provide students with disabilities equal opportunity to benefit from educational programs, services, or activities as is provided their nondisabled peers	To ensure the provision of appropriate services to students with limited English proficiency and to monitor the progress made by such students
Target Audience/Student Eligibility	Students who do not meet specific levels of performance as determined by the district School Board ELA, mathematics, social studies, and science for each grade level, or who do not meet specific levels of performance on statewide assessments at selected grade levels	Students who meet the eligibility requirements under IDEA and State Board of Education Rules must have an IEP developed and implemented.	Students with a current physical or mental impairment which substantially limits one or more major life activities	Students identified through a home language survey and oral/aural and reading/writing (3-12) assessments to be limited English proficient
Goals	Identification of the desired level of performance in area(s) of deficiency. Level 3 on FSA, SRI grade level proficiency and below designated cut points on iReady.	Identification of measurable annual goals to address the student's priority educational needs and how the disability affects progress in the general education curriculum	Determination of necessary accommodations based on the individual needs of the student	Progress toward the acquisition and proficiency of the English language
Method	Diagnostic assessments may include: teacher and common district assessments, placement test, and diagnostic software results	Diagnostic assessments may include: teacher and common district assessments, placement test, and diagnostic software results	There are no specific requirements for the content of a Section 504 plan; the plan identifies the services or accommodations to be provided to the eligible student.	ACCESS for ELLs, diagnostic assessments may include: teacher and common district assessments, placement test, and diagnostic software results

Plan Element	Progress Monitoring Plan	Individual Education Plan (IEP)	Section 504 Plan	English Language Learners Plan
Monitoring	The how, when, how often, by whom, how long academic support instruction is to be provided, and the reevaluation activities to be employed	The how, when, how often, by whom, how long academic support instruction is to be provided, and the reevaluation activities to be employed	The how, when, how often, by whom, how long academic support instruction is to be provided, and the reevaluation activities to be employed	The how, when, how often, by whom, how long academic support instruction is to be provided, and the reevaluation activities to be employed
Parent Involvement	The school must collaborate with the parent of any student involved in the school-wide PMP through MTSS process.	Parents are integral members of the student's IEP team; documentation is required demonstrating that the parent was afforded the opportunity to participate.	Best practice dictates that they have involvement in the evaluation and placement process.	Parent involvement shall be promoted by the establishment of Parent Leadership Councils at the school or district level in addition to the training and promotion of parents of ELL students on other advisory councils in the district.
Service Delivery	Re-teaching by the classroom teacher, extra time programs, academic support programs, course/credit recovery Level 1 (intensive ELA and mathematics classroom) Level 2 (core academic classroom)	Identification and delivery of special education and related services, accommodations, and/or modifications	Individualized based on the student's required accommodations and/or modifications	Intensive English language instruction and instruction in basic subject that are comprehensible and equal to that provided to English proficient students in scope, sequence, etc.
Other Requirements	District school boards shall assist schools and teachers to implement research-based activities that have been shown to be successful in teaching low-performing students. academic support instruction provided during high school may not be in lieu of English and mathematics credits required for graduation.	An IEP may suffice for the PMP process.	Students eligible for a Section 504 plan may also participate in the school-wide PMP process if they are experiencing academic difficulties.	The ELL Student plan may be combined with an IEP. The ELL or Student plan may be included in or attached to an existing student's plan, e.g., IEP, or may be a separate document for a given student or students.

APPENDIX D

NOTICE OF USE OF SOCIAL SECURITY NUMBERS

Please Read the information below.

The School District of Hernando County may collect, use or release social security numbers (SSN) of students and/or parents for the following purposes, which are noted as either required or authorized by law to be collected. The collection of social security numbers is either specifically authorized by law or imperative for the performance of the District's duties and responsibilities as prescribed by law [Florida Statute §119.071(5)(a)2-3].

- **Student registration and student identification numbers** [Required to request by §1008.386 and §119.071(5)(a)6, F.S. However, §1008.386 notes as an exception, "However, a student is not required to provide his or her social security number as a condition for enrollment or graduation."]
- **Registration in an adult education program** [Required by 6A-10.0381, Florida Administrative Code (F.A.C.) if available and/or student identifier, as required by §119.071(5)(a)6, F.S.]
- **Tracking of adult students enrolled in a postsecondary program.** [Required by 6A-1.0955(3)(e), F.A.C., and by §119.071(5)(a)6, F.S.]
- **Criminal history, Level 1 and level 2 background checks / Identifiers for processing fingerprints by Department of Law Enforcement / Registration information regarding sexual predators and sexual offenders authorized by §943.04351, F.S., if SSN is available.** [Required by 11C-6.003, F.A.C., and §119.071(5)(a)2 and 6, F.S.]
- **Reports on students required to be submitted to Florida DOE** [Authorized by §119.071(5)(a)2 and 6, F.S.]
- **Tort claims and tort notices of claim against the School Board** [Required by §768.28(6) and §119.071(5)(a)6, F.S.]
- **Use of motor vehicle information from the Department of Motor Vehicles for the District to carry out its functions and to verify the accuracy of information submitted by agent or employee to District, including to prevent fraud, in connection with insurance investigations, and to verify a commercial driver's license.** [Authorized by federal law 18 U.S.C. 2721 et seq. and §119.071(5)(a)6, F.S.]
- **Information received from Florida DOE to locate missing Florida School Children.** [Required by 6A-6.083, F.A.C., and §119.071(5)(a)6, F.S.]
- **National School Lunch Act application verification process / Eligibility for Free and Reduced Price Meals and Free Milk in Schools.** [Required of the adult, if the person has a number, by federal law 42 U.S.C. 1751 et seq. and federal regulations 7 C.F.R. 245.2 and .3, and §119.071(5)(a)6, F.S.]
- **Reports from Department of Motor Vehicles of each student whose driver's license is suspended for excessive unexcused absences and reports to Department of non-enrollment or non-attendance upon the part of a student who is required to attend some school** [Required by §322.091(5), §1003.27, and §119.071(5)(a)6, F.S.]
- **Written verification from employer for vocational education, student follow up** [Required by 6A-10.0341, F.A.C., and §119.071(5)(a)6, F.S.]
- **Child abuse report to Department of Children and Families (DCF), of student victim and subjects of report** [Required by 65C- 29.002, F.A.C., and §119.071(5)(a)6, F.S.]
- **Identification of blood donors** [Authorized by federal law 42 U.S.C. 405(c)(2)(D)(i)]
- **The disclosure of the SSN is expressly required by federal or state law or a court order.** [Required by §119.071(5)(a)6, F.S.]
- **Collection and/or disclosure are imperative or necessary for the performance of the District's duties and responsibilities as prescribed by law, including but not limited for password identification to the District's network.** [Authorized by §119.071(5)(a)6, F.S., and required by §119.071(5)(a)2, F.S.]
- **The individual expressly consents in writing to the disclosure of his or her SSN.** [Authorized by §119.071(5)(a)6, F.S.]
- **The disclosure of the SSN is made to prevent and combat terrorism to comply with the USA Patriot Act of 2001, Public Law 107-56, or Presidential Executive Order No. 13,224.** [Required by §119.071(5)(a)6, F.S.]
- **The disclosure of the SSN is made to a commercial entity for the permissible uses set forth in the federal Driver's Privacy Protection Act of 1994, 18 U.S.C. 2721 et seq.; the Fair Credit Reporting Act, 15 U.S.C. 1681 et seq.; or the Financial Services Modernization Act of 1999, 15 U.S.C. 6801 et seq., provided that the authorized commercial entity complies with the requirements of §119.071(5), F.S.** [Authorized by §119.071(5)(a)6, F.S.]
- **Income for Medicaid eligibility, determine the amount of medical assistance payments, process Medicaid billing, and provide program follow-up** [Required by federal regulation 42 C.F.R. 435.910, unless student applicant for Medicaid refuses to obtain a SSN, based on well-established religious objections]

APPENDIX E

STUDENT RECORDS

FERPA (Family Education Rights & Privacy Act) is a Federal law that is administered by the Family Policy compliance Office in the US Department of Education. This law gives parents [and students over eighteen (18) years of age] certain rights concerning student school records.

Annual Notice about Your Rights Concerning Student Records: Parent(s)/ guardian(s) have the right to inspect and review all records and data related to their child who is under 18 years of age or over 18 years of age if claimed as a dependent under IRS rules. This includes print, computer media, microfilm, and microfiche records. This may be done by contacting the school administration for an appointment. All requests will be granted within a reasonable period of time, not to exceed 30 days. Students 18 years of age and older have the right to inspect and review their records by following the same procedure outlined above.

Parent(s)/guardian(s) have an opportunity to challenge the content of their child's record, to ensure that it is not inaccurate, misleading, or otherwise in violation of privacy. Parent(s)/guardian(s) of students over eighteen (18) years of age claimed as a dependent under IRS rules and students over eighteen (18) years of age not claimed as a dependent are provided the opportunity to correct or delete inaccurate, misleading, or inappropriate data by first requesting a meeting with the school administration or department responsible for developing that information. If the school administration or department responsible for developing the information agrees that it needs to be corrected, then it is done, and only a notation that the record has been corrected or deleted is placed in the file. If an agreement is not reached at this level, then the parent(s)/guardian(s) or student over the age of 18 years if not claimed as a dependent, has the right to request a formal hearing under School Board Policy.

You have the right to let other people see your school records; however, the law allows some people to see your records without your consent. Exemptions to consent for disclosure:

- i. School Board members, as part of an expulsion proceeding.
- ii. School district employee or adult volunteer may see records if he or she needs information in the record in order to do his or her job as an employee or volunteer.
- iii. Another educational institution even after a student has already enrolled or transferred if the purpose is related to the student's enrollment or transfer.
- iv. Schools or institutions of post-secondary education to which a student seeks or intends to enroll.
- v. Federal, state, and local authorities involved in an audit or evaluation of compliance with educational program requirements
- vi. Financial aid institution, such as college loan personnel.
- vii. Accrediting organizations.
- viii. Persons who comply with lawfully issued orders or subpoenas.
- ix. Persons who deal with health or safety emergencies.
- x. State or local officials in connection with serving the student's under juvenile justice systems in the accordance with an interagency agreement or cooperative agreement as mandate by section Florida Statute §1003.52.

Some of the information in your child's school record is not confidential and may be released without your consent. This information is defined as "Directory Information". The primary purpose of directory information is to allow the District to include this type of information from your child's educational records in certain school publications.

Examples include: Yearbook, honor roll, graduation reports, sport publications, etc. The following records/reports are designated as Directory Information.

- | | |
|---|--|
| 1. Student's name | 6. Major field of study |
| 2. Date of Birth | 7. Degrees, honors, and awards received |
| 3. Dates of attendance | 8. Most recent previous educational institution attended |
| 4. Address | 9. Height & weight of members of athletic teams |
| 5. Telephone number, if not unlisted or
Restricted per state statute | 10. Participation in recognized sports/activities |

If you do not want directory information released, you must notify the school administration in writing specifying what types of directory information you do not want released. The written notice to the school administration must be received no later than September 15, of each school year, or within 30 days of receiving this notice, if you enroll after the school year has begun. Military recruiters and institutions of higher education are entitled, under federal law, to a list of names, addresses, and telephone numbers of high school students, unless you object to such release. The Superintendent also authorizes

release of this information to companies that manufacture class rings and publish yearbooks. You must notify your child's school administration in writing, if you do not wish this information released without your consent. Both parents have a right to see their child's record unless there is a certified copy of an order on file at the school that specifically denies the right of access to school records. Copies of school records are available for a minimum copying charge.

You have the right to inspect, upon request, any instructional material used as part of the educational curriculum. This does not include academic tests/assessments.

You have the right to opt out of any physical examination or screening that is invasive in nature – any medical examination that involve exposure of private body parts, or any acts during examination that include incision, insertion, or injection into the body, but do not include a hearing , vision, scoliosis screening, or head lice exams.

“Note: The School District may permit School Resource Officers (SRO) to view live feed of School District risk-management surveillance videos (bus or schools) or playback of such videos. A subpoena is required if the officer requests a copy of the video.”

APPENDIX F

SURVEYS

Students are not required to participate in any survey that concerns one or more of the following protected areas without prior written consent:

1. Political affiliations or beliefs of the student or the student's parents
2. Mental and psychological problems of the student or the student's family
3. Sexual behavior or attitudes
4. Illegal, antisocial, self-incriminating, or demeaning behavior
5. Critical appraisals of other individuals with whom the respondent has close family relationships
6. Legally recognized privileged relationships, such as those of lawyers, physicians, and ministers
7. Religious practices, affiliations, or beliefs of the student or the student's parent
8. Income (other than required by law to determine program eligibility)

Parents have the right to inspect any survey before it is administered or distributed by contacting the school and making an appointment during regular school hours.

You have the right to file a complaint with the U.S. Department of Education concerning alleged failure by the District to comply with the requirements of the Family Educational Rights and Privacy Act of 1974 (FERPA). The address of the office that administers FERPA is:

*Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue S.W. Washington, D.C. 20202-5920*