

High School

# HIGH SCHOOL

(Grades 9-12)

**HIGH SCHOOL (Grades 9 - 12)**

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**STUDENT PROGRESSION PLAN  
HIGH SCHOOL**

(Grades 9-12)

**GRADING SYSTEM**

The primary responsibility for determining each student's level of performance and ability to function academically is that of the classroom teacher. The following grading system is to be used in relation to determining the performance of students in the Sumter School System. Teachers should be cautious when giving grades, and be certain that they have included enough evaluation of the student's class work to enable them to ensure a fair grade for work completed. Transfer grades that come in solely as letter grades should have a numeric value assigned to them as follows: A/95, B/85, C/75, D/65, and F/59.

<u>GRADE</u>	<u>PERCENT</u>	<u>GRADE POINT VALUE</u>	<u>DEFINITION</u>
A	90 - 100	4.0	Outstanding Progress
B	80 - 89	3.0	Above Average Progress
C	70 - 79	2.0	Average Progress
D	60 - 69	1.0	Lowest Acceptable Progress
F	0 - 59	0	Failure
*I	0	0	Incomplete

A written plan, with provision for make-up work for excused absences, shall be developed annually by each school and approved by the district, indicating procedures to be used in computing grades, grade point averages, etc.

\* A plan must be developed with the student to complete make-up work in the specified time. Failure to complete work in that specific time will result in a grade of "F".

**GRADING--AUDIT COURSES**

"Pass/Fail" will be used if a student wishes to audit a course but not take the course for credit.

Students may audit a course if they feel they need the information in a course but do not wish to earn credit for the course. The audit designation must be indicated when a student signs up for the course. A pass/fail grade will be given instead of a letter grade for audit classes and no quality points will be assigned.

**GRADE FORGIVENESS**

Any student who makes a "D" or "F" in a required course is eligible to retake that specific course for grade replacement with a "C" or higher. If the student makes a "D" or "F" in an elective course, the student is eligible for replacement of that grade with a "C" or higher grade from another elective course. Middle school students who take high school courses for high school credit and who get a grade of "C", "D", or "F" must have their grade replaced with a "C" or higher in the course when repeated. In all middle and high school cases, only the new grade shall be used in the calculation of the student's grade point average.

When utilizing the credit recovery course option for grade forgiveness, the students may not simultaneously earn an elective credit and the recovered credit. Students may not make up more than 2 credits in before/after school credit recovery class. Students needing more than 2 credits in a year to maintain cohort status may be recommended for alternative academic placement.

**GRADE CLASSIFICATION/PROMOTION**

To be promoted from one grade to the next and to have grade classification as shown, a student must earn credits as indicated.

FRESHMEN	(9th Grade)	Promotion or verified completion of 8th Grade
SOPHOMORE	(10th Grade)	5 Credits
JUNIOR	(11th Grade)	10 credits and a 4.0 or higher score on FCAT Writing Assessment or Sumter Writes!
SENIOR	(12th Grade)	17 credits

A student who fails to meet first semester Sophomore Classification in the fall may have his/her grade classification reconsidered at the end of first semester and will be promoted to 10<sup>th</sup> grade if he/she has earned seven and a half (7 ½) credits by the end of the first semester. A student who fails to meet first semester junior classification in the fall may have his/her grade classification reconsidered at the end of first semester and will be promoted to 11<sup>th</sup> grade if he/she has earned twelve and a half (12 ½) credits by the end of the first semester. A senior who fails to meet first semester senior classification in the fall may have his/her grade classification reconsidered at the end of first semester and will be promoted to 12<sup>th</sup> grade if he/she has earned twenty-one (21) credits **OR** is enrolled in sufficient classes the successful completion of such would earn a total of twenty-four (24) credits by the date of the scheduled end of the second semester of that year. Otherwise, the Board must approve classification reconsideration.

Students who have selected, in writing, one of the accelerated graduation options and who have attained 12 credits, a 4.0 or higher on FCAT Writing Assessment or Sumter Writes!, passed the FCAT and made satisfactory progress toward completing required courses will be promoted to 12<sup>th</sup> grade after completion of their second year in high school.

**GRADE AVERAGE REQUIREMENT**

A cumulative GPA of 2.0 on a 4.0 scale in the courses (24 credits) required for graduation is necessary in order to graduate.

Students may retake a required course in which they earned a grade of "D" or "F" or replace a "D" or "F" elective grade. In all such cases, only the new grade shall be used in the calculation of the student's grade point average. Each school shall establish procedures for identifying students at each grade level, 9-12, who have attained a grade point average of 2.5 or below and provisions for assisting such students to achieve the grade point average required for graduation.

**WEIGHTED GPA**

For the purpose of district class ranking, a weighted grade point average will be used based on the following 5.0 scale.

- A = 5 grade points
- B = 4 grade points
- C = 3 grade points
- D = 2 grade points
- F = 0 grade points

\*Courses with a Dual Enrollment (DE) or Advanced Placement (AP) equivalent will not be offered as honors.

For purposes other than those used in the district, the state's 4.0 scale will be used.  
 Courses, which can be used for weighted credit, are as follows:

LANGUAGE ARTS

- 1001320 English I Honors
- 1001350 English II Honors
- 1001380 English III Honors
- 1001410 English IV Honors
- 1020810 American Literature Honors
- 1020820 British Literature Honors

SCIENCE

- 2000320 Biology I Honors
- 2000330 Biology II
- 2000360 Anatomy and Physiology Honors
- 2003320 Physical Science Honors
- 2003350 Chemistry I Honors
- 2003360 Chemistry II
- 2003390 Physics I Honors

MATHEMATICS

- 1200320 Algebra I Honors
- 1200340 Algebra II Honors
- 1201300 Mathematical Analysis
- 1202300 Calculus
- 1202340 Pre-Calculus
- 1206320 Geometry Honors
- 1206330 Analytic Geometry
- 1211300 Trigonometry

SOCIAL STUDIES

- 2100320 U.S. History Honors
- 2102320 Economics Honors
- 2106320 U.S. Government Honors
- 2109320 World History Honors

ELECTIVES

- 0708360 Spanish III
- 0708370 Spanish IV
- 8417211 Nursing Assistant 3
- 8503214 Early Childhood Education 4
- 8209520 Digital Design 2
- 8209530 Digital Design 3
- 8800540 Culinary Arts 4

ALL ACADEMIC DUAL ENROLLMENT AND ADVANCED PLACEMENT COURSES

[Vocational dual enrollment courses are not eligible for weighted credit]

\*Transfer credits with the designation "Honors" will be accepted as weighted.

\*Course weighting outside of this list will require a rule waiver request.

## HIGH SCHOOL CREDIT DEFINED

For the purposes of requirements for high school graduation, one full credit means a minimum of 135 hours of bona fide instruction in a designated course of study, which contains student performance standards. However, a minimum of 120 hours of bona fide instruction in a designated course of study yields one credit in a school that has been authorized to implement block scheduling. The hourly requirements for one-half credit are one-half the required hours specified above or 67 ½ and 60 respectively.

Generally, the equivalent of six (6) semester hours of college credit may be converted to one full high school credit and three (3) semester hours of college credit may be converted to one-half high school credit. All credit awards must be in compliance with the state's dual enrollment credit conversion listing.

For credit programs operated in the period beyond 180 school days, credit will be earned based on the requirements outlined in the summer school guidelines.

## GRANTING OF CREDITS

Students must meet the minimum credit requirements specified by Sumter School Board policy to graduate from the Sumter School District's high schools. Exceptions for meeting this requirement are shown under *Exceptions for Graduation*.

High school students must be in attendance a minimum of 135 hours (or 120 in an authorized block schedule) to earn one (1) credit. They must be in attendance a minimum of 67 ½ hours (or 60 in an authorized block schedule) to earn one-half (½) credit.

A student enrolled in a full-year course will receive one-half credit if the student successfully completes either the first or second half of the course but fails the other half and the averaging of the grades obtained in each half would not result in a passing grade. A student enrolled in a full-year course will receive full credit if the student successfully completes either the first or second half of the course but fails to successfully complete the other half and the averaging of the grades in each half results in a passing grade.

## ENGLISH LANGUAGE LEARNERS (ELL) - CREDIT TOWARD GRADUATION

English Language Learners shall be given credit toward fulfilling graduation requirements in English for each basic ESOL course completed satisfactorily. Credit shall be given toward meeting graduation requirements for each basic subject area course completed satisfactorily through ESOL strategies. ELL students shall be given the opportunity to complete all graduation requirements as specified in the district's Student Progression Plan.

## COLLEGE AND CAREER READINESS

Parents and students are to become partners with school personnel in career exploration and educational decision making. Alternate career and academic destinations should be considered with bridges between destinations to enable students to shift academic and career priorities if they choose to change goals. The destinations shall accommodate the needs of students served in exceptional education programs to the extent appropriate for individual students.

Students, entering Grade 9 in 2008-09 and beyond, and their parents shall have developed during the middle grades a 4- to 5-year academic and career plan based on postsecondary and career goals using the electronic Personal

Education Planner (ePEP) located on FACTS.org. Beginning in 2009-10, the plans require an annual review by student and guidance counselor, monitored through the Student Activity System on FACTS.org. The consequences of failing to receive a standard diploma, including the potential ineligibility for financial assistance at postsecondary educational institutions will be communicated to students.

Students and their parents shall choose among destinations, which must include: four-year university, community college plus university, or military academy degree; two-year postsecondary degree; postsecondary career certificate; immediate employment or entry-level military; or a combination of the above. Students and parents shall choose a Program of Study with a "pathway" which includes clear academic course expectations that emphasize rigorous and relevant coursework and a recommended group of electives which shall help define the path.

The above destinations shall support the goals of the Career Pathways program. Students interested in career pathways shall be enrolled in articulated, sequential programs of study which include a Career and Technical Education program. Students should also be advised of Career and Professional Education Academies which may lead to a nationally-recognized industry credential.

The Florida Ready to Work courseware and credentialing program was created to enhance the workplace skills of Florida's students to better prepare them for successful employment in specific occupations. Students should be informed of the program and provided opportunities to access the courseware and take the assessments which lead to the credential.

The business community shall be encouraged to support real-world internships and apprenticeships and all students shall be encouraged to take part in service learning opportunities.

Before the student graduates from high school, the school shall assess the student's preparation to enter the workforce and provide the student and the student's parent with the results of the assessment. The FCAT can serve as this assessment.

High school equivalency diploma preparation programs shall not be a choice for students leading to any one of the four destinations above.

Students interested in a path including college will be given the opportunity to take the College Placement Test (CPT) and/or Postsecondary Education Readiness Test (PERT). Students who do not score college ready in Reading, Math, or Writing will be offered a course designed to prepare them for college.

#### **CREDIT RESTRICTIONS / COURSE REQUIREMENTS**

High School credit may only be granted for courses approved and as specified in the current D.O.E. Course Code Directory.

State and District adopted curriculum frameworks and performance standards are to be used for each high school course where credit is granted.

A student may not enroll in Level I courses unless assessment of the student indicates a more rigorous course of study would be inappropriate, in which case a written assessment of the need must be included in the student's individual educational plan or in a student's performance plan signed by the principal, parent or guardian (or the student if he/she is 18 years old or older). This procedure must be followed for each Level I course taken and must precede scheduling for this course. Should a parent or student not sign the consent for placement in Level I class form (which must include the name and course number of the specific Level I course, a written assessment of the need for the student to enroll in a Level I course for credit, and the signatures of the principal, the guidance counselor,

and the parent or guardian of the student, or the student if the student is 18 years of age or older), the student may not be registered in the Level I course.

#### READING INTERVENTION REQUIREMENTS

- (a) High school students who score at Level 1 on FCAT Reading are required to complete an intensive reading course. Those students who score at Level 2 must be placed in an intensive reading course or a content area reading intervention course.
- (b) High school students who score at Level 1 or Level 2 on FCAT Reading and who have intervention needs in the areas of decoding and/or text reading efficiency must have an extended time for reading intervention. This extended time may include, but is not limited to, students reading on a regular basis before and after school with teacher support, or for students two or more years below grade level a double block of reading to accelerate foundational reading skills. The teacher must have the Reading Endorsement or Certification in Reading (Grades K-12). In addition, these students must be served by teachers with evidence of success, as determined by the district. Classroom infrastructure (class size, materials, etc.) must be adequate to implement the intervention course. This reading intervention course should include on a daily basis:
1. Whole group explicit instruction;
  2. Small group differentiated instruction;
  3. Independent reading practice, utilizing classroom library materials, monitored by the teacher;
  4. Integration of NGSSS benchmarks specific to the subject area if blocked with the intensive reading course (biology, world history, etc.);
  5. A focus on informational text at a ratio matching FCAT; and
  6. Opportunities for accelerated achievement in order to facilitate efficient reading and deeper understanding of grade level texts.
- (c) Districts must establish criteria beyond FCAT for placing students into different levels of intensity for reading intervention classes to meet individual instructional needs of students. Districts must determine if students have an instructional need in decoding and text reading efficiency through the use of assessment and identify benchmark criteria for placement of students requiring additional instructional time in reading intervention. Examples include data from screenings, progress monitoring and diagnostic assessments already in use in the district, as well as teacher recommendation. Schools must diagnose specific reading deficiencies of students scoring at Level 1 and Level 2 on FCAT Reading.
- (d) Districts may serve Level 2 students who do not need instruction in decoding and text reading efficiency in content area classes through a content area reading intervention. Teachers of these classes must complete the 150 hour Content Area Reading Professional Development (CAR-PD) package or have the Reading Endorsement or Certification in Reading (Grades K-12), or complete the Next Generation Content Area Reading Professional Development (NGCAR-PD). In addition, these students must be served by teachers with evidence of success, as determined by the district. Classroom infrastructure (class size, materials, etc.) should be adequate to implement the content area reading intervention course. This intervention course should include on a daily basis:
1. Whole group explicit instruction;
  2. Small group differentiated instruction;
  3. Independent reading practice, utilizing classroom library materials, monitored by the teacher;
  4. Integration of NGSSS benchmarks specific to the subject area (biology, world history, etc.);
  5. A focus on informational text at a ratio matching FCAT; and
  6. Opportunities for accelerated achievement in order to facilitate deep understanding of reading of grade

level texts.

- (e) Passing scores on FCAT and concordant scores on other assessments may not be used to exempt students from required intervention. In lieu of the provisions listed above, students in grades 11 and 12 who have met the graduation requirement with a Level 2 score on FCAT Reading may be served through reading courses, content area courses without a specific professional development requirement, or before or after school.
- (f) Schools must progress monitor students scoring at Level 1 and 2 on FCAT Reading a minimum of three (3) times per year. This includes a baseline, midyear, and an end of the year assessment.
- (g) End-of-year assessments should be used to determine specific areas of student reading difficulty and reading intervention placement.
- (h) One of the following courses, as listed in the Course Code Directory incorporated, must be used to provide reading intervention to all high school Level 1 students and those Level 2 students not being served through a content area reading intervention course (all courses require Reading Endorsement or Certification in Reading (Grades K-12):
  1. 1000400 INTENSIVE LANGUAGE ARTS
  2. 1000410 INTENSIVE READING
  3. 7910100 READING: 9-12
  4. 1002381 DEVELOPMENTAL LANGUAGE ARTS THROUGH ESOL (Reading)
  5. 7910400 LIFE SKILLS READING: 9-12
  6. 1008350 READING FOR COLLEGE SUCCESS

School may require students other than level 1 and level 2 to take on-grade-level reading classes in order to maintain skills if their School Improvement Plan indicates there is a need.

Note: See Appendix 19 for Just Read Florida Reading Placement Chart 9-10 and 11-12.

#### **MATHEMATICS REMEDIATION**

Students scoring Level 1 or Level 2 on the FCAT mathematics subtest must receive remediation the following school year. Remediation for high school students may be accomplished through applied, integrated, or combined courses or in a stand-alone Intensive Mathematics course. If the courses are structured in such a way that the math standards are appropriately addressed, remediation may also be accomplished in Career and Technical Education courses. Students may also receive remediation before or after regular school hours.

Students entering 9<sup>th</sup> grade in the 2010-2011 school year, and thereafter, who scored below level 3 on the 8<sup>th</sup> grade FCAT Math may be placed in a 90 minute math block for Algebra Instruction.

#### **DIPLOMA OPTIONS AND DESIGNATIONS**

A student completing the Sumter School District high school program may be granted a Standard Diploma, a Certification of Completion, a Special Diploma, or a Special Certificate of Completion. To be awarded a standard diploma a student must earn 24 credits as prescribed in Florida Statutes and as indicated in the Graduation Requirements Chart accordingly.

Graduation requirements are based on the requirements in effect when a student **first enters the ninth grade** with the exception of those elements changed by law and placed in effect during the student's enrollment, (i.e. increased GPA requirements).

Beginning 2008-2009, the high school diploma will include designations for the following: Postsecondary Credit,

Requirements Chart accordingly.

Graduation requirements are based on the requirements in effect when a student **first enters the ninth grade** with the exception of those elements changed by law and placed in effect during the student's enrollment, (i.e. increased GPA requirements).

Beginning 2008-2009, the high school diploma will include designations for the following: Postsecondary Credit, Industry Certification, and Florida Ready to Work Credential.

GRADUATION REQUIREMENTS FOR STANDARD DIPLOMA					
Subject Area	Entered 9 <sup>th</sup> Grade in 11-12	Entered 9 <sup>th</sup> Grade in 10-11	Entered 9 <sup>th</sup> Grade in 09-10	Entered 9 <sup>th</sup> Grade in 08-09	Entered 9 <sup>th</sup> Grade in 07-08
English	4 credits with major concentration in composition, reading for information, and literature	4 credits, with major concentration in composition, reading for information, and literature	4 credits, with major concentration in composition, reading for information, and literature	4 credits, with major concentration in composition, reading for information, and literature	4 credits, with major concentration in composition, reading for information, and literature
Mathematics	*4 credits, which include Algebra I and Geometry or their equivalents or a higher level mathematics course	*4 credits, which include Algebra I and Geometry or their equivalents or a higher level mathematics course	4 credits, one of which must be Algebra I or its equivalent, or a higher-level mathematics course	4 credits, one of which must be Algebra I or its equivalent, or a higher-level mathematics course	4 credits, one of which must be Algebra I or its equivalent, or a higher-level mathematics course
Science	3 credits in natural science: two must have a laboratory component and Biology 1 or an equivalent course	3 credits in natural science: two must have a laboratory component (4 <sup>th</sup> science will be strongly recommended if student scores level 1 on FCAT Science)	3 credits in natural science: two must have a laboratory component (4 <sup>th</sup> science will be strongly recommended if student scores level 1 on FCAT Science)	3 credits in natural science: two must have a laboratory component (4 <sup>th</sup> science will be strongly recommended if student scores level 1 on FCAT Science.)	3 credits in natural science: two must have a laboratory component (4 <sup>th</sup> science will be strongly recommended if student scores level 1 on FCAT Science.)
Social Studies	1 credit World History 1 credit United States History .5 United States Government .5 credit Economics	1 credit World History 1 credit United States History .5 United States Government .5 credit Economics	1 credit World History 1 credit United States History .5 United States Government .5 credit Economics	1 credit World History 1 credit United States History .5 United States Government .5 credit Economics	1 credit World History 1 credit United States History .5 United States Government .5 credit Economics
Foreign Language	Not required for high school graduation, but required for admission into state universities (2 credits)	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	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
Practical Arts/ Performing Fine Arts	1 credit in fine arts to include practical arts courses that incorporate artistic content and techniques of creativity, interpretation, and imagination, as identified through the Course Code Directory. (See Addendum)	1 credit in fine arts to include practical arts courses that incorporate artistic content and techniques of creativity, interpretation, and imagination, as identified through the Course Code Directory. (See Addendum)	1 credit in fine arts to include practical arts courses that incorporate artistic content and techniques of creativity, interpretation, and imagination, as identified through the Course Code Directory. (See Addendum)	1 credit in fine arts to include practical arts courses that incorporate artistic content and techniques of creativity, interpretation, and imagination, as identified through the Course Code Directory. (See Addendum)	1 credit in fine arts to include practical arts courses that incorporate artistic content and techniques of creativity, interpretation, and imagination, as identified through the Course Code Directory. (See Addendum)
Physical Education	1 credit in physical education to include the integration of health	1 credit in physical education to include the integration of health	1 credit in physical education to include the integration of health	1 credit in physical education to include the integration of health	1 credit in physical education to include the integration of health
Electives	8 credits: credits to include individual elective courses such as career/technical courses to complete a program of study, intensive reading and mathematics intervention courses	8 credits: credits to include individual elective courses such as career/technical courses to complete a program of study, intensive reading and mathematics intervention courses	8 credits: credits to include individual elective courses such as career/technical courses to complete a program of study, intensive reading and mathematics intervention courses	8 credits: credits to include individual elective courses such as career/technical courses to complete a program of study, intensive reading and mathematics intervention courses	8 credits: credits to include individual elective courses such as career/technical courses to complete a program of study, intensive reading and mathematics intervention courses
Total Credits	24 (1 must be online learning)	24	24	24	24
State Assessment Requirements	Passing scores on the Grade 10 FCAT2.0 Reading or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)  Passing score on Algebra 1 end-of-course (EOC) assessment in order to earn course credit  Must take Geometry and Biology EOC's and have them count as 30% of the course grade	Passing scores on the Grade 10 FCAT2.0 Reading or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)  Must take the Algebra I end-of-course (EOC) assessment and have it count as 30% of the course grade.	Passing scores on the Grade 10 FCAT2.0 Reading and FCAT Math or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)	Passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)	Passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)

Note: Graduation Requirements apply based on when a student entered 9<sup>th</sup> grade regardless of their current grade level status. This chart provides for students who may be completing a 5<sup>th</sup> year in high school. For additional explanation see notes to follow. For Course Substitutions and Waivers, see Appendix 7.

## NOTES ON GRADUATION REQUIREMENTS

Beginning with students entering grade 9 in the 2011-2012 school year, at least one course within the 24 required credits must be completed through online learning. However, an online course taken during grades 6 through 8 fulfills this requirement. This requirement shall be met through an online course offered by Sumter Virtual School or an online dual enrollment course offered pursuant to a district interinstitutional articulation agreement. A student who is enrolled in a full-time or part-time virtual instruction program meets this requirement.

### Mathematics

For students entering ninth grade in the 2007-2008 school year and beyond, four credits in Mathematics are required. (Sequential math courses are recommended.) One of the four must be Algebra I or a state-approved equivalent course or series of courses or a higher-level mathematics course. Higher level mathematics courses may be used to satisfy the Algebra I graduation requirement in cases where a student has completed Algebra I prior to high school or otherwise shown mastery of the content (see Credit Acceleration Program) AND the high school transcript does not reflect completion of Algebra I (1200310), Algebra I Honors (1200320), Algebra IA/IB (1200370/1200380), IB MYP Algebra I Honors (1200390), or Pre-AICE Math 1 (1209810). Higher-level courses that may substitute for the Algebra I requirement are defined as Algebra II, Integrated Math III, or any Level 3 mathematics course.

For students entering the ninth grade in 2010-2011, in addition to the Algebra I credit requirement, one of the four math credits required for graduation must be a geometry or geometry equivalent as determined by the State Board of Education. (See appendix 18 for Mathematics Equivalent Courses.)

Beginning with the 2010-2011 school year, all students enrolled in Algebra I or an equivalent course must take the state Algebra I end of course assessment. Students entering grade 9 during 2010-2011 who are enrolled in Algebra I or an equivalent, must take the state Algebra I end of course assessment. Student performance on the Algebra I end of course shall constitute 30% of the student's final course grade. Beginning with students entering grade 9 in the 2011-2012 school year, a student who is enrolled in Algebra I or an equivalent must earn a passing score on the end of course assessment in Algebra I or attain an equivalent score in order to earn course credit.

*Note: (Beginning in 2011-2012, the sequences of Applied Math I and II as well as Integrated Math I and II, no longer meet the Algebra I requirement.) Although 1200370, Algebra Ia, and 1200380 Algebra Ib provide two credits toward high school graduation requirements, the combination of the two courses equate to one unit of Algebra I for admission to the State University System and for eligibility for two of the Bright Futures Scholarships, the Academic Scholar and Merit Scholar awards.*

Beginning in 2011-2012, middle school students who achieve a passing score on the state Algebra end-of-course assessment will earn high school credit for the course and satisfy the graduation requirement.

Beginning with the 2011-2012 school year, all students enrolled in geometry or an equivalent course must take the state geometry end of course assessment. Students entering grade 9 during 2011-2012 who are enrolled in geometry or an equivalent, must take the state geometry end of course assessment. Student performance on the geometry end of course assessment shall constitute 30% of the student's final course grade.

### Science

Beginning with the 2011-2012 school year, all students enrolled in biology or an equivalent course must take the state biology end of course assessment. Students entering grade 9 during 2011-2012 who are enrolled in biology or an equivalent, must take the state biology end of course assessment. Student performance on the biology end of course assessment shall constitute 30% of the student's final course grade.

Students are required to take three sciences. However, a fourth science is strongly recommended for students scoring level 1 on the 2009-2010 Science FCAT administration and every year thereafter.

### Other Required Coursework

Students are required to earn one credit in performing or fine arts, speech and debate, or a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination, as identified through the Course Code Directory (see Practical Arts courses in appendix 15).

Exploratory vocational courses are limited to no more than one credit.

All credits earned at the Vocational Technical Center in Inverness will count as elective credits or may count for the Practical Arts requirement to be applied toward graduation requirements.

D.C.T./Job Entry/ Job Coop/ Ag Coop credits are limited to a maximum of five (5) credits in grades 10-12 during the regular 180-day school year and no more than one credit each summer. Seniors may earn additional credits beyond the 24 required for graduation to a maximum of 28. One credit is equal to 150 hours of supervised work experience. Students may not schedule such work experience classes prior to 11:30 a.m.

Physical education credits are limited to four (4) in grades 9-12 not including Life Management Skills and Personal Fitness.

Remedial and compensatory courses taken in grades 9-12 may only be counted as elective credit, with the total not to exceed nine elective credits. Remedial instruction provided may not be in lieu of English and mathematics credits required for graduation.

Credit may *not* be granted for teacher assistant, library/media assistant, office assistant, etc.

Credit may *not* be granted for study hall.

**For students entering ninth grade in the 2007-2008 school year:**

Graduation requires the successful completion of 24 credits which may be earned through applied, integrated, and combined courses approved by the Department of Education and distributed as follows: Sixteen core curriculum credits and eight credits in elective courses selected by the student as a part of the personal education plan. These credits may include elective courses, intensive reading or mathematics intervention courses. Elective courses should be selected by the student to pursue completion in a Career/Technical program and to meet eligibility requirements for scholarships.

Students entering a Florida public school from out of state or a foreign country in eleventh or twelfth grade are not required to spend additional time in order to meet 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. However, a transfer student must earn a 2.0 grade point average and pass the grade 10 FCAT or an alternative assessment that is determined to be the comparable validity of other standardized tests.

**REQUIREMENTS FOR COURSE CONTENT**

Each student shall be required to earn credit in Diversified Language Arts each year. (Sequential language arts courses are recommended.)

Social Studies credits must include World History (Comparative Political Systems), United States History and Government/Economics. (Three credits are required.)

The following items shall be included in the social studies curriculum:

1. The content of the Declaration of Independence and how it forms the philosophical foundation of

- government (minimum 3 hours instruction on the intent, meaning, and importance of the Declaration of Independence).
2. The arguments in support of adopting our republican form of government as they are embodied in the most important of the Federalist Papers.
  3. The essentials of the United States Constitution and how it provides the structure of our government.
  4. The study of the Holocaust to include an understanding of the ramifications of prejudice, racism and stereotyping, and the encouragement of tolerance of diversity in a pluralistic society.
  5. The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and contributions of African Americans to society.
  6. The contributions made to the United States by women and Hispanics.
  7. Contributions of veterans in serving the country and protecting democratic values.
  8. The nature and importance of free enterprise to the United States economy, and the elementary principles of agriculture and conservation of natural resources.
  9. The curriculum for United States Government must include the study of Florida government, the Florida constitution, the three branches of state government, and municipal and county government.

Health Education for students in grades 9-12 must include a curriculum component in the area of dating violence and abuse. This instruction shall include teen dating violence and abuse component that includes, but is not limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse. The curriculum chosen must also have an emphasis on prevention based education.

#### **BASIC EDUCATION COURSE SUBSTITUTIONS**

A course that has been used to substitute in one subject area may not be used to substitute for any other subject area. Course substitutions may not count towards State University System admissions requirements.

The practical arts graduation requirement may be fulfilled by any secondary or eligible postsecondary course listed in Sections 3-6 of the Course Code Directory (see Appendix 7), or by substituting one of the basic Computer Education or Journalism courses on a curriculum equivalency basis. Selected ESE CTE courses may be used to satisfy this requirement for students with exceptionalities (excluding Gifted). Upon completion of all courses in a JROTC program (Air Force, Army, Coast Guard, Marine Corps, or Navy); students may substitute on a curriculum equivalency basis one credit to satisfy the Practical Arts graduation requirement.

Special Note: Practical Arts courses are no longer required for graduation. These courses will apply as electives for graduation after the 2009-2010 graduating class.

#### **CAREER AND TECHNICAL EDUCATION (CTE) COURSE SUBSTITUTIONS**

Any student entering the ninth grade prior to 2011-2012 and satisfactorily completes, a job preparatory program may (at the principal's discretion) substitute credit for a portion of the required four credits in English, four credits in mathematics or 3 credits in science.

Credit earned through the CTE preparatory program shall be on a curriculum equivalency basis. Acceptable equivalencies are listed in the Florida Course Code Directory. CTE course substitutions shall not exceed two (2) credits in each subject area. In addition, a program which has been used to substitute in one subject area may not be used to substitute for any other subject area.

A student who completes a job preparatory program and substitutes part of that program for Business Mathematics,

## High School

Business English I, Business English II, or Anatomy and Physiology may not take any of these courses and receive additional credit. Additionally, effective July 1, 2001, Agriscience Foundation I, the core course in secondary Agriscience and Natural Resources programs, can count as a science credit, but only after the first two science credits have been satisfied. If used as a science credit, Agriscience Foundation I may not be used as an elective or practical art credit.

Note: Program substitutions will remain in effect for students entering the ninth grade prior to 2011-2012. Students entering ninth grade in or after 2011-2012 will not be eligible for program substitutions. Course substitutions may not count towards State University System admissions requirements.

Completion of Health Science 1 (8417100) and Health Science 2 (8417110) (both courses required) may substitute for Anatomy & Physiology (2000350) as stated in the curriculum frameworks for the following programs:

Allied Health Assisting	(8417130)
Dental Aide	(8417140)
Dental Laboratory Assisting	(8417150)
Electrocardiograph Aide	(8417160)
First Responder	(8417170)
Health Unit Coordinator	(8417180)
Health and Wellness	(8417000)
Home Health Aide	(8417190)
Medical Laboratory Assisting	(8417200)

### Postsecondary Readiness Courses

Postsecondary readiness testing is required for identified high school students as is remediation prior to high school graduation. Students who do not meet or exceed the approved test scores must complete postsecondary preparation prior to graduation. These courses are aligned to the Postsecondary Readiness Competencies, and when combined will fulfill core English or mathematics subject area credit. Upon completion of the required postsecondary readiness courses, students will be required to retake the Postsecondary Education Readiness Test (PERT) for future course placement purposes at a Florida College System institution.

First Semester	Second Semester	Total Credits Earned
<b>1200410</b> Mathematics for College Success (.5 high school elective credit)	<b>MAT 1033</b> Intermediate Algebra (dual enrollment- 3 college elective credits)	1 high school mathematics credit + 3 college elective credits
<b>1008350</b> Reading for College Success (.5 high school elective credit)	<b>1009370</b> Writing for College Success (.5 high school elective credit) These courses are no sequential	1 high school English/Language Arts core credit
<b>1200700</b> Mathematics for College Readiness (1 high school math credit)		1 high school mathematics credit

Note: As one-semester, stand-alone courses, the College Success courses count as electives toward high school graduation. A student must successfully complete both courses to receive core English or mathematics subject area credit. As paired courses, and with GPA requirements, the courses are considered college-preparatory for the Bright Futures Scholarship Program. Mathematics for College Readiness is a 1 credit course which satisfies one of the four math credits required for graduation.

**For additional information on course substitutions and waivers, see appendix 7.**

### ACCELERATION PROGRAMS

Beginning with the 2011-12 school year, each high school must offer either the International Baccalaureate or

Advance International Certificate of Education Programs, or a combination of dual enrollment and Advanced Placement courses that include one course each in English, mathematics, science and social studies. School districts may meet this requirement through virtual instruction if the virtual course significantly integrates postsecondary level content for which a student may earn college credit and for which a standardized end-of-course assessment is administered.

### ACCELERATED GRADUATION PROGRAMS

Beginning with 2011-2012 school year, each district school board shall provide each student in grades 6 through 12 and their parents with information concerning the 3-year and 4-year high school graduation options, including the respective curriculum requirements for those options, so that the students and their parents may select the program that best fits their needs. The information must include a timeframe for achieving each graduation option. Prior to selecting a program, a student and the student's parent should meet with designated school personnel to receive an explanation of the relative requirements, advantages, and disadvantages of each program option, and the student must receive the written consent of the student's parent. If an effort to meet with the student's parent fails and that effort has been documented by designated school personnel, the student may select a program with the written consent of the student's parent. A student may select a program without the written consent of the student's parent only if the student is 18 years of age or older.

Selection of one of the graduation options may be completed by the student at any time during grades 9 through 12. If the student and parent fail to select one of the accelerated high school graduation options, the student shall be considered to have selected the general requirements for high school graduation.

Students pursuing one of the accelerated high school graduation options must:

- (a) Earn passing scores on the FCAT or scores on a standardized test accepted by the state that are concordant with passing scores on the FCAT.
- (b) (1) Achieve a cumulative weighted grade point average of 3.5 on a 4.0 scale in the courses required for the college preparatory accelerated option or
- (b) (2) Achieve a cumulative weighted grade point average of 3.0 on a 4.0 scale in the courses required for the accelerated career preparatory graduation option
- (c) Receive a weighted or unweighted grade that earns at least 3.0 points, or its equivalent, to earn course credit toward the 18 credits required for the college preparatory accelerated graduation option.
- (d) Receive a weighted and unweighted grade that earns at least 2.0 points or its equivalent, to earn credits toward the 18 required for the career preparatory accelerated graduation option.

If, at the end of each grade, a student is not on track to meet the credit, assessment or grade point average requirements of the accelerated option selected, the school shall notify the student and parent of the requirements the student is not meeting, the specific performance necessary in grade 11 to meet the requirements and the rights of the student to change to the 4-year program.

A student who selected one of the accelerated 3-year graduation options shall automatically move to the 4-year program if the student elects to change, if the student fails to earn 5 credits by the end of grade 9 or 11 credits by the end of grade 10, if the student fails to achieve a score of 4 or higher on the grade 10 FCAT Writing, a 3 or higher on the 10<sup>th</sup> grade FCAT Reading, and/or fails to successfully complete appropriate graduation requirements pertaining to end of course assessments, or if by the end of grade 11 has failed to meet the grade point requirements.

### ACCELERATED COLLEGE PREPARATORY

Students selecting this option must complete 18 course credits including:

## High School

- 4 Credits in English with major concentration in composition and literature\*3 Credits in Mathematics at the Algebra I level or higher from the list of courses that qualify for state university admission
- 3 Credits in Science, two of which must have a laboratory component
- 3 Credits in Social Sciences which must include one credit in United States History one credit in World History, one-half credit in United States Government and one-half credit in economics
- 2 Credits in the same second language
- \*3 Credits in electives

\*Beginning with students entering grade 9 in 2010-2011 school year, they must earn four credits in mathematics at the Algebra I level or higher from the list of courses that qualify for state university admission. In addition to the Algebra I credit requirement, one of the four credits in mathematics must be geometry or a series of courses equivalent to geometry. The end-of-course assessment requirements must be met in order for a student to earn the required credit in Algebra I.

Beginning with students entering grade 9 in the 2011-2012 school year, the end-of-course assessment requirements must be met in order for a student to earn the required credit in algebra, geometry, and biology. This requirement will reduce the electives from 3 to 2 credits.

**\*At least 6 of the 18 required for completion of this program must be received in classes that are offered pursuant to the International Baccalaureate Program, the Advanced Placement Program, dual enrollment, Advanced International Certificate of Education or specifically listed or identified by the Department of Education as rigorous.**

### ACCELERATED CAREER PREPARATORY PROGRAM

Students selecting this option must complete 18 course credits including:

- 4 Credits in English with major concentration in composition and literature
- \*3 Credits in Mathematics, one of which must be Algebra I
- 3 Credits in Science, two of which must have a laboratory component
- 3 Credits in Social Sciences, which must include one credit in United States History, one credit in World History, one-half credit in United States Government, and one-half credit in Economics
- 3 Credits in a single Vocational or Career Education program, three credits in Career and Technical Certificate dual enrollment courses or five in Vocational or Career Education courses and
- \*2 Electives (unless five are earned in Vocational or Career Education courses)

\*Beginning with students entering grade 9 in the 2010-2011 school year, they must earn four credits in mathematics, one of which must be Algebra I. In addition to the Algebra I credit requirement, one of the four credits in mathematics must be geometry or a series of courses equivalent to geometry. The end-of-course assessment requirements must be met in order for a student to earn the required credit in Algebra I.

Beginning with students entering grade 9 in the 2011-2012 school year, the end-of-course assessment requirements must be met in order for a student to earn the required credit in algebra, geometry, and biology. This requirement will reduce the electives from 2 to 1 credit.

The district school board may not establish requirements for accelerated three-year high school graduation options in excess of the statutory requirements for college and career preparatory programs.

\*Note: See appendix # 17 for comparison of these graduation options.

### ATTENDANCE

**Excused Absences** - Excused absences as determined by the School Board, as defined in general section of Student Progression Plan, shall not be counted against the 135-hour minimum requirement. Criteria for determining excused absences shall be as provided in Florida Statutes which include absence for religious instruction or a religious holiday, absence due to sickness, injury, or other insurmountable condition, and absence due to participation in an academic class or program. Additionally, absences for which prior approval has been given by the school principal will be excused although those excused absences will be included in the ten absences and beyond which a physician's statement is required. Missed work shall be made up for all excused absences. One day for each day absent will be given to complete required work. A student shall be counted present for all scheduled classes if he is attending a school sanctioned activity away from the school site. Students who are assigned to, and present in, an alternative education or in-school suspension class shall be counted present for all scheduled classes during the assignment period.

Absent students must bring in approved documentation verifying that the absence qualified for excused status (parent's note, doctor's statement, etc.) by the third class meeting after their absence; after that time the absence will be recorded as unexcused and no documentation accepted at any point thereafter.

**Unexcused Absences** – Any absence which does not meet the criteria referenced above shall be considered unexcused. For any unexcused absence, a failing grade will be recorded as a grade in the class/classes in which graded work was recorded for that day.

High School students sixteen (16) years of age and older, other than properly identified ESE, ESOL, Migrant, or teenage parents, who have 15 unexcused absences in a 90 calendar day period will be placed in the Adult Education program or Sumter Alternatives for one semester minimum upon recommendation by the Truancy Case Staffing Committee.

**Excessive Absences** - Excessive absences will be dealt with in the following manner:

1. Any high school student who has missed \*ten (10) or more **excused absences, ten (10) or more unexcused absences, or a combination of ten (10) or more excused and unexcused absences** in a semester in any class may not receive credit for the class unless he:
  - a. scores seventy-five (75) percent or better on the course semester examination, AND
  - b. earns a passing average in the course for the semester after application of the school grading policy which determines the computation of nine weeks and semester examination grades to yield a semester average.

\* Five (5) or more for South Sumter High School under its block schedule.

2. Following a school administrative hearing at which the student and parent meet with a committee composed of an administrator, a counselor, and a teacher of the student's choosing, the semester examination requirement may be waived for students with \*ten (10) or more **excused absences, a combination of \*ten (10) or more excused or unexcused but not \*ten (10) unexcused absences, if good and sufficient reasons warrant waiver.**

\*Five (5) or more for South Sumter High School under its block schedule.

3. Although school-wide conditions may call for some flexibility at the school level in setting the ending date for requests for administrative hearings, the request for a hearing should be filed with the school office three (3) days after the end of the first semester or by the end of post-planning for the second semester.

to end of course assessments, or if by the end of grade 11 has failed to meet the grade point requirements.

### ACCELERATED COLLEGE PREPARATORY

Students selecting this option must complete 18 course credits including:

- 4 Credits in English with major concentration in composition and literature\*
- 3 Credits in Mathematics at the Algebra I level or higher from the list of courses that qualify for state university admission
- 3 Credits in Science, two of which must have a laboratory component
- 3 Credits in Social Sciences which must include one credit in United States History one credit in World History, one-half credit in United States Government and one-half credit in economics
- 2 Credits in the same second language
- \*3 Credits in electives

\*Beginning with students entering grade 9 in 2010-2011 school year, they must earn four credits in mathematics at the Algebra I level or higher from the list of courses that qualify for state university admission. In addition to the Algebra I credit requirement, one of the four credits in mathematics must be geometry or a series of courses equivalent to geometry. The end-of-course assessment requirements must be met in order for a student to earn the required credit in Algebra I.

Beginning with students entering grade 9 in the 2011-2012 school year, the end-of-course assessment requirements must be met in order for a student to earn the required credit in algebra, geometry, and biology. This requirement will reduce the electives from 3 to 2 credits.

**\*At least 6 of the 18 required for completion of this program must be received in classes that are offered pursuant to the International Baccalaureate Program, the Advanced Placement Program, dual enrollment, Advanced International Certificate of Education or specifically listed or identified by the Department of Education as rigorous.**

### ACCELERATED CAREER PREPARATORY PROGRAM

Students selecting this option must complete 18 course credits including:

- 4 Credits in English with major concentration in composition and literature
- \*3 Credits in Mathematics, one of which must be Algebra I
- 3 Credits in Science, two of which must have a laboratory component
- 3 Credits in Social Sciences, which must include one credit in United States History, one credit in World History, one-half credit in United States Government, and one-half credit in Economics
- 3 Credits in a single Vocational or Career Education program, three credits in Career and Technical Certificate dual enrollment courses or five in Vocational or Career Education courses and
- \*2 Electives (unless five are earned in Vocational or Career Education courses)

\*Beginning with students entering grade 9 in the 2010-2011 school year, they must earn four credits in mathematics, one of which must be Algebra I. In addition to the Algebra I credit requirement, one of the four credits in mathematics must be geometry or a series of courses equivalent to geometry. The end-of-course assessment requirements must be met in order for a student to earn the required credit in Algebra I.

Beginning with students entering grade 9 in the 2011-2012 school year, the end-of-course assessment requirements must be met in order for a student to earn the required credit in algebra, geometry, and biology. This requirement will reduce the electives from 2 to 1 credit.

The district school board may not establish requirements for accelerated three-year high school graduation options in excess of the statutory requirements for college and career preparatory programs.

\*Note: See appendix # 17 for comparison of these graduation options.

## ATTENDANCE

**Excused Absences** - Excused absences as determined by the School Board, as defined in general section of Student Progression Plan, shall not be counted against the 135-hour minimum requirement. Criteria for determining excused absences shall be as provided in Florida Statutes which include absence for religious instruction or a religious holiday, absence due to sickness, injury, or other insurmountable condition, and absence due to participation in an academic class or program. Additionally, absences for which prior approval has been given by the school principal will be excused although those excused absences will be included in the ten absences and beyond which a physician's statement is required. Missed work shall be made up for all excused absences. One day for each day absent will be given to complete required work. A student shall be counted present for all scheduled classes if he is attending a school sanctioned activity away from the school site. Students who are assigned to, and present in, an alternative education or in-school suspension class shall be counted present for all scheduled classes during the assignment period.

Absent students must bring in approved documentation verifying that the absence qualified for excused status (parent's note, doctor's statement, etc.) by the third class meeting after their absence; after that time the absence will be recorded as unexcused and no documentation accepted at any point thereafter.

**Unexcused Absences** - Any absence which does not meet the criteria referenced above shall be considered unexcused. For any unexcused absence, a failing grade will be recorded as a grade in the class/classes in which graded work was recorded for that day.

High School students sixteen (16) years of age and older, other than properly identified ESE, ESOL, Migrant, or teenage parents, who have 15 unexcused absences in a 90 calendar day period will be placed in the Adult Education program or Sumter Alternatives for one semester minimum upon recommendation by the Truancy Case Staffing Committee.

**Excessive Absences** - Excessive absences will be dealt with in the following manner:

1. Any high school student who has missed \*ten (10) or more **excused** absences, **ten (10) or more unexcused absences, or a combination of ten (10) or more excused and unexcused absences** in a semester in any class may not receive credit for the class unless he:
    - a. scores seventy-five (75) percent or better on the course semester examination, AND
    - b. earns a passing average in the course for the semester after application of the school grading policy which determines the computation of nine weeks and semester examination grades to yield a semester average.
- \* Five (5) or more for South Sumter High School under its block schedule.
2. Following a school administrative hearing at which the student and parent meet with a committee composed of an administrator, a counselor, and a teacher of the student's choosing, the semester examination requirement may be waived for students with \*ten (10) or more **excused** absences, a **combination of \*ten (10) or more excused or unexcused but not \*ten (10) unexcused absences**, if good

one additional year of remedial assistance.

A student who has been awarded a **Certificate of Completion** shall be admitted to the Adult Education Program at any time and given special assistance in areas of deficiency. The Adult FCAT shall be made available through the Adult Education Program for students or others who have not previously qualified for a standard diploma.

#### SPECIAL CERTIFICATE OF COMPLETION

To be awarded a **Special Certificate of Completion**, a student must have been properly classified as intellectually disabled, deaf or hard-of-hearing, specific learning disabled, orthopedically impaired, other health impaired, traumatic brain injured, language impaired, emotional/behavioral disabled, dual-sensory impaired, or a student with an autism spectrum disorder and must meet all applicable requirements required by the local school board but be unable to meet the appropriate special state minimum requirements. For complete information regarding Special Certificate of Completion, please refer to the ESE section of this document.

#### ACCELERATION / ALTERNATIVES FOR GRADUATION

Parents of students entering high school will be notified of the opportunities and benefits of acceleration options and alternatives for earning credit towards graduation. Students may qualify for early graduation and/or an accelerated program through the following methods:

1. **Early admission** allows the student to enter college following completion of grade eleven. College credits will be converted to high school credits as noted on the state dual enrollment course conversion listing. The fourth required language arts course may either be taken at the high school or may be substituted with a college composition course. The early admission program is a full-time program. See Appendix 2. Students are exempt from the payment of registration, matriculation, and lab fees.
2. **Advanced Placement (AP)** allows the student to take a course offered by the Advanced Placement Program administered by the College Board. A passing grade in the course will be accepted for a high school credit. A qualifying score on the AP exam determined by the postsecondary institution can earn the student college credit. Postsecondary credit for an AP course may be awarded by the postsecondary institution to students who score a minimum of 3 on a 5 point scale on the corresponding AP exam. No postsecondary credit is awarded to a score below 3. Student Access to challenging AP courses should be considered for highly motivated, academically prepared students upon an evaluation of his/her academic history and assessment records. The AP program requires a high level of commitment to completion of all requirements inside and outside of the classroom including the mandatory exam. Parents and students should be made aware of all guidelines for participation in the program at the beginning of the course prior to the deadline for drop/add and must sign the student/parent letter of agreement.
3. **Dual enrollment** permits the student in grades 11-12 to attend the Community College on a part-time basis. Academic college credits will be awarded when earned and may count in lieu of high school credit in the manner prescribed on the dual enrollment course conversion listing. The dual enrollment program is a part-time program. Tuition is waived and instructional materials are provided the student free of charge. Students must pass the required components of the Common Placement Test (CPT), Post Secondary Education Readiness Test (PERT) or other college placement instrument, have a 3.0 or higher GPA, and pass FCAT in order to be eligible to participate in dual enrollment. (See Appendix 2)
4. **Job entry** permits a student who has reached the age of sixteen, completed grade eleven, and has met all requirements of promotion to the twelfth grade to substitute 150 hours of supervised work experience for one credit.
5. **Summer Agriculture Coop** allows students who are entering grade 10 through grade 12 to earn credit in the summer. Maximum credits earned per summer are limited to one (1).

6. **Vocational Dual Enrollment** permits high school students to attend both their home base high school and Withlacoochee Vocational Technical Center during the school day. Credit will be granted by the institution providing the instruction and recorded by the high school.
7. **Florida Virtual School** permits a high school student to earn credits towards graduation in courses offered via the internet. In order to participate, students must be enrolled as full-time students in a regular school program and get approval from the school guidance counselor.
8. **Algebra I Honors** may be offered as a high school credit class in grade 8.
9. **Tech Prep/Career Pathways** programs allow high school students to test for college credit after successful completion of a Career and Technical Education program of study for which Lake Sumter Community College and Sumter County Schools have an articulation agreement.
10. **Credit-by-Exam Equivalencies** are minimum recommended credits that universities and community colleges must award if a student achieves a specified score on AP, AICE, IB, or CLEP exams even if they do not offer the course.
11. **Accelerated Graduation options** as described under the Course Requirements section of this progression plan allow students to obtain a high school standard diploma following successful completion of the prescribed components.
12. **Credit Acceleration Program (CAP)** is created for the purpose of allowing a secondary student to earn high school credit in a course that requires a statewide, standardized end-of-course assessment if the student attains a specified score on the assessment. The school district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a score indicating satisfactory performance on the corresponding statewide standardized end-of-course assessment. The school district shall permit a student who is not enrolled in the course, or who has not completed the course, to take the standardized end-of-course assessment during the regular administration of the assessment.

#### EXCEPTIONS FOR GRADUATION (Credit Limits)

Each student in grades 9-12 must be enrolled in a full schedule (seven period/classes) each year except under unusual circumstances approved by the principal. Students classified as seniors (or other students approved by the principal) may earn more than seven credits. It is strongly recommended that they take at least one more credit than is needed for graduation.

*A regularly enrolled* full-time day student shall not be allowed to earn more than nine (9) credits in the regular 180 day school program.

Dual Enrollment Credit from the community college will permit students to receive academic credit at both the high school and the college level.

In an approved alternative school placement, class time required for course credit and curriculum may be modified as permitted under Florida Statutes. Alternate methods of assessment of student performance standards may be utilized, in this setting, as well.

## HONOR STUDENT DESIGNATION

Students should be working toward a regular/standard diploma in order to be eligible for the honor roll or honors at graduation; no student receiving a Certificate of Completion (having failed to meet state testing requirements for graduation) will be eligible for honor student status. All students must obtain a 3.5 or higher grade point average in order to be named honor students upon graduation (cumulative weighted, grades 9-12). Grades for the purpose of determining honor students' status will be calculated through the seventh semester (fifteenth quarter for block schedule). Both high school and dual enrollment courses will be calculated. Honor students completing over 18 credits shall have .5% added to their GPA's for each credit over 18 for the purpose of local total GPA and class rank. Class ranking and diploma designations will be determined at the end of the year. Valedictorians and salutatorians will be named on the basis of this final calculated GPA. For valedictorian standing, if students' grade point averages are derived from exactly the same number of weighted credits and grades are identical with the only difference being additional nonweighted credits taken in which the student is awarded an "A", the students shall be named co-valedictorians. Transfer students must reside in the district and complete the entire final nine weeks of the senior year in order to be considered for class ranking.

## ACADEMIC INTERVENTIONS

For students who are making satisfactory progress, a variety of interventions may be utilized at the school level in increasing intensity dependent upon individual student need. These may include but are not limited to the following:

1. Monitored using Progress Monitoring Plan (PMP);
2. Enrollment in a remediation program during the regular school day;
3. Enrollment in a remediation or course recovery program beyond the school day;
4. \*Referral for summer school/extended day for those who qualify;
5. Additional academic assistance is available to high school students before and after school as needed;
6. \*Enrollment in the Adult Education Program for those who qualify;
7. Students demonstrating lack of proficiency in reading and/or mathematics and writing may be placed in an alternative site "School for Success" program. Placement will be recommended after evaluation of the student's previous retentions, grade point average, FCAT level and other risk factors that may interfere with his/her ability to graduate with his/her cohort group. Assigned students will continue in this placement until performance expectations are met;
8. Allow for additional instruction. This option is necessary for those students who fail to master the Student Performance Standards as established by the state. Students may elect to return to the secondary school for up to one additional year of remedial assistance.
9. Students that are sixteen years of age and older, other than properly identified ESE, ELL, Migrant, or teenage parents, who have 15 unexcused absences in a 90 calendar period will be placed in the adult education program for a one semester minimum upon recommendation by the Truancy Case Staffing Committee;
10. Any other intervention listed on the school level RTI pyramid of Tier 1 interventions;
11. Referral to Teamwork Intervention Problem Solving (TIPS) Team for development of Tier 2 and Tier 3 interventions
12. Referral to the Exceptional Student Education Program.

\*Students must meet same requirements as in regular day program.

**SUMMER SCHOOL/EXTENDED DAY PROGRAM**

**CRITERIA FOR ADMISSION:**

1. Students who fail to earn credit in one or more required subjects are deficient in grade point average, or need additional elective credits for promotion or graduation are eligible for summer school/extended day program on a space/priority basis.
2. Students with disabilities may be eligible for Extended School Year services based on the recommendation of the IEP Committee.

**SUMMER SCHOOL/EXTENDED DAY INSTRUCTION AND ATTENDANCE**

Instruction will be provided in the four basic subject areas (language arts, math, science, and social studies) if there are enough students to warrant a class. Students may take courses which they have previously failed. Such courses will be eligible for grade forgiveness as long as the course taken bears the same course number as that of the course failed.

Credit will be earned based on attendance requirements as outlined in the summer school guidelines. Students must be in attendance a minimum of ninety (90) percent of the summer school/extended day program and successfully complete their prescribed program of work to receive credit.

Students/parents may choose to use Florida Virtual School or private school alternatives to make up failed courses over the summer. However, these courses must be completed with a passing grade and the school notified prior to the first day of school in order to be promoted to the next grade.

**SUMMER SCHOOL/EXTENDED DAY GRADING AND REPORTING TO PARENTS**

The adopted regular school year grading system will be used for the summer school/extended day program.