

Gilchrist County School Board's High School Student Progression Plan



Gilchrist County School District
Fulfilling every student's potential

GRADES 9-12

2021-2022

Dr. James Surrency, Superintendent

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SB Approved:

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I. 9-12 CURRICULUM

A. Curriculum Components

Because of the diversity in enrollments of high schools in Gilchrist County, it shall be the responsibility of each principal to develop a master schedule within the minimal guidelines listed below. Prior to each school year, each master schedule shall be submitted to the school board.

1. Students shall be provided a curriculum based on the following:
 - Meeting high school graduation options
 - Meeting Florida State Standards and Student Performance Standards according to Florida Statute 1008.25.
 - Meeting course requirements for college entrance.
 - Elective courses that reflect the student's needs and interests
2. Course selections shall be derived from the approved listing of courses adopted by the state listed in the current Course Code Directory and approved by the school board.
3. Students shall be provided access to enroll in courses available through the Florida Virtual School and awarded credit for successful completion of such courses F.S. 1001.42 (21).
4. **Course Guides for Students:**

Each Spring and before pupils select courses for scheduling for the next school year, the school principal will furnish each high school student and their parents with a list of course offerings that will be taught in the next school year. This guide will contain:

 - All requirements for high school graduation options.
 - A list of all courses offered.
5. **Course Loads**

A student enrolled full-time in any grade level of high school shall, at all times, carry a full class schedule as determined by Board Policy. Any exception must be approved by the Gilchrist County School Board. Students/parents requesting courses in addition to a normal full-time course schedule must seek approval in writing from the principal and the Director of Secondary Education.

B. Career and Technical Education (CTE)

Gilchrist County School District accountability for career education programs, in alignment with F.S. 1004.92(2)(a) includes, but is not limited to:

1. Student demonstration of the academic skills necessary to enter an occupation.
2. Student preparation to enter an occupation in an entry-level position or begin postsecondary study.
3. Career program articulation with corresponding postsecondary programs and job training experiences.

4. Employer satisfaction with the performance of students who complete career education or reach occupational completion points.
5. Student completion, placement, and retention rates pursuant to s. 1008.43.

All CTE programs will provide rigorous and relevant curriculum opportunities through the integration of academic and career standards. Career-themed courses and courses offered through career and professional academies will be academically rigorous, meet or exceed appropriate state-adopted subject area standards, result in attainment of industry certification, and, when appropriate, result in postsecondary credit. In addition, CTE courses will consider multiple styles of student learning, promote learning by doing through application and adaptation, maximize relevance of the subject matter, enhance each student’s capacity to excel, and include an emphasis on work habits and ethics.

All Career and Professional Education (CAPE) Academies and career-themed courses will:

- Increase student academic achievement and graduation rates through integrated academic and career curricula.
- Prepare graduating high school students to make appropriate choices relative to employment and future educational experiences.
- Focus on career preparation through rigorous academics and industry certification.
- Raise student aspiration and commitment to academic achievement and work ethics through relevant coursework.
- Promote acceleration mechanisms, such as dual enrollment or articulated credit, so that students may earn postsecondary credit while in high school.
- Support the state’s economy by meeting industry needs for skilled employees in high-skill, high-wage, and high-demand occupations.
- Be evaluated biennially through a Comprehensive Local Needs Assessment in accordance with Perkins V requirements.
- Utilize the state’s curriculum frameworks as course standards for each CTE program.

Programs of Study

Students will be able to apply for enrollment in one of the following Career and Technical Education programs of study:

- ~~Applied Engineering~~ **Engineering Pathways**
- ~~Building Construction Technologies~~ **Carpentry**
- ~~Applied Information Technology~~ **Business Management & Analysis***
- ~~Administrative Office Specialist (HS at Bell, MS at Trenton)~~
- Agritechnology*
- Technical Agriculture Operations
- Animal Science and Services
- Criminal Justice Operations
- Public Safety Telecommunication
- Allied Health Assisting
- Nursing Assistant: Acute and Long-Term Care

- Electrocardiograph Technician
- ~~Emergency Medical Responding~~

* The starred programs are available at both school sites. All other programs are available either at the THS campus or the BHS campus. If students are accepted into a program housed at a school outside of their attendance area, a shuttle bus will be available to transport students to and from that school site.

Industry Certifications

All CTE programs offer participating students the opportunity to earn nationally-recognized credentials through independent, third-party assessments. These industry certifications signify that students have met a set of predetermined standards for knowledge, skills, and competencies in a given career area. All of the available industry certifications meet the requirements of s. 1003.492 except the NOCTI assessment associated with the Criminal Justice Operations program. That industry certification opportunity is provided for the benefit of participating students and their employability.

CTE Diploma Designations

Students who earn one or more industry certification from the list established under s. 1003.492 will earn a Merit designation for his or her diploma.

Articulation

The Gilchrist County School District will work collaboratively with local postsecondary institutions, as appropriate, to secure opportunities for CTE courses and certifications to articulate for college credit. State-wide articulation opportunities will be available for certifications on the state's Gold Standard Career Pathways Articulation list.

CTE Experiences

CTE programs may offer opportunities to experience learning and relevance in authentic life situations through on-the-job training, shadowing, internships, externships, or clinicals (as appropriate). OJT courses have associated curriculum frameworks and standards, and all cooperative education is implemented in alignment with best practices.

Career and Technical Organizations

Career and Technical Student Organizations (CTSO's) available in Gilchrist County Schools include Future Farmers of America, Health Occupations Students of America, Future Business Leaders of America, and Florida Public Service Association.

C. Limited English Proficient Students – (F.S. 1003.56)

1. Limited English Proficient students who qualify under the district's Limited English Proficiency (LEP) Standards may be permitted to demonstrate mastery of skills by using ESOL strategies identified on (but not limited to) the LEP student's Individual Educational Plans.

2. Promotion and retention recommendations shall be made by the LEP committee for LEP students. The LEP committee will consist of an administrator, a guidance counselor, the student’s English/Reading teachers, and an ESOL coordinator. The committee will consider the student’s grades in other subjects, the student’s academic and social history, recommendations by current and previous instructional competencies or skills in English and home language.

II. GRADUATION REQUIREMENTS

A. Diploma Requirements and Options

	Estimated Time to Complete		
	3 years	4 years	3 years
Required Content	18-Credit ACCEL Diploma Option	Standard Diploma	CTE Pathway Diploma Option
English	4 Credits –ELA 1, 2, 3, 4 (ELA honors, AP, AICE, IB & dual enrollment may satisfy requirement)	4 Credits –ELA 1, 2, 3, 4 (ELA honors, AP, AICE, IB & dual enrollment may satisfy requirement)	4 Credits –ELA 1, 2, 3, 4 (ELA honors, AP, AICE, IB & dual enrollment may satisfy requirement)
Mathematics	4 Credits <ul style="list-style-type: none"> • Must include Algebra I and Geometry • Industry certs that lead to college credit may substitute for 2 math credits (not Alg. or Geom) • Identified computer science course may substitute for 1 math credit (not Alg or Geom) 	4 Credits <ul style="list-style-type: none"> • Must include Algebra I and Geometry • Industry certs that lead to college credit may substitute for 2 math credits (not Alg. or Geom) • Identified computer science course may substitute for 1 math credit (not Alg or Geom) 	4 Credits <ul style="list-style-type: none"> • Must include Algebra I and Geometry • Industry certs that lead to college credit may substitute for 2 math credits (not Alg. or Geom) • Identified computer science course may substitute for 1 math credit (not Alg or Geom)
Online Class	Not Required	1 online course	Not Required
Science	3 Credits <ul style="list-style-type: none"> • Must include Biology 1 & two equally rigorous science courses • 2 of the required courses must have lab component • Industry certs that lead to college credit may substitute for up to 1 science credit (not Biology) • Identified computer science course may substitute for 1 science credit (not Biology) 	3 Credits <ul style="list-style-type: none"> • Must include Biology 1 & two equally rigorous science courses • 2 of the required courses must have lab component • Industry certs that lead to college credit may substitute for up to 1 science credit (not Biology) • Identified computer science course may substitute for 1 science credit (not Biology) 	3 Credits <ul style="list-style-type: none"> • Must include Biology 1 & two equally rigorous science courses • 2 of the required courses must have lab component • Industry certs that lead to college credit may substitute for up to 1 science credit (not Biology) • Identified computer science course may substitute for 1 science credit (not Biology)
Social Studies	3 Credits <ul style="list-style-type: none"> • 1 credit World History • 1 credit U.S. History • ½ credit U.S. Government • ½ credit Economics 	3 Credits <ul style="list-style-type: none"> • 1 credit World History • 1 credit U.S. History • ½ credit U.S. Government • ½ credit Economics 	3 Credits <ul style="list-style-type: none"> • 1 credit World History • 1 credit U.S. History • ½ credit U.S. Government • ½ credit Economics •

Required Content	18-Credit ACCEL Diploma Option	Standard Diploma	CTE Pathway Diploma Option
Physical Education	Not Required	1 credit • HOPE or • ½ Credit in Personal Fitness and ½ Credit in PE Course	Not Required
Foreign Language	Not Required	Not Required	Not Required
Reading	1 Credit	1 Credit	1 Credit
Career Technical Program	Not Required	Not Required	2 credits in CTE courses. Must result in program completion & industry certification
Work-Based Learning Program	Not Required	Not Required	2 credits May substitute up to two credits of electives, including ½ credit in financial literacy
Visual Performing Art, Speech, Debate, or Practical Arts	1 Credit (Must have Fine Arts or State Approved Practical Arts)	1 Credit (Must have Fine Arts or State Approved Practical Arts)	Not Required
Electives	2 3 Credits	9 8 Credits	None Required
Testing Requirements	Passing score on Grade 10 ELA FSA and Algebra I EOC (30% of final grade) or concordant scores Must participate in the following EOC assessments & the results constitute 30% of the final course grade: Biology, Geometry, and U.S. History.	Passing score on Grade 10 ELA FSA and Algebra I EOC (30% of final grade) or concordant scores Must participate in the following EOC assessments & the results constitute 30% of the final course grade: Biology, Geometry, and U.S. History.	Passing score on Grade 10 ELA FSA and Algebra I EOC (30% of final grade) or concordant scores Must participate in the following EOC assessments & the results constitute 30% of the final course grade: Biology, Geometry, and U.S. History.
GPA Requirement	Cumulative Unweighted Grade Point Average of 2.0 or higher	Cumulative Unweighted Grade Point Average of 2.0 or higher	Cumulative Unweighted Grade Point Average of 2.0 or higher
Total Credits	18	26 24	19 18

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. (See State Approved List) (S.1003.428 (2)(a)(5))

- * Students must have one course within their 24 ~~(26 for Gilchrist)~~ completed through an online course. A student may not be required to take the online course outside of the school day or in addition to a student's courses for a given semester. A high school online course taken during grades 6-8 fulfills this requirement. This requirement shall be met through an online course offered by the Florida Virtual School, an online course offered by the high school, or an online dual enrollment course. A student who is enrolled in a full-time or part-time virtual instruction program under s. 1002.45 meets this requirement. This requirement does not apply to a student who has an individual education plan under s. 1003.57 which indicates that an online course

would be inappropriate or a student who is enrolled in a Florida high school and has less than 1 academic year remaining in high school. (FS.1003.428)

- * Students selecting the ACCEL 18 credit Diploma do not have to complete an online class.
- ** The EOC will count 30% of the final course grade for Algebra 1, Geometry, Biology, and U.S. History for all cohorts. This requirement will be waived if the student transfers in with the credit and the state does not require it count 30%, **and may be waived for students through the IEP team process.**

B. Diploma Designations

Each standard high school diploma may include the following designations if the student meets the criteria set forth for the designation:

1. **Merit Designation** – a student must meet the following:
 - a. Meet the requirements for a standard high school diploma based on the year the student entered high school as a 9th grade student.
 - b. Attain one or more industry certifications from the list established under S. 1003.492.F.S.

2. **Scholar Designation** – In addition to the requirements of ss.1003.428 and 1003.4282 (Standard Diploma), a student must meet:
 - a. The requirements for a standard high school diploma based on the year the student entered high school as a 9th grade student.
 - c. Earn one credit in Algebra II
 - d. Pass the Geometry EOC
 - e. Earn one credit in statistics or an equally rigorous mathematics course.
 - e. Pass the Biology I EOC
 - f. Earn one credit in Chemistry or Physics.
 - g. Earn one credit in a course equally rigorous to Chemistry or Physics.
 - h. Pass the United States History EOC
 - i. Earn two credits in the same World language.
 - j. Earn at least one credit in AP, IB, AICE or dual enrollment course.

C. General Requirements for High School Graduation (F.S. 1003.43)

To meet course and credit requirements for graduation, students entering the 9th grade must earn a passing score on the grade 10 ELA Florida Standards Assessment, and earn a passing score on the Algebra I EOC, and it will count as 30% of the final grade in the course. Students are required to take the Geometry, Biology, and US History EOC for 30% of the final course grade. Students must take one course online as part of their **26 24** credit requirement. Students must

achieve a cumulative grade point average of 2.0 on a 4.0 scale and earn **26 24** credits including the following required credits:

English	4 Credits
Mathematics	4 Credits – Algebra 1 & Geometry Required
Science	3 Credits – Biology and 2 Equally Rigorous Courses
Social Studies	3 Credits – U.S. History, World History, Economics, & American Government
Reading	1 Credit – Not required for students enrolled in dual enrollment courses as 9th graders. Required for students transferring in after 9th grade unless the student has already earned a passing score on the 10th grade ELA FSA at time of enrollment.
Physical Education (HOPE) or Personal Fitness + PE Course	1 Credit
Visual and Performing Arts, Speech, Debate, or Practical Arts (on state approved list)	1 Credit
Electives	9 8 Credits
Total	26 24 Credits* *One course within the 26 24 credits must be taken online.

Graduation Requirements for High School Graduation:

~~Ninth graders who score a Level 3 or above on the previous year’s FSA and have already obtained a score of 19 above on the reading portion and 17 on the English portion of the ACT, may take a Dual enrollment class in the place of the required reading class if approved by the student’s guidance counselor and Florida Gateway College.~~ Students may receive a merit or Scholar Designation on their diploma if the criteria for each are met. (See Diploma Designations section).

Notes:

- English will have major concentration in composition and literature.
- Two of the sciences must have a laboratory component, including Biology I.
- American Government must include a comparative study of the history, doctrines, and objectives of all major political systems in fulfillment of Florida Statute 1003.43(1)(g).
- Two seasons of an interscholastic sport at the junior varsity or varsity level AND a grade of “C” or better on the Personal Fitness competency test waives the full one-credit physical education requirement. Two years in a JROTC class (Year 1 waiver #1500450, Year 2 waiver #1500460) satisfies the full one credit physical education requirement AND the full one-credit performing arts requirement (also #1500480).

1. No student may be granted credit toward high school graduation for enrollment in the following courses or programs:
 - a. More than a total of nine elective credits in remedial programs as provided for in F.S.1003.43(7)(a)
2. Students entering the 11th or 12th grade from out of state, from a foreign country or from a Florida school, shall not be required to spend additional time in school in order to meet the high school course beyond the 24 credit requirements if the student has met all of the requirements of the school district, state, country or county from which he/she is transferring F.S.1003.433 (1). Elective credits may be waived with principal approval, not to exceed two credits provided a 2.0 cumulative grade point average has been achieved in the 24 core credits specified by the State of Florida for high school graduation for extenuating circumstances. **State and local Board required courses may not be waived.** The student must earn a maximum number of credits during the school year during the regular school day. (September, 2005)
3. Senior students who are recommended by the principal and approved by the Superintendent are allowed up to one credit during their senior year that may be taken at an approved adult high school program in order to meet graduation requirements.
4. Any additional credit request must involve extenuating circumstances that would prevent the student from meeting graduation requirements and be beyond the control of the student. This must also be approved by the School Board.
5. Upon School Board approval, high school students may graduate from high school as soon as they pass the Grade 10 ELA FSA, required EOC's, and complete the courses required for high school graduation. Statute 1003.03 (3)(c)(2).
6. Students transferring from an out-of-county or out-of-state will have course correlations and credits reviewed by the guidance counselor. The guidance counselor will make the decision regarding course correlation and credits.
7. Transfer students who enter from a school that does not award credit until the end of the year will have their transcript reviewed by the guidance counselor. The student will be awarded credit if the student completed coursework and had passing grades for the term attended at the previous school.
8. Parents of students who have a cumulative GPA of less than 0.5 above the cumulative GPA required for graduation at the end of each semester in grades 9, 10, 11, and 12 shall be notified that the student is at risk of not meeting graduation requirements. The notice shall contain an explanation of the policies the district has in place to assist the student in meeting the GPA requirement.

a. **Florida Standards Assessment Waiver for students with disabilities:**

The ENNOBLES Act (HB1739) provides guidelines for the consideration of waiver for students with disabilities. The following chart clarifies the requirements for eligibility:

School Districts	Students	IEP Team
<p>Districts must: Provide instruction to prepare students with disabilities to demonstrate proficiency in the skills and competencies necessary for successful grade-to-grade progression and high school graduation. Provide intensive remediation for students with disabilities who did not earn passing scores on state of Florida assessments.</p>	<p>To be eligible for the waiver, the student must:</p> <ul style="list-style-type: none"> • be an eligible student with a disability • have a current IEP • have demonstrated mastery of the Grade 10 Florida Standards Assessment • have taken the Grade 10 Florida Standards Assessment with appropriate, allowable accommodations at least once • have taken Alg. 1 and the state Alg. 1 End-of-Course Assessment (EOC) at least once. • be progressing toward meeting the state’s 24 credit/course and 2.0 cumulative grade point average (GPA) requirements and any other district requirements. 	<p>IEP team must:</p> <ul style="list-style-type: none"> • convene to determine if the FSA accurately measures the student’s abilities, taking into consideration all allowable accommodations • review student information to determine mastery of the Florida Standards • determine if the FSA should be waived as a requirement for graduation with a standard diploma • complete the waiver form and provide thorough portfolio documentation to support achievement of course standards and need for the waiver.

**Waiver of End of Course (EOC) Assessment Results
Requirement for Students with Disabilities in Grades 9-12**

Senate Bill 4 amended Section 1003.428(8)(b)2., Florida Statutes (F.S.) states the following:
“A student with a disability, as defined in s. 1007.02(2), F.S. for whom the IEP committee determines that an end of course assessment cannot accurately measure the student’s abilities, taking into consideration all allowable accommodations, shall have the end-of-course assessment results waived for the purpose of determining the student’s course grade and credit as required in paragraph (4)(a).”

In order to be considered for the waiver from the End of Course (EOC) assessment requirement, the student must meet all of the following criteria:

1. Be identified as a student with a disability, as defined in s.1007.02(2), F.S.
2. Have an active individual education plan (IEP)
3. Have taken the EOC assessment with appropriate allowable accommodations at least once
4. Have demonstrated, as determined by the IEP team, achievement of the course standards

The IEP team must meet to determine whether the EOC assessment requirement should be waived. The EOC assessment may not measure the students ability if;

1. The student received accommodations in the classroom that are not allowed on the EOC assessment.
2. The student's disability prohibits the student from responding to the written test, even with allowable accommodations, so that the results of the test reflect the student's impaired sensory, manual or speaking skills rather than the student's abilities.
3. Other reasons are documented and evident upon review of the student's IEP, class performance, course grades, academic history, performance on other academic standardized assessments, accommodations provided to the student, work samples, performance in remediation activities.

If the IEP team determines that the EOC assessment does not accurately measure the student's abilities even if allowable accommodations were in place, then the EOC Waiver Form must be completed in its entirety and signed by the IEP team. Documented evidence showing that the student has demonstrated proficiency of the course standards is required.

In the event that the IEP team determines that passing the EOC assessment will not be waived, the student and the parent have been informed of the district's obligation to make available to the student a free appropriate public education through age 21 (until the student turns 22 or in accordance with the school district's policy until the end of the semester or school year in which the student turns 22) or received a standard diploma, whichever occurs first (Rule 6A-6.0302028(1). Florida Administrative Code.

- b. Records of students from military families enrolling or transferring should be reviewed for compliance with Interstate Compact on Educational Opportunity for Military Children. F.S. 1006.36 and FS. 1003.05
- c. Students meeting all graduation requirements above will be awarded a standard diploma.
- d. Each diploma shall include if applicable the following Diploma Designations:
 - Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Dual Enrollment Courses
 - Industry Certifications
 - Florida Ready to Work
- e. Beginning with the 2011-2012 school year, each high school shall offer an International Baccalaureate Program, an Advanced International Certificate of Education Program, or a combination of at least four courses in Dual enrollment or Advanced Placement, including one course in English, mathematics, science, and social studies. To meet this requirement, school districts may provide courses through virtual instruction.

D. Uniform Transfer of Credit

Beginning with the 2012-2013 school year, if a student transfers to a Florida public school from out of county, out of state, a private school, or a home education program, and the student's transcripts show a mathematics credit in a course that requires a passage of statewide, standardized assessment in order to earn a standard high school diploma, the student must pass the assessment unless the student earned a comparative score pursuant to S. 1008.22, passed a statewide assessment in that subject administered by the transferring entity, or passed the statewide 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, the student must take and pass the grade 10 ELA FSA or earn a concordant score on the SAT or ACT as specified by state board rule.

E. Academically Challenging Curriculum to Enhance Learning (ACCEL) Options (FS.1002.3105)

Academically Challenging Curriculum to Enhance Learning (ACCEL) options are educational options that provide academically challenging curriculum or accelerated instruction to eligible public school students in kindergarten through grade 12. The assignment of a student to a higher grade shall be made on the basis of exceptionally high achievement by the student and/or evidence that the student shall benefit more from the instructional programs at the advanced grade level. A team consisting of the classroom teachers, the Guidance Counselor, the Director of Secondary Education, and the principal will consider if the student meets the eligibility requirements and the probable long-ranged academic, social, and emotional effect of the decision before making a recommendation about advancement.

The following options will be offered:

1. Whole-Grade Promotion
2. Mid-Year Promotion
3. Subject Matter Acceleration
4. Virtual Instruction in higher grade level subjects
5. Credit Acceleration (CAP) for Algebra EOC
6. Rigorous industry certifications that are articulated to college credit and approved pursuant to S. 1003.492 F.S., which authorizes the approval of industry certifications by Workforce Florida, Inc. and the Department of Education, and are on the Industry Certification Funding List or the Postsecondary Industry Certification Funding List as established under A. 1008.44, F.S.
7. Work-related internships or apprenticeships

Student Eligibility Requirements to participate in an ACCEL option:

1. Performance on FSA or EOC – Level 4 or 5
2. The student must have a 3.5 Grade Point Average (GPA) and the number of credits will be received.
3. The student's attendance record will be reviewed. The student should not have had to take a mastery test for absences in the prior year or current year.
4. The student's conduct record will be reviewed. The student should not have major referral in the prior or current year.

5. Recommendations from one or more teachers.
6. Recommendation from guidance counselor.

CAP students will be allowed to earn credit through the Credit Acceleration Program (CAP). Students will be allowed to earn credit through the Credit Acceleration Program (CAP). Students can CAP Algebra I, Geometry, United States History, or Biology I if the student passes the state EOC assessment thereby earning the course credit without the requirement of enrolling in or completing the course. Students will be given a district-developed End-of-Course exam prior to participation in CAP to determine the student's skill readiness for the EOC. The assessment will be taken during the regular administration of the assessment.

A contract will be signed by the student, parent, Principal, and Guidance Counselor before a student is allowed to participate in an ACCEL Option. The contract will be signed for ACCEL Options within a student's school and ACCEL Options that result in a student attending a different school. The ACCEL Contract will include at a minimum student attendance requirements and minimum student conduct requirements.

A student who graduates from high school mid-year must apply for the Florida Bright Futures Scholarship no later than August 31 of the student's graduation year in order to be evaluated for and, if eligible, receive an award for the current academic year.

Early High School Graduation F.S. 1003.4281

A student who has completed a minimum of 24 credits and meets the graduation requirements set forth in F.S.1003.4281 has the option to participate in early high school graduation. Early graduation means graduation from high school in less than 8 semesters or the equivalent. Each school shall notify the parent of a student who is eligible to graduate early. A school district may not prohibit a student who meets the requirements of this section from graduating early. A student who graduates early may continue to participate in school activities and social events and attend and participate in graduation events with the student's cohort, as if the student were still enrolled in high school. A student who graduates early will be included in class ranking, honors and award determinations for the student's cohort. A student who graduates early must comply with district school board rules and policies regarding access to the school facilities and grounds during normal operating hours. If eligible for a Florida Bright Futures Scholarship Program award under ss.1009.53-1009.538, a student who graduates from high school mid-year may receive an initial award in the spring term following the student's graduation.

18 Credit ACCEL Diploma Option (Academically Challenging Curriculum to Enhance Learning)

A minor student, with parental consent, may select the ACCEL diploma option at any time during grades 9-12. If electing the 18-credit diploma option, the student, along with his/her guidance counselor, must complete an **Acceleration Plan**, which specifies the student's proposed program of study for each semester with the anticipated graduation date. The Acceleration Plan must be approved and signed by the student, parent, guidance counselor, principal, and the Director of Secondary Education. A copy of the plan must be filed in the student's cumulative record.

	4 Credits
English Language Arts	<ul style="list-style-type: none"> • ELA I, II, III, IV • ELA Honors, AP, AICE, IB and dual enrollment courses may satisfy this requirement
	4 Credits
Mathematics	Must Include: <ul style="list-style-type: none"> • Algebra I • Geometry
	3 Credits
Science	<ul style="list-style-type: none"> • Must include Biology I and two equally rigorous science courses • Two of the three required credits must include a lab component
	3 Credits
Social Studies	<ul style="list-style-type: none"> • 1 credit World History • 1 credit U.S. History • .5 credit U.S. Gov't • .5 credit Economics
Fine Arts, Performing Arts or Practical Arts	1 Credit
	1 Credit
Reading	1 credit Not required for students enrolled in dual enrollment courses as 9 th graders. Required for students transferring in after 9 th grade unless the student has already earned a passing score on the 10 th grade ELA FSA at time of enrollment.
Electives	2-3 Credits
Total	18 Credits

F. Ed Options Diploma Procedures

Option 1

1. Students who are dropping out of school will be informed of the Ed Options Diploma option. The parent will be required to pay for courses needed to complete graduation requirements.
2. The parent would be responsible for the cost of the diploma.
3. These students are not eligible to walk at graduation.

Option 2

1. Students who have not passed the 10th Grade ELA FSA, or Algebra I EOC during the final administration during their junior year or have not attained an ACT concordant score.
 - If a student has not taken any Ed Options classes, they will take 2 Ed Options courses Term 1 of their senior year and 2 Ed Options courses Term 2 of their senior year.
2. If a student is on track for graduation and has met the criteria above, they will be offered the Ed Options Diploma Option after scores arrive from the final administration of FSA, or EOC during their senior year.
3. These students may walk at graduation if they are in good standing in the Gilchrist County School District. Good standing requires good attendance and behavior.
4. A committee consisting of the Director of Educational Services, Director of Secondary Education, high school principals, and high school counselors will meet in the summer to determine which students are eligible for this option.
5. This option is not available to students who have chosen the 18 credit graduation option.

Exceptional Education Students

In accordance with Gilchrist County School Special Programs and Procedures, an identified exceptional student may continue to receive a free appropriate public education until the age of 22.

Seniors expected to meet all graduation requirements, and who are enrolled in accelerated college credit, industry certification courses that lead to college credit, a collegiate high school program, courses necessary for Scholar Designation or structured internship or pre-apprentice programs, may opt to defer receipt of their standard diploma. Deferral decisions must be made by May 15th of their senior year and must be made within the IEP team.

Exceptional Education Students may earn a Standard Diploma through Access courses or through academic and employment-based courses.

- **26 24** credit requirement must be the same for all students using Access courses
- Students must earn at least one-half credit in an employment-based course with documentation of achievement of components on employment transition plan.
- Students may substitute an available career tech course with content related for English IV, 1 math, 1 science, 1 social studies (NOT Algebra, Geometry, Biology, or U.S. History)

G. ACCESS COURSE STANDARD DIPLOMA REQUIREMENTS

4 English Credits

- Access English 1 7910120
- Access English 2 7910125
- Access English 3 7910130
- Access English 4 7910135

(**Access ELA may count as District Reading requirement, in this case Student should have 5 ELA courses on transcript)

4 Mathematics Credits

- Access Algebra 1A (REQUIRED) 7912080
- Access Algebra 1B (REQUIRED) 7912090
- Access Geometry (REQUIRED) 7912065
- Access Algebra II 7913095
- Access Liberal Arts Math 7912070

3 Science Credits

- Access Biology 1 (REQUIRED) 7920015
- Access Earth Science 7920020
- Access Integrated Science 7920025
- Access Chemistry 1 7920011
- Access Physical Science 7920022

3 Social Studies Credits

- Access World History 7921027
- Access US History (REQUIRED) 7021025
- Access US Government 7921015
- Access Economics 7921020

1 Physical Education Credit

Access HOPE 9 - 12 7915015
Or .5 Personal Fitness and .5 PE

*1 Performing or Practical Art Credit

Access Drawing 1 7967015

*Performing/Fine or Practical Art *CTE Courses with "PA" can be substituted

~~1 Reading Credit - District required - **May substitute additional ACCESS ELA Course~~

1 Online Course - *May be waived ONLY by IEP team.

8 Elective Credits

- Career Education 9-12 7921330
- Career Preparation 7980110
- Career Experiences (*Non-Paid – CBI*) 7980120

- Career Placement (*Paid OJT*) 7980130
- Transition Planning (Was Life Management & Transition) 7960010
- Unique Skills: 9-12 7963070
- Any Standard Diploma Course or ESE Course
- Any Career/Tech Course (*including Modified Occupational Completer Points – MOCP’s*)

All 7900000 Access courses are multiple credit and *repeatable up to two years*. In grades 9-12, students with a disability may access different courses at different levels of *complexity*, (Independent, Supported, and Participatory). Standard Diploma courses may be substituted for the 790000 courses. **May substitute and modify CTE courses to count in all core subjects as well as Fine Arts with or without a MOCP.** One credit online course may be waived by IEP team if team determines and documents that the requirement is not appropriate for the student. Student must maintain a 2.0 GPA and earn required **26 24** credits to graduate.

Refer to the 2017 – 2018 Academic Course Alignment of CTE Courses for Students with Disabilities for CTE Course Substitutions.

One credit in earned through online learning may be waived by IEP team if team determines and documents that the requirement is not appropriate for the student. Student must maintain a 2.0 GPA, earn required **26 24** credits, and score a 4 or above on the FAA or have results waived to graduate. If results are waived, student must demonstrate achievement via a portfolio.

H. Certificate of Completion: - F.S. 1003.43(10)(b)

A student who earns the required **26 24** credits, or the required 18 credits under s. 1002.3105(5), but fails to pass the assessments required under s. 1008.22(3) or achieve a 2.0 GPA shall be awarded a certificate of completion in a form prescribed by the State Board of Education.

However, any student who is otherwise entitled to a certificate of completion may elect to remain in the secondary school either as a full or part-time student for up to one additional year and receive special instruction designed to remedy his/her deficiencies.

I. GED Exit Option

GED Exit Option/High School Equivalency Diploma Program – F.S. 1003.435

A candidate for a high school equivalency diploma shall be at least 17 years of age on the date of examination, except that in extraordinary circumstances, a student may take the examination after reaching the age of 16.

All high school equivalency diplomas issued shall have equal status with other high school diplomas for all State purposes, including admission to any State university or community college.

A current student earning a GED may participate in the graduation ceremony if the student meets the following criteria:

- The student must remain a student in good standing in the Gilchrist County School System after passing the GED until the graduation ceremony.

Requirements for GED testing:

- student may start program if they are a 2 year repeater
- Students under 18 must take Pre GED. Students 18 years and older do not have to take the Pre GED.
- The Director of Secondary Education or Assistant Superintendent must sign off on a student under 17

J. Awarding of Diploma for Home School and Virtual School Students

Home school students and Full Time Virtual School students who want to obtain a diploma from a Gilchrist County High School, must be a full-time student in the Gilchrist County School System and in good standing the last semester prior to graduation.

III COMPULSORY ATTENDANCE - F.S. 1003.2

A. School Attendance

All children who have attained the age of six years or who will have attained the age of six years by February 1 of any school year or who are older than six years of age, but who have not attained the age of 16 years, except as otherwise provided are required to attend school regularly during the entire school term.

A student who attains the age of 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 of intent to terminate school enrollment with the district school board. The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and must be signed by the student and the student's parent.

Attendance of all students shall be checked each day and recorded in accordance with F.S. 1003.23.

Student Absences

Any minor student who has been absent from school shall bring a note from a parent or legal guardian stating the cause of his/her absence. Failure to bring such a note or to file such statement as to the cause of the absence shall result in an automatic unexcused absence unless subsequently excused when a note or statement is presented.

1. An excused absence, tardy, or check out shall be granted for personal sickness, injury, or other insurmountable condition; death of a member of the family; established religious holidays or religious instruction; dental and medical appointments; required court appearances; emergencies approved by the principal upon request by the parent, guardian, or other person having control.
2. Unexcused absences, tardies, and early checkouts are: any absence, tardy, or early checkout without a note from the parent, guardian, or other person having control; any absence, tardy, or early checkout for which the reason is unknown; suspensions; truancy; other avoidable situations (i.e. shopping and pleasure trips).
3. Upon the sixth absence (excused or unexcused) in any class in a 9 week grading period, the student shall receive a failing grade of "59" for that grading period unless he/she earns a score of 60% or higher on a mastery test for that class.

B. Attendance Policy for Grades 9-12

It is the responsibility of all students to make up any missed work. Students are required to be in class every day of the grading period. If work is not made up, these deficiencies will be reflected in the student's grade with the following policy:

1. Upon the sixth absence (excused or unexcused) in any class in a 9-week grading period, the student shall receive a failing grade of "59" for that grading period unless he/she earns a score of 60% or higher on a mastery test for that class. In order to be eligible to take the mastery test, the student must have a passing grade (60 or higher) in the class.
2. A zero will be assigned for any work not made up.
3. Any assignment or test announced prior to an absence must be made up on the day the student returns (unless special arrangements are made with the teacher).
4. Work must be turned in within three days upon return (unless special arrangements are made with the teacher).
5. School related activities are not considered an absence.
6. Students must have notes for absences within three school days upon their return to school or the absence will remain unexcused.
7. Any family trip must have PRIOR administrator approval for the absences to be excused.
8. Notes from parents will be accepted for 6 absences for each 18-week grading period will require further documentation (ie. Medical provider, religious official, or funeral program, etc.)
9. A student arriving late or leaving early at school must check in/out at the office. The parent, guardian or other person having control of the child must provide the office with the reason. The office personnel shall determine if the reason is excused or unexcused and shall indicate such on an admit form, which shall be required by the teacher.
10. Students may not check out during lunch time unless the parent/guardian signs out their child in person at the time of check-out.

C. PROCEDURES FOR TARDIES AND EARLY CHECKOUTS

A tardy is assigned to a student in grades 6-12 when he/she arrives to class up to 30 minutes late or leaves 30 minutes prior to the end of the class period. A student arriving late or leaving early at school must check in/out at the office. **Students may not check out during lunch time unless the parent/guardian signs out their child in person at the time of check-out.**

1. **LIMITS** - A child shall not exceed the limit for tardies or early checkouts, which are:
 - a. Three (3) unexcused tardies or three (3) unexcused early checkouts.
 - b. Tardies may be recognized and calculated in instances of truancy. For truancy purposes, in child study team documentation that may also be used for court action, **three (3) unexcused tardies to school or three (3) unexcused early checkouts from school will equal one unexcused absence.**
2. **PARENT NOTIFICATION** - The teacher shall notify the child's parent, guardian, or other person having control when the child is in danger of reaching the specified limits for tardies or early checkouts.
3. **DISCIPLINARY OPTIONS** - The teacher shall recommend disciplinary action, if needed, for a child who has exceeded the limit for tardies or early checkouts listed above. The recommended disciplinary options may be:

- a. A referral to the school administrator, who may report the child to the truancy officer; **and/or**
- b. In-school and/or after-school detention to make up missed assignments and/or time; **and/or**
- c. Other appropriate discipline.

D. Habitual Truancy – F.S. 1003.21(1)

A habitual truant is defined as a student who has 15 unexcused absences within 90 calendar days with or without the knowledge or consent of the student’s parent, and is subject to compulsory school attendance. Habitual Truancy for a student shall refer to a student who is absent:

- 1. Five unexcused absences within a calendar month *or*
- 2. Fifteen unexcused absences within 90 calendar days

IV. TRANSFER STUDENTS

- A.** The awarding of credit and/or grade placement of students transferring from other districts, states, private schools, or foreign countries will be determined by the Principal and the professional staff of the receiving school using Gilchrist County School Board policies.
- B.** In order to be admitted to Florida schools, such a student transferring from an out-of-state school must provide the following data:
 - 1. A copy of the child’s social security card is to be requested
 - 2. An official letter of transcript from a proper school authority which shows record of attendance, academic information, and grade placement of student
 - 3. Evidence of immunization against communicable diseases as required in F.S.1003.22;
 - 4. Evidence of date of birth (a certified birth certificate or equivalent documentation) is required in accordance with F.S. 1003.21(4) ; and
 - 5. Evidence of a medical examination completed within the last 12 months in accordance with F.S.1003.22.
- C.** Students entering the 11th or 12th grade from out of state or from a foreign country or from a Florida school, shall not be required to spend additional time in school in order to meet the high school course beyond the 24 credit requirements, if the student has met all the requirements of the school district, state, county or country from which he/she is transferring F.S. 1003.433 (1). Elective credits may be waived with principal approval, not to exceed two credits, provided a 2.0 cumulative grade point average has been achieved in the 24 core credits specified by the State of Florida for High School graduation for extenuating circumstances. State and local Board required courses may not be waived.

- D. Students transferring into the school district having earned high school credit in either middle grades or for voluntary service shall be granted credit according to their transcript.

V. STANDARDIZED TESTING – Florida Standards Assessment (FSA) – F.S. 1008.22 (3)

- A. The following assessments meet graduation requirements for students in specific grades:

• **Students entering 9th grade in 2014-2015 and thereafter:**

- Pass the grade 10 ELA FSA or obtain a concordant ACT or SAT score or a concordant score on the non-reportable ACT or SAT.
- Pass the Algebra I End of Course Exam, and it will count as 30% of final grade in the course or a comparative PERT score*
- Must take the Geometry EOC for 30% of final course grade*
- Must take the Biology EOC for 30% of the final course grade
- Must take the US History EOC for 30% of final course grade
- See Diploma Designations for other requirements for a student to be eligible for the Scholar or Merit Designations.

*30% not applicable if enrolled in the 2014-15 school year.

- C. Students will be allowed to earn credit through the Credit Acceleration Program (CAP). Students can CAP Algebra I, Geometry, United States History, or Biology I if the student passes the statewide, standardized assessment thereby earning the course credit without the requirement of enrolling in or completing the course. Students will be given a district developed End-of-Course exam prior to participation in CAP to determine the student's skill readiness for the EOC..

- C. Prior to September 1, the following information on the prior school year shall be released as part of the annual school report.

- By grade the number and percentage of all students in grades 9-10 performing at levels 1 and 2 on the reading portion of the ELA FSA
- By grade, the number and percentage of all students in grades 9-10

VI. PROGRESS MONITORING

All high school students will participate in a progress monitoring plan for reading, math, science and writing. The plan must include intensive remedial instruction in the student's areas of weakness. The district will decide what progress monitoring tool will be used.

VII. REMEDIATION – F.S. 1008.25 4(a)

Each student who does not meet specific levels of performance in reading, writing, science and math for each grade level or who does not meet specific levels of performance on statewide assessments at selected grade levels must be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need.

- A. Students who score Level 1 or Level 2 on the statewide, standardized assessments must be enrolled in and complete a remedial course or a content area in which remediation strategies are incorporated into the course content delivery. Students who score below a level 3 on the ELA Florida Standards Assessment may be enrolled in an intensive reading course or an intensive ELA course depending on their specific academic need.
- B. Schools shall provide for frequent monitoring of student progress in meeting the desired levels of performance.
- C. Remedial instruction provided during high school may not be in lieu of English and math credits required for graduation.
- D. Remediation will continue to be provided until performance expectations are met or the student graduates from high school or is not subject to compulsory school attendance.
- E. Remedial and compensatory courses taken in grades 9-12 may only be counted as elective credit.
- F. All 11th and 12th grade students who took the Spring ELA FSA Retake and did not earn a passing score should be provided information regarding opportunities for assistance and support immediately upon receiving their results

VIII. GRADING AND REPORTING

A. Grade Reporting (F.S. 1003.33)

1. Report cards shall be issued four times each school year, following each nine-week grading period.
2. The end of the year report card will state the final status of the student's performance or non-performance at grade level, acceptable or unacceptable behavior and attendance and promotion or non-promotion.
3. At the end of each term, parents of students are notified on their report card if their cumulative grade point average drops below a 2.5.
4. Numerical grades shall be used on school report cards with the following interpretations to indicate the quality of work being done by the student.

<u>Grade</u>	<u>Grade Scale</u>	<u>Value</u>	<u>Definition</u>
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
I			Incomplete

5. The student's conduct, behavior and student attendance, including absences and tardies will be included on the report card.
6. Honor Roll status shall be determined by report card grades (Quarter 1, 2, & 3) for all academic subjects earned for each nine week grading period using the following criteria:
 - "A" Honor Roll: All "A"s or "S" for each 9 week grading period (Quarters 1,2,3) or all "A"s for the semester grades in the case of dual enrollment or virtual courses
 - A/B Honor Roll: "A", "B", or "S" for each 9-week grading period (Quarters 1,2,3) or all "A"s and "B"s for the semester grades in the case of dual enrollment or virtual courses

The following shall NOT be used to determine Honor Roll eligibility:

- Behavior Grades
- Midterm/Final Exam Grades
- Midterm or Final Average Grades

To be eligible for consideration for the honor roll, the student's 4th quarter progress must be consistent with the criteria listed above.

7. All students will receive a progress report after week four for all classes.
8. A student shall be limited to replacing a grade of D or F with a grade of C or higher in accordance with F.S 1003.43(5)(E) by retaking a course in order to improve the grade. All courses will remain on the transcript.
9. An annual report shall be provided for the parent or legal guardian of each student, indicating the student's progress toward achieving state and district expectations for proficiency in Reading, Writing, Science, and Mathematics, including the student's results on the district wide or state assessment test, accordingly.
10. The Gilchrist County School Board shall annually publish in the local newspaper and report to the State Department of Education by September 1 of each year the required information pertaining to the FSA scores, promotion, retention, and good cause promotion calculations.
11. Students taking courses below the 9th grade that are designated in the Florida Course Code Directory as grades 9-12 may use these courses to

satisfy high school graduation requirements or Florida Academic Scholars award requirements. A student must be granted credit toward high school graduation requirements for courses taken through Dual enrollment, as identified in F.S.1007.271 (6), F.S.1003.43 (1)(k).

12. FOCUS Class – Grades: Students transferring to the FOCUS Class any time other than the beginning of the nine weeks will have their grades from their transferring school averaged with work completed at the FOCUS Class for an end of nine weeks grade.
13. If a student has not had sufficient time (2 days upon returning to school unless extended by teacher) when the grading period ends, an “I” (Incomplete) shall be indicated on the report card. The “I” shall be converted to the appropriate grade by the end of the next grading period.

B. Grade Calculation

Course grade calculations are dependent on whether the course has a EOC or a district given comprehensive post-test. Grading for block and year-long classes will be set up in Skyward by MIS. The exam will count 30% for all courses with a state End of Course Exam (EOC).

1. Examinations

- Mid-term and Final Exams are required in all courses. A state EOC Assessment will serve as the final exam when applicable.
- Exams may be performance based
- All students will take exams. Exams in non-EOC courses will count as 15% of grade.
- State EOC Assessments will count 30% of the final course grade.
- An Incomplete (I) will be given if a student does not take the EOC. Once the student takes the EOC, 30% will be input for the final calculation and the “I” will be removed.
- There will be no new material to be covered on the exam introduced for two days prior to exams. This time should be used for exam review
- Final exams will be given when the course ends. The content of the final exam will include content based on the Florida State Standards for the entire course.

2. Awarding of Credit – F.S. 1003.436(2)

School districts are required to maintain a one-half credit earned system, including courses offered on a full-year basis, in awarding credit for high school graduation. A student enrolled in a full-year course shall 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, provided that additional requirements by the school board, such as class attendance, homework, participation, etc., are met.

3. Definition of Credit

One full credit equals a minimum of 135 hours of instruction in a course that contains student performance standards, except as otherwise provided through the Credit Acceleration Program (CAP) under s. 1003.4295 (3). One full credit means 120 hours of bona fide instruction in a designated course of study that contains student performance standards for purposes of meeting high school graduation requirements in a district school that has been authorized to implement block scheduling by the district school board.

C. Transfer Grades

Students transferring from another district or state with letter grades will have those grades converted into numerical grades based on the following scale:

A	=	95%
B	=	85%
C	=	75%
D	=	65%
F	=	55%

IX. HONORS PARTICIPATION

Each school year, parents and students will receive information regarding the opportunity and benefits of Dual Enrollment and Florida Virtual School classes. (S.1003.02 (1)(i))

A. Honors Courses

1. Courses designated as honors, Dual enrollment or advanced placement will be given honors status by flagging the course with an "H". These courses are then calculated on the 5.0 scale.
2. Students enrolled in honors courses shall meet the approved criteria for participation as delineated in the Honors Courses Implementation Procedures for Gilchrist County (see Appendix B)
3. Honors courses must be listed in the state approved course code directory as honors courses or be approved by the Gilchrist County School Board.
4. Criteria for participation in Honors Courses (See Below)

GILCHRIST COUNTY SCHOOLS HONORS COURSES IMPLEMENTATION PROCEDURES

Criteria for Student Participation: The following information will be reviewed by the teacher, guidance counselor and principal prior to student enrollment in honors courses.

1. Grades from the previous year including review of specific subject area performance and pre-requisite course(s)
 2. Teacher Recommendations
 3. Standardized assessment data
 - Considered on grade level based on FSA proficiency scores in the appropriate ~~or~~ subject area
- or**
- Minimal Gold Seal requirements for college entrance tests in the appropriate subject area.
4. Parental notification and support for student participation in honors courses

Evaluation of Student Performance:

1. Completion of all Florida State Standards course requirements as outlined in the course syllabus.
 2. Students will be required to maintain an individual portfolio of coursework completed.
 3. Students will be required to take midterm and final exams as administered by the teacher.
4. Students completing any honors course will earn the appropriate weighted credit

B. Dual Enrollment – F.S. 1007.235, 1007.271 (1)(2)(4), 1007.272 (13)

The Dual enrollment program is defined as the enrollment of an eligible secondary student in a postsecondary course creditable toward a career and technical certificate or an associate or baccalaureate degree.

- When taking online dual enrollment courses on a high school campus during regular school hours, students will enroll in full-term (16-week) courses. Students desiring to enroll in “mini-mester” courses (less than 16 weeks) during regular school hours must obtain approval from the principal and the Director of Secondary Education prior to registration.
- Students may take courses during school hours, after school hours, and during the summer term. However, if the student is projected to graduate from high school before the scheduled completion date of a postsecondary course, the student may not register for that course through Dual enrollment. The student may apply to the postsecondary institution and pay the required registration,

tuition, and fees if the student meets the postsecondary institution's admissions requirements under s. 1007.

- Students enrolled are exempt from the payment of registration, matriculation and lab fees.
- Any student who meets the approved admissions criteria may elect to participate in the Dual enrollment Program provided by Florida Gateway College. Those students who participate may apply the college credits earned toward fulfill graduation requirements.
- Florida Statute 1007.271(11) allows for any course in the Statewide Course Numbering System, with the exception of remedial courses and physical education skills courses, to be offered as Dual enrollment.
- Students successfully completing an approved vocational Dual enrollment course through Florida Gateway College may apply the credit toward a specific vocational completer program. The course requirements for each vocational completer program are delineated in the DOE Course Code Directory and outlined in the curriculum frameworks for each program.
- Students may participate in Dual Enrollment on the college campus and attend classes for part of the day on the high school campus upon Board Approval.
- A student who is enrolled in postsecondary instruction that is not creditable toward a high school diploma may not be classified as a Dual enrollment student.
- Student eligibility requirements for initial enrollment in college credit Dual enrollment courses must include a 3.0 unweighted high school grade point average and the minimum score on a common placement test adopted by the State Board of Education which indicates that the student is ready for college-level coursework. Student eligibility requirements for continued enrollment in college credit Dual enrollment courses must include the maintenance of a 3.0 unweighted high school grade point average and minimum postsecondary grade point average established by the postsecondary institution. Regardless of meeting student eligibility requirements for continued enrollment, a student may lose the opportunity to participate in a Dual enrollment course if the student is disruptive of the learning process such that the progress of other students or the efficient administration of the course is hindered.
- Dual Enrollment courses taught on the high school campus must meet the same competencies required for courses taught on the postsecondary institution campus. To ensure equivalent rigor with courses taught on the postsecondary institution campus, the postsecondary institution offering the course is responsible for providing in a timely manner a comprehensive, cumulative end-of-course assessment or a series of assessments of all expected learning outcomes to the faculty member teaching the course. Completed, scored assessments must be returned to the postsecondary institution and held for 1 year.
- Instructional materials used in Dual enrollment courses must be the same as or comparable to those used in courses offered by the postsecondary

institution with the same course prefix and number. The postsecondary institution must advise the school district of instructional material requirements as soon as that information becomes available but no later than one term before a course is offered.

- Dual Enrollment courses taught on a high school campus may not be combined with any non-college credit high school course.
- A postsecondary institution shall assign letter grades to each student enrolled in a Dual enrollment course. The letter grade assigned by the postsecondary institution shall be posted to the student's high school transcript by the school district.

C. Career Pathways Articulation – F.S. 1007.21

The Career Pathways program is defined as the enrollment of eligible secondary students in articulated, sequential programs of study that include a technical component and at least a minimum of a postsecondary certificate or 2-year degree. The Career Pathways program offered in Gilchrist County Schools shall be implemented in accordance with the Inter-institutional Articulation Agreement and the approved Career Pathways program of study.

D. Early Admission – F.S. 1007.27(5), FS.1007.271

Early admission shall be a form of Dual enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis in courses that are creditable toward the high school diploma and the associate or baccalaureate degree. A student must enroll in a minimum of 12 college credit hours per semester or the equivalent to participate in the early admission program; however, a student may not be required to enroll in more than 15 college credit hours per semester or the equivalent. Students enrolled shall be exempt from payment of registration, tuition and laboratory fees.

In order to follow the program of a student for early admission and secure Board approval, a student must commit to the program as early as possible upon entering high school and no later than mid-year of the eleventh grade so that the counselor and core program chairpersons can review the academic record including Dual enrollment courses for high school credit, request Board approval, and help the student plan to meet the requirements for graduation to enter post-secondary programs the senior year.

A student must meet the following criteria in order to be an early admissions student:

- Minimum grade point average of 3.0
- Meet college entrance exam requirements
- On Track for course requirement and credits

1. The applicant must be approved by a majority of the high school committee. This committee will consist of the Guidance Counselor, Principal, Director of Secondary Education, and Teachers of the student).
2. Students will be ranked with the regular high school seniors for scholarship and class ranking purposes. Early Admission students are eligible to be considered for valedictorian or salutatorian.

E. Honors Recognition

Students will participate in an honors reception prior to graduation if the following criteria are met:

1. Student has earned a 3.5 weighted cumulative grade point average or higher in all high school coursework
2. Student has met all graduation requirements for a standard diploma.
3. Grades will be calculated at the end of the 3rd nine weeks to determine eligibility for participation in the Honors Reception.

F. Valedictorian and Salutatorian

To compete for valedictorian or salutatorian, a graduating student shall have been enrolled in the district for the entire school year for at least three of his/her four high school years (9th-12th). In order to be recognized at graduation as valedictorian or salutatorian, the student must complete his/her graduation year at the awarding school. Beginning with the 2022-2023 school year, to compete for valedictorian or salutatorian, a graduating student shall have been enrolled in the Gilchrist County School District for the entire school year for at least two of his/her high school years and must complete his/her entire graduation year at the awarding school. Once announced, Val/Sal is final. Valedictorian and Salutatorian shall be calculated using the following criteria:

1. Beginning with the 2017-2018 school year, grade point averages shall be computed using numeric grades for all credit earning courses through the final posting of the 7th semester grades in January (or 5th semester grades in the case of students graduating with an 18 credit ACCEL diploma). Beginning with the 2022-2023 school year, weighted grade point averages through the final posting of the semester grades in January of the student's graduating year shall be used to determine valedictorian and salutatorian. Beginning with the 2022-2023 school year, the graduating student with the highest weighted GPA will valedictorian, and the student with the second highest weighted GPA will be salutatorian. In the case of a tie, students will share the designation.
2. If courses have been taken for grade forgiveness and a higher grade has been attained, only the higher grade will be used when computing the student's GPA.
3. Grade point averages for valedictorian and salutatorian shall be computed

numerically by an automated Skyward calculation. Beginning with the 2022-2023 school year, weighted grade point averages will be used to determine valedictorian and salutatorian.

4. The announcement to students and press of who won shall be kept confidential until no later than 4 weeks after the final posting of 7th semester grades in January.
5. Early Admission students and students attending college as Dual Enrollment students will be eligible for valedictorian or salutatorian.
6. For the purpose of valedictorian and salutatorian calculations, 7 points will automatically be added to numeric grades in Skyward for dual enrollment, advanced placement, and honors courses. These numeric grades are only used for valedictorian/salutatorian calculations and the adjusted grade will not be part of the transcript. Beginning with the 2022-2023 school year, valedictorian and salutatorian will be determined based on weighted grade point averages.

X. PROMOTION AND RETENTION

Promotion of students will be based on the accumulation of the required number of credits. Students' performance will be evaluated based on mastery of the Florida Standards and student performance standards for each course.

If the student does not meet the required number of credits for promotion he/she will be reassigned to the same grade for the subsequent school year.

A. Grade Level Promotion

1. Students will be promoted from one grade level to the next based on the following criteria:
For students entering 9th, 10th, 11th and 12th grades
 - In order to be in the ninth grade, the student must have completed the eighth grade.
 - In order to be in tenth grade, the student must have completed a minimum of six credits in the ninth grade
 - In order to be in the eleventh grade, the student must have a minimum of 12 credits.
 - In order to be in the twelfth grade, the students must have a minimum of 19 18 credits.
2. Students failing once may be considered for the Credit Recovery Program.
3. If a student has passed a course that requires an End of Course exam, but did not pass the EOC and was retained in that grade level because of not earning enough credits, the student may be promoted mid-year if the EOC is passed and the student has earned enough credits at that time to be classified in the next grade.

XI. SUMMER SCHOOL

A. General Guidelines for Summer School Participation:

1. Summer School courses will be offered in grades 9-12 for students in Physical Education, Drivers Education, and Career Education Co-Op. Enrollment in Summer School for any student shall be limited to one and one half credits for these courses.
2. Remedial courses may be offered.
3. To receive credit for Summer School, a student shall meet the hourly requirements as approved by the school board.
4. Summer School credit shall be entered on the student's permanent record.

B. Extended School Year for Exceptional Students

The following guidelines will be used when making decisions concerning extended school year programs:

1. The student's Individualized Educational Plan will reflect a need for an extended school year program
2. The extended school year educational services provided to an identified exceptional student are determined by the individual education planning team at least annually.

XII. ADULT EDUCATION – F.S. 1004.93

A. High School Equivalency Diploma (GED)

1. Eligibility Requirements:

- a. A candidate for a high school equivalency diploma shall be at least 18 years of age on the date of the examination. Persons who have graduated from an accredited high school, been awarded a high school equivalency credential, or earned scores sufficient to qualify for a high school equivalency credential are **not** eligible to take the GED test.
- b. Upon successful completion of the GED test, a student will be awarded a State of Florida high school diploma and will be considered a high school graduate.
- c. Special assistance to obtain a high school equivalency diploma may only be given when all requirements for graduation are completed, except for the required cumulative grade point average.

2. Extraordinary Circumstances

- a. In extraordinary circumstances a candidate may take the examination after reaching the age of 16. Any person age 16 or 17

who has an **extraordinary circumstance** must appear in person, along with his/her parent or legal guardian, before the Superintendent of Schools or his designee who will determine if the circumstances warrant the candidate taking the GED examination.

- b. An extraordinary circumstance shall mean a severe financial hardship to the student resulting from a sudden and unexpected illness or accident to the student, parent or guardian, or similar unforeseeable circumstances arising from events beyond the control of the student, parent, or guardian.
3. Prior to taking the GED test, students age 16-18 must comply with the following:
 - a. The parent or guardian shall submit a notarized affidavit in support of the waiver request on the approved waiver form.
 - b. Final approval will not be given until the person **has taken the official practice GED test**. A minimum of 410 on each of the five practice tests will be required as evidence the applicant is capable of passing the official GED test. A total score of 2250 must be attained on the practice test. A student enrolled in high school must remain in school until the exam has been passed. If a total score of 2250 is not attained, the student **must attend a GED prep class** before a waiver will be given to take the GED test.
 - c. A career planning conference with the parent or guardian in attendance may be conducted.
 - d. Fees as established according to Lake City Community College guidelines and Gilchrist County School Board must be paid.

B. Educational Opportunities for Adults

1. TABE testing is available for adults in the community.
 - a. Remediation is available to adults in need of assistance to function effectively in everyday situations, to enter the job market, or to enter technical certificate of instruction.

XIII. HOME EDUCATION TRANSFER OF HIGH SCHOOL CREDITS – SBER 6a-1.09941

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 required by accreditation. Credits shall be validated through performance during the first grading period as outlined below.

Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outlined below.

Alternative Validation Procedure: 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:

- A. Portfolio evaluation by the superintendent or designee;
- B. Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
- C. Demonstrated performance in courses taken through Dual enrollment or at other public or private accredited schools;
- D. Demonstrated proficiencies on nationally-normed standardized subject area assessments;
- E. Demonstrated proficiencies on the FSA; or
- F. Written review of the criteria utilized for a given subject provided by the former school.

Students must be provided at least 90 days from date of transfer to prepare for assessments outlined in paragraphs D and E if required.

XIV. VIRTUAL SCHOOL

A. Florida Virtual School

Florida Statute 1001.42.(21) states that access to Florida Virtual School shall be available to students during or after the normal school day and through summer school enrollment. The high school guidance counselor will determine if courses are academically appropriate for the student based upon course prerequisites and the student's academic history and age.

B. Gilchrist Virtual School

Students in grades 6-12 may register for Gilchrist Virtual School. Students may be full-time or part-time students. Students will be served through the NEFEC FLVS Franchise.

C. Ed Options Academy

Seniors may enroll in Ed Options Academy for credits needed for graduation. Students in grades 9-11 may enroll in Ed Options Academy for credit recovery of courses they have already taken but not passed. Students not meeting the criteria above will be approved on an individual basis with approval from the Principal and Director of Secondary Education.

D. FOCUS Class

EdOptions virtual instruction courses will be used in the FOCUS class.