

2023-2024 Student Progression Plan Martin County School District



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Legal Foundation of the Student Progression Plan

Student Progression- [1008.25, F.S.](#)

Current law requires that each School Board establish a comprehensive program for student progression, which must provide for a student's progression from one grade to another based on the student's mastery of the standards in [1003.41 F.S.](#), specifically English Language Arts (ELA), mathematics, science, and social studies standards, shall be based upon an evaluation of each student's satisfactory performance, including how well the student masters the academic performance standards approved by the state board. The district program for student progression shall be based upon local goals and objectives, which are compatible with the state's plan for education.

(1) INTENT. It is the intent of the Legislature that each student's progression from one grade to another be determined, in part, upon proficiency in English Language Arts (ELA), social studies, science, and mathematics; that District School Board policies facilitate such proficiency; and that each student and his or her parent be informed of that student's academic progress and that students have access to educational options that provide academically challenging coursework or accelerated instruction pursuant to [1002.3105 F.S.](#)

(2) STUDENT PROGRESSION PLAN.— Each District School Board shall establish a comprehensive program for student progression which must provide for a student's progression from one grade to another based on the student's mastery of the standards in s. [1003.41](#), specifically English Language Arts, mathematics, science, and social studies standards. The plan must:

(a) Include criteria that emphasize student reading proficiency in kindergarten through grade 3 and provide targeted instructional support for students with identified deficiencies in English Language Arts (ELA), mathematics, science, and social studies. High schools shall use all available assessment results, including the results of statewide, standardized ELA assessments and end-of-course assessments for Algebra I and Geometry, to advise students of any identified deficiencies and to provide appropriate postsecondary preparatory instruction before high school graduation. The results of the evaluations used to monitor a student's progress in grades K-12 must be provided to the student's teacher in a timely manner and as otherwise required by law. Thereafter, evaluation results must be provided to the student's parent in a timely manner. When available, instructional personnel must be provided with information on student achievement of standards and benchmarks in order to improve instruction.

(b)1. List the student's eligibility and procedural requirements established by the school district for whole grade promotion, midyear promotion, and subject-matter acceleration that would result in a student attending a different school, pursuant to [1002.3105 \(2\)\(b\) F.S.](#)

2. Notify parents and students of the school district's process by which a parent may request student participation in whole-grade promotion, midyear promotion, or subject-matter acceleration that would result in a student attending a different school, pursuant to [1002.3105\(4\)\(b\)2 F.S.](#)

(c)1. Advise parents and students that additional ACCEL options may be available at the student's school, pursuant to [1002.3105 F.S.](#)

2. Advise parents and students to contact the principal at the student's school for information related to student eligibility requirements for whole-grade promotion, midyear promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal's school; virtual instruction in higher grade level subjects; and other ACCEL options offered by the principal, pursuant to [1002.3105\(2\)\(a\) F.S.](#)

3. Advise parents and students to contact the principal at the student's school for information related to the school's process by which a parent may request student participation in whole-grade promotion, midyear promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal's school; virtual instruction in higher grade level subjects; and any other ACCEL options offered by the principal, pursuant to [1002.3105\(4\)\(b\)1F.S.](#)

(d) Advise parents and students of the early graduation options under [1003.4281 F.S.](#)

(e) List, or incorporate by reference, all dual enrollment courses contained within the dual enrollment articulation agreement established pursuant to [1007.271\(21\) F.S.](#)

(f) Provide instructional sequences by which students in kindergarten through high school may attain progressively higher levels of skill in the use of digital tools and applications. The instructional sequences must include participation in curricular and instructional options and the demonstration of competence of standards required pursuant to [1003.41 F.S.](#) and [1003.4203 F.S.](#) through attainment of industry certifications and other means of demonstrating credit requirements under [1002.3105 F.S.](#), [1003.4203 F.S.](#), [1003.4282 F.S.](#)

As with all policy handbooks, periodic review and revision is undertaken in order to retain guidelines that are consistent with the intent of the Board and legislative actions.

Recommendations regarding student promotion, retention and special placement will be made based on the combined efforts of students, parents, and professional educators. Decisions, however, are primarily determined by the school's professional staff. The final decision regarding grade placement is the responsibility of the principal.

Introduction

The Student Progression Plan for Martin County School District has been developed and revised to provide an instructional program in which each student can progress academically. This plan outlines provisions for promotion, retention, good cause exemptions from mandatory retention, acceleration, enrichment, or alternative assignments for all Martin County Public School students.

Responsibilities Related to Student Progression

1. Principal

- a. Administer the plan within the school.
- b. Assist and supervise teachers in utilizing the State of Florida adopted curriculum standards, curriculum guides, scope and sequence charts, management systems, curriculum frameworks, course student performance standards, and to assist and supervise teacher preparation of additional subject goals and objectives.
- c. Make the final decision in regard to the assignment of specific students.
- d. Inform parents/guardians of student progress and of the possible retention of their child as soon as possible.
- e. Make available to all parents/guardians and students a copy of the Student Progression Plan.

2. Teacher

Members of the instructional staff in public schools must teach the required instruction topics efficiently and faithfully, using materials that meet the highest standards of professionalism and historical accuracy.

- a. Efficient and faithful teaching of the required topics must be consistent with the Florida State Academic Standards (SAS).
- b. Instruction on the required topics must be factual and objective, and may not suppress or distort significant historical events, such as the Holocaust, slavery, the Civil War and Reconstruction, the civil rights movement and the contributions of women, African American and Hispanic people to our country, as already provided in Section [1003.42\(2\) F.S.](#) Examples of theories that distort historical events and are inconsistent with State Board approved standards include the denial or minimization of the Holocaust, and the teaching of Critical Race Theory, meaning the theory that racism is not merely the product of prejudice, but that racism is embedded in American society and its legal systems in order to uphold the supremacy of white persons. Instruction may not utilize material from the 1619 Project and may not define American history as something other than the creation of a new nation based largely on universal principles stated in the Declaration of Independence. Instruction must include the U.S. Constitution, the Bill of Rights and subsequent amendments.
- c. Efficient and faithful teaching further means that any discussion is appropriate for the age and maturity level of the students, and teachers serve as facilitators for student discussion and do not share their personal views or attempt to indoctrinate or persuade students to a particular point of view that is inconsistent with the Florida State Academic Standards

(SAS) and the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards.

- d. Use the State of Florida adopted curriculum standards, curriculum frameworks, and course performance standards.
- e. Align student evaluation to Florida Academic Standards and district programs.
- f. Utilize all available data including achievement and assessment test results, progress tests, daily assignments, teacher observations, portfolios, past performance and other available information to plan instruction and evaluate student performance.
- g. Encourage students to monitor their grades by updating gradebooks frequently.
- h. Advise the principal in regard to grade level assignment of students.
- i. Inform parents/guardians of student progress and seek their assistance in meeting student needs. Contact parents when students are failing a course.
- j. Help students acquire study skills and self-discipline needed to complete coursework successfully.
- k. Schedule conferences with parents if assessments, assignments, and other evidence of standard mastery indicate their child is having difficulty.
- l. Follow the Plan as it pertains to grade level assignment.
- m. Shall use district scope and sequence as adopted.

At the beginning of each semester, or when a transfer student is scheduled into course class, it is the teacher's responsibility to provide the standard template course syllabus to inform the student of the following:

- Course description
- Course objectives
- Course grading/evaluation procedures
- Textbooks and supplementary materials

Elementary teachers must use phonics as the primary instructional strategy for teaching word reading. The identified reading instruction and intervention programs for foundational skills may not include strategies that employ the three-cueing system as a basis for word reading.

3. It shall constitute discrimination on the basis of race, color, national origin, or sex under this section to subject any student or employee to training or instruction that espouses, promotes, advances, inculcates, or compels such student or employee to believe any of the following concepts:

- a. Members of one race, color, national origin, or sex are morally superior to members of another race, color, national origin, or sex.
- b. A person, by virtue of his or her race, color, national origin, or sex is inherently racist, sexist, or oppressive, whether consciously or unconsciously.
- c. A person's moral character or status as either privileged or oppressed is necessarily determined by his or her race, color, national origin, or sex.
- d. Members of one race, color, national origin, or sex cannot and should not attempt to treat others without respect to race, color, national origin, or sex.
- e. A person, by virtue of his or her race, color, national origin, or sex bears responsibility for, or should be discriminated against or receive adverse treatment because of actions committed in the past by other members of the same race, color, national origin, or sex.

- f. A person, by virtue of his or her race, color, national origin, or sex should be discriminated against or receive adverse treatment to achieve diversity, equity, or inclusion.
 - g. A person, by virtue of his or her race, color, sex, or national origin, bears personal responsibility for and must feel guilt, anguish, or other forms of psychological distress because of actions, in which the person played no part, committed in the past by other members of the same race, color, national origin, or sex.
 - h. Such virtues as merit, excellence, hard work, fairness, neutrality, objectivity, and racial colorblindness are racist or sexist, or were created by members of a particular race, color, national origin, or sex to oppress members of another race, color, national origin, or sex.
4. Paragraph 3 may not be construed to prohibit discussion of the concepts listed therein as part of a larger course of training or instruction, provided such training or instruction is given in an objective manner without endorsement of the concepts.
5. Parent/Guardian
- a. Require consistent school attendance by the student.
 - b. Assist their child in developing good study and work habits, self-discipline and respect for school and school personnel.
 - c. Review official grade reports from the school and schedule conferences with teachers if such reports indicate that the student is having difficulty.
 - d. Honor requests for conferences from school officials whenever possible.
 - e. Respond promptly to all requests from the school for information.
 - f. Stay informed of their child(ren)'s progress through scheduled parent-teacher conferences, interim progress reports, report cards, progress reports and communications from the schools.
6. Student
- a. Maintain good attendance
 - b. Make an effort to accomplish all objectives in each subject.
 - c. Be prepared and ready to learn
 - d. Stay on track by completing assigned work
 - e. Take home to parents/guardians all progress reports, report cards and other communication from the school and/or access through the Focus portal.
 - f. Develop good study habits and self-discipline, as well as accept additional help from available educational personnel and parents if experiencing school-related problems.
 - g. Maintain academic integrity:
 - a. Be honest at all times
 - b. Discourage any forms of cheating or dishonesty
 - c. Inform the teacher, counselor, administrator, or a trusted adult if you have a reasonable belief and/or evidence that academic dishonesty has occurred.

Some examples of academic dishonesty are, but not limited to:

- Using unauthorized materials and/or resources including AI

- Copying work from another student, or the web
- Having anyone else but you complete any part of your coursework
- Using a camera or device to share/record any questions or test material
- During an assessment:
 - Using a technological/communication tool and/or resource
 - Receiving assistance from other people in the room, online or through text/chatting/social media
 - Utilizing an unauthorized search engine
 - Using an app to solve or assist in answering the questions

There is no tolerance toward academic dishonesty, and any form of cheating/plagiarism may lead to a zero on assignments or assessments.

General Information

Enrollment Requirements

Mandatory School Age Per Martin County School Board Policy #[5112](#):

Entrance Requirements

The School Board hereby establishes entrance age requirements for students which are consistent with statute and sound educational practice and requires the equitable treatment of all eligible children.

Pursuant to State law, all children who have attained the age of six (6) years or who will have attained the age of six (6) years by February 1st of any school year or who are older than six (6) years of age but who have not attained the age of sixteen (16) years, except as otherwise provided in Florida statute, are required to attend school regularly during the entire school term. Further, all children enrolling in a District school shall meet the immunization requirements set forth in F.S. 1003.22, as well as provide evidence of a physical exam as required by State law.

The superintendent may require evidence of the age of any child who seeks to enroll in the District or who the superintendent believes to be within the limits of compulsory attendance as provided by law; however, the superintendent will not require evidence from any child who meets regular attendance requirements by attending any of the following schools or programs:

- a. a parochial, religious, or denominational school;
- b. a private school supported in whole or in part by tuition charges or by endowments or gifts;
- c. a home education program that meets the requirements of F.S. Chapter 1002; or
- d. a private tutoring program that meets the requirements of F.S. Chapter 1002.

In addition, consistent with rules adopted by the State Board of Education, children with disabilities who have attained the age of three (3) years shall be eligible for admission to the District's special education programs and for related services. Children with disabilities younger than three (3) years of age who are deaf or hard of hearing, visually impaired, dual sensory impaired, orthopedically impaired, other health impaired, who have experienced traumatic brain injury, who have autism spectrum disorder, established conditions, or who exhibit developmental delays or intellectual disabilities may be eligible for special programs and may receive services in accordance with rules of the State Board of Education. The identification of established conditions for children birth through two (2) years of age and developmental delays for children birth through five (5) years of age shall be in accordance with rules adopted by the State Board of Education.

Further, as required by F.S. 1003.22 and Policy 5320, Immunizations all children enrolling in a District school shall meet the immunization requirements set forth in State law, as well as provide evidence of a physical exam as required by State law.

Kindergarten

Children entering kindergarten in this District for the first time must comply with F.S. 1003.21 regarding entry age. A child must be five (5) years old on or before September 1st, in order to meet the Florida age requirement for kindergarten. A child under age six (6) who is enrolled in kindergarten will be considered of compulsory school age.

First Grade

Children entering first grade in this District for the first time must comply with F.S. 1003.21. Any child who has attained the age of six (6) years on or before September 1st of the school year and who has been enrolled in a public school or who has attained the age of six (6) years on or before September 1st and has satisfactorily completed the requirements for kindergarten in a non-public school, or who otherwise meets the criteria for admission or transfer in a manner similar to that applicable to other grades, shall progress according to the District's student progression plan.

Students transferring to first grade from a kindergarten program other than the one offered by the District will need written verification of satisfactory completion of kindergarten from the public or non-public school attended. Home education is not an option. Verification forms are available at each elementary school.

Initial Entry

- a. Children entering the District for the first time must comply with F.S. 1003.21 and with the District's Student Progression Plan. Students must have an immunization record on file at the school. Any student who does not have the proper immunization shall be temporarily excluded from attendance until compliance has been documented.
- b. Each child who is entitled to admittance to kindergarten or is entitled to any other initial entrance into a public school in the District must have a certification of a school-entry health examination performed within one (1) year before enrollment in school. Students transferring into the District from a school within the State of Florida who have completed a physical examination form as part of their school record need not be re-examined. Examinations taken out-of-state may be accepted if performed within one (1) year of entry and include documentation and reported on the official forms of the physician. A student shall have up to thirty (30) school days to present a certification of a school-entry health examination. Children and youths who are experiencing homelessness and children who are known to the Department, as defined in F.S. 39.0016, shall be given a temporary exemption for thirty (30) school days. The school health services plan shall contain provisions to assist students in obtaining the health examinations.
- c. A child may be exempt from the required health examination and/or immunization upon written request of the parent or guardian of such child stating objection to examination and/or immunization on religious grounds or for medical reasons certified by a competent medical authority.
- d. Any student and/or his/her parent(s) who enters the District for the first time must disclose the following information at the time of enrollment:

1. prior school expulsions;
2. arrests resulting in a charge;
3. juvenile justice actions; and
4. any corresponding referral to mental health services by a school district that the student previously attended.

Any student who discloses any of the above-referenced matters is subject to the provisions of the Code of Student Conduct, Policy 5500, and Policy 5610 relating to disciplinary placement and/or assignment of students.

Verification of Residence

Verification of a parent or guardian's residence shall be required at the time the child registers in a District school. Verification of residence may also be required at any other time at the discretion of the Superintendent or designee.

A student whose parent is transferred or is pending transfer to a military installation within the State while on active military duty pursuant to an official military order shall be considered a resident of the District for purposes of enrollment when the order is submitted to the District.

Attendance Zones

All students residing within a particular attendance zone shall attend the assigned school for zone of residence. No student may enroll in a school outside of the regular attendance boundary in anticipation of receiving an approved transfer.

- a. A student's residence shall be the residence of the parent(s). Parent is defined in F.S. 1000.21(5), which includes the legal guardian.
- b. If the courts have awarded the custody of the student to an adult other than the parent, the legal residence of the student is with the person who is assigned legal guardianship.
- c. If the student is or has been married, the student's residence is the legal residence.
- d. If the student is eighteen (18) years of age or older, the student's residence, if emancipated, is the student's legal residence.
- e. Out-of-county and out-of-state transfer students who are living with someone other than his/her parent(s) shall attend school in the zone in which the legal guardian with court-awarded legal custody of the student resides.
- f. Students who attempt to enroll in an out-of-zone school or who are residents of another county and do not have proper authorization shall not be allowed to register. If the Superintendent or his/her designee learns that any student is improperly enrolled in a District school, s/he shall immediately notify that student's parents that the student will be withdrawn. Failure or refusal to withdraw the student will result in a public hearing before the School Board to expel the student.

The School Board requires all District schools to enroll students in Martin County according to this policy. There is no intention to create barriers for in-county students who register at the

school within their attendance zone. Requirements within the policy are targeted at those attending schools outside of their attendance zones without approval and/or non-district residents.

Proof of Residency for Initial and Continuing Enrollment

The Superintendent or his/her designee shall require proof of residency at the time of registration, and may require proof of residency at any other time. Two (2) proofs of residency indicating the address at which the student resides with his/her parent(s) or legal guardian are required to register a student. Examples of acceptable documents are as follows, and all sources of evidence must coincide:

- a. current utility bill with service address indicated;
- b. current year property tax bill;
- c. deed of home;
- d. lease agreement with name of tenant, landlord, and contact information for all parties; Lease agreement must contain an expiration date. A renewed lease must be provided to the School Registrar.
- e. mortgage;
- f. home purchase contract including closing date and a copy of property deed to be provided in thirty (30) days;
- g. Declaration of Domicile from the County Records Department;
- h. State of Florida driver's license;
- i. State of Florida identification card.

A school may deem the documents provided are not sufficient for enrollment or verification if the Principal/designee has reasonable suspicion of inaccurate document presentation as to the residence of a student or legal guardian or other relevant factors.

Any time a student's address changes, the parent is responsible to notify the School District in writing.

In circumstances where the student's parents reside in different school zones, the student will be assigned to the school in the zone of where the student resides the most. If time is shared equally among both parents, a court order shall indicate the primary residence to determine school zone. In the absence of a court order, the Superintendent/designee will define residence for school zone purposes. The decision will be made in the best interest of the student and according to School Board policy.

No assignment to schools or attendance schedules shall discriminate against students on the basis of gender, race, religion, disability, or national origin.

The parent of siblings who are assigned to the same grade level and school may request that the school place the siblings in the same classroom or in separate classrooms. This request must be made no later than five (5) days before the first day of school each school year or upon enrollment. The school is not required to meet the request if there is factual evidence indicating

a specific placement is better for the student than that requested by the parent or prohibited by class size legislation.

The Superintendent may assign a student to a school other than that designated by the attendance area when such exception is justified by circumstances and is in the best interest of the student.

In the event a Principal/designee has reasonable suspicion that a student's enrollment information is not accurate, the following verification procedures will be implemented:

- a. The Homestead Exemption address of the parent/legal guardian will be verified and used to assist in determining the student's zone school.
- b. Contact will be made with parent/legal guardian requesting enrollment information to be updated.
- c. An Affidavit of Residence may be required, as well as other proof of residency documentation. The affidavit shall be verified under penalties of perjury pursuant to F.S. 92.525.

The parent/legal guardian/emancipated student shall have ten (10) calendar days to provide sufficient documentation to validate their primary residence as outlined in this policy when additional proof of residency is requested.

Submission of False Information

F.S. 837.06 explains that whoever knowingly makes a false statement in writing with the intent to mislead a public servant in the performance of his/her official duty shall be guilty of a misdemeanor of the second degree. In addition, F.S. 92.525 states a person who knowingly makes a false declaration under penalties of perjury is guilty of a felony of the third degree.

Enrollment of Students Experiencing Homelessness

The McKinney-Vento Act defines homeless children as children who lack a fixed, regular, and adequate nighttime residence.

A new registration form should be completed by the homeless child's parent/legal guardian. Each school will work with the deputy superintendent/designee to obtain necessary enrollment information and documents.

Persons Acting as Parent

When a student lives with an adult other than the natural or adoptive parent or legal guardian because of severe family hardship, supporting evidence of this arrangement shall be submitted to the Principal.

A parent is not permitted to allow his/her student to live with someone other than the parent (i.e., grandparent, sister, aunt, friend) residing in a different school zone in an attempt to attend the school in that zone. The student must be enrolled in the school based on the residence of the parent unless other valid, legitimate documentation of proof can be provided.

Students found not to be residing with the parent as their primary residence in Martin County shall be withdrawn from the enrolled school and enrolled in the school in the zone in which they reside.

Notification of in Loco Parentis

In cases in which a student is temporarily not residing with his/her parents or legal guardian for a short period of time, the parent or legal guardian of the student shall designate in writing that adult person with whom the student resides who stands in loco parentis to the student in order for him/her to be admitted or continue in school. This statement shall be notarized and presented to the principal.

Enrollment Termination

A student who attains the age of 16 years during the school year is not subject to compulsory school attendance beyond the date upon which he or she attains that age if the student files a formal declaration of intent to terminate school enrollment with the District School Board. Public school students who have attained the age of 16 years and who have not graduated are subject to compulsory school attendance until the formal declaration of intent is filed 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. The school district must notify the student's parent of receipt of the student's declaration of intent to terminate school enrollment. The student's school counselor or other school personnel must conduct an exit interview with the student to determine the reasons for the student's decision to terminate school enrollment and actions that could be taken to keep the student in school. The student must be informed of opportunities to continue his or her education in a different environment, including, but not limited to, adult education and GED test preparation. Additionally, the student must complete a survey (See [District Exit Interview Form #175](#)) in a format prescribed by the Department of Education to provide data on student reasons for terminating enrollment and actions taken by schools to keep students enrolled.

Attendance

1. Enrolled Students

Students are encouraged to be in school at least ninety (90) percent of the instructional time in an annual session. Per [1011.62 F.S.](#), a "full-time equivalent student" in each program of the district is defined in terms of full-time students and part-time students as follows:

- (a) A "full-time student" is one student on the membership roll of one school program or a combination of school programs listed in [1011.62\(1\)\(c\) F.S.](#) for the school year or the equivalent for:
 1. Instruction in a standard school, comprising not less than 900 net hours for a student in or at the grade level of 4 through 12, or not less than 720 net hours for a student in or at the grade level of kindergarten through grade 3 or in an authorized

- prekindergarten exceptional program; or
2. Instruction comprising the appropriate number of net hours set forth in subparagraph 1. for students who, within the past year, have moved with their parents for the purpose of engaging in the farm labor or fish industries, if a plan furnishing such an extended school day or week, or a combination thereof, has been approved by the commissioner. Such a plan may be approved to accommodate the needs of migrant students only or may serve all students in schools having a high percentage of migrant students. The plan described in this subparagraph is optional for any school district and is not mandated by the state.

Each district public school is responsible for the following activities per [1003.26 F.S.](#):

- i. The principal or designee must contact the parent or guardian to determine the reason for each unexcused absence or absence for which the reason is unknown. If the absence is excused, the student must be allowed to make up assigned work.
- ii. If a student has five unexcused absences, by period or by day, or absences for which the reasons are unknown within a calendar month or ten unexcused absences, by period or by day, within a 90 calendar day period, the primary teacher must report to the principal or designee that the child may be exhibiting a pattern of nonattendance. Unless there is clear evidence that there is no pattern of nonattendance, the principal shall then refer the case to the Multi-tiered System of Supports (MTSS) team, of which the parent is part.
- iii. If the meeting does not resolve the problem, the team shall implement interventions that best address the problem, including frequent communication with the teacher and family; changes in the learning environment; mentoring, student counseling; tutoring, including peer tutoring; placement into different classes; evaluation for alternative education programs; attendance contracts; referral to other agencies for family services; or other interventions.
- iv. The MTSS team must be diligent in facilitating services and only report the case to the Student Services Field Officer when all reasonable efforts to resolve the nonattendance are exhausted.
- v. If the parent or guardian refuses to participate in the remedial strategies because s/he believes they are unnecessary or inappropriate, the parent or guardian may appeal to the District School Board. A hearing officer will make a recommendation for final action to the board. If the board determines the strategies are appropriate and the parent or guardian still refuses to participate or cooperate, the superintendent may seek criminal prosecution.
- vi. If a child will not comply with efforts to enforce school attendance, the parent, guardian, or superintendent shall refer the case to the case staffing committee, and the superintendent may file a truancy petition pursuant to Florida Statute.

Parent/Guardian Responsibility

Each parent and guardian of a child within compulsory attendance age is responsible for the child's attendance as required by law [1003.24, F.S.](#)

Summer Programs (if available):

- i. Performance based criteria (mastery of performance standards as prescribed by the State of Florida adopted curriculum standards) will be used in all courses.
- ii. Each school which does not provide the required number of hours of instruction will have procedures in place to give students additional time to meet the course requirements, if needed.

2. Transfer Students

- a. Students who transfer and enroll in a Martin County school or class late without grades from the previous school attended shall be allowed to make-up class work in order to receive full semester credit.
- b. Any elementary or middle school transfer student having been enrolled in the Martin County School District for at least twenty-five (25) school days of a grading period must receive a grade for the quarter.
- c. Any high school transfer student having been enrolled in the Martin County School District for a minimum of 120 hours of instruction, for the purpose of meeting a high school grade requirement, must receive a grade for the quarter.

3. School Activities

- a. In administering the attendance policy, students attending academic or career-technical experiences on or off campus, which are directly related to the instructional outcome of one or more courses, will be counted excused but will be required to make up for missed work. Students attending an approved school program will be deemed excused from class attendance, but the student will be required to make-up missed work.

4. Makeup of assignments and assessments

- a. Students who are absent from class, regardless of the reason, will be required to make-up class work and/or tests. According to School Board Policy 5200, the student shall have a reasonable amount of time, up to one day for each day of absence, to complete make-up work. Principals may grant extensions to the make-up time limit for extenuating circumstances. Students assigned to in-school suspension will be counted as being present by the school and will be required to complete the class work.
- b. Exemption from a required assessment based on a student's attendance is not permitted. If a student is absent on the day of the exam or required testing, it is at the discretion of the teacher and the administration to schedule a time for the student to make up the exam or test.

5. Absences

Examples of excused absences are:

- Personal illness of the student (medical evidence may be required by the principal or designee for absences exceeding five (5) consecutive days).
- Court appearance of the student.
- Medical appointment of the student.
- An approved school activity.

- Insurmountable conditions. Insurmountable conditions are extreme weather conditions, communicable disease outbreaks, and local conditions determined by the School District which, after taking into account the materials circumstances, would render impracticable a student's attendance at school. ([F.A.C. 6A-1.09513](#))
- Other absences with prior approval of the principal or designee.
- Attendance at a center under Children and Families Services supervision.
- Significant community events with prior permission of the Principal.
- Religious instruction or religious holiday.
- Death in the immediate family. Immediate family shall be defined as father, mother, son, daughter, sister, brother, aunt, uncle, first cousin, niece, nephew, husband, wife, father-in-law, mother-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, stepfather, stepmother, stepbrother, stepsister, stepson, stepdaughter, half-brother, or half-sister.
- An accident resulting in bodily injury to the student;
- Extenuating circumstances determined by the Principal or designee in accordance with State laws and School Board rules.

Absences not included in excused absences listed above shall be unexcused. Students may not be given excused absences to remain out of school for the purpose of working, unless the job is an integral part of the student's instructional program ([MCSB Policy 5200](#)). When a student fails to meet minimum school attendance requirements, the nature of the absences and the student's overall attendance pattern will be considered by an attendance review committee.

6. Reporting an Absence

- a. It shall be the responsibility of each student's parent/guardian to explain the student's absence to the attendance office or school by a written note (including email), or by personal visitation to the school no later than three days after the student's return to school. Excessive absences will be reviewed by the attendance review committee.
- b. School attendance personnel will make an effort to contact the parent/guardian whenever a student's absence has not been verified.

Interstate Compact on Educational Opportunity for Military Children- [1000.36 \(3\), F.S.](#)

For the purpose of explanation, the following information related to educational opportunity for military children was taken verbatim from [1000.36 \(3\) F.S.](#)

The purpose of the Interstate Compact on Educational Opportunity for Military Children is to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents by:

- A. Facilitating the timely enrollment of children of military families and ensuring that they are not placed at a disadvantage due to difficulty in the transfer of education records from the previous school district or variations in entrance or age requirements
- B. Facilitating the student placement process through which children of military families are not disadvantaged by variations in attendance requirements, scheduling, sequencing, grading, course content, or assessment.
- C. Facilitating the qualification and eligibility for enrollment, educational programs, and participation in extracurricular academic, athletic, and social activities.
- D. Facilitating the on-time graduation of children of military families
- E. Providing for the adoption and enforcement of administrative rules implementing this compact.
- F. Providing for the uniform collection and sharing of information between and among member states, schools, and military families under this compact.
- G. Promoting coordination between this compact and other compacts affecting military children.
- H. Promoting flexibility and cooperation between the educational system, parents, and the student in order to achieve educational success for the student.

As used in this compact, unless the context clearly requires a different construction, the term:

- A. "Active duty" means the full-time duty status in the active uniformed service of the United States, including members of the National Guard and Reserve on active duty orders pursuant to [10 U.S.C. ss. 1209](#) and [1211](#).
- B. "Children of military families" means school-aged children, enrolled in kindergarten through 12th grade, in the household of an active-duty member.
- C. "Compact commissioner" means the voting representative of each compacting state appointed under Article VIII of this compact.
- D. "Deployment" means the period 1 month before the service members' departure from their home station on military orders through 6 months after return to their home station.
- E. "Educational records" or "education records" means those official records, files, and data directly related to a student and maintained by the school or local education agency, including, but not limited to, records encompassing all the material kept in the student's cumulative folder such as general identifying data, records of attendance and of academic work completed, records of achievement and results of evaluative tests, health data, disciplinary status, test protocols, and individualized education programs.
- F. "Extracurricular activities" means a voluntary activity sponsored by the school or local education agency or an organization sanctioned by the local education agency. Extracurricular activities include, but are not limited to, preparation for and involvement

in public performances, contests, athletic competitions, demonstrations, displays, and club activities.

- G. “Interstate Commission on Educational Opportunity for Military Children” means the commission that is created under Article IX of this compact, which is generally referred to as the Interstate Commission.
- H. “Local education agency” means a public authority legally constituted by the state as an administrative agency to provide control of, and direction for, kindergarten through 12th grade public educational institutions.
- I. “Member state” means a state that has enacted this compact.
- J. “Military installation” means a base, camp, post, station, yard, center, homeport facility for any ship, or other activity under the jurisdiction of the Department of Defense, including any leased facility, which is located within any of the several states, the District of Columbia, the Commonwealth of Puerto Rico, the United States Virgin Islands, Guam, American Samoa, the Northern Mariana Islands, and any other United States Territory. The term does not include any facility used primarily for civil works, rivers and harbors projects, or flood control projects.
- K. “Nonmember state” means a state that has not enacted this compact.
- L. “Receiving state” means the state to which a child of a military family is sent, brought, or caused to be sent or brought.
- M. “Rule” means a written statement by the Interstate Commission adopted under Article XII of this compact which is of general applicability, implements, interprets, or prescribes a policy or provision of the compact, or an organizational, procedural, or practice requirement of the Interstate Commission, and has the force and effect of statutory law in a member state, and includes the amendment, repeal, or suspension of an existing rule.
- N. “Sending state” means the state from which a child of a military family is sent, brought, or caused to be sent or brought.
- O. “State” means a state of the United States, the District of Columbia, the Commonwealth of Puerto Rico, the United States Virgin Islands, Guam, American Samoa, the Northern Mariana Islands, C. “Compact commissioner” means the voting representative of each compacting state appointed under Article VIII of this compact.
- P. “Student” means the child of a military family for whom the local education agency receives public funding and who is formally enrolled in kindergarten through 12th grade.
- Q. “Transition” means:
 - a. The formal and physical process of transferring from school to school; or
 - b. The period of time in which a student moves from one school in the sending state to another school in the receiving state.
- R. “Uniformed services” means the Army, Navy, Air Force, Marine Corps, Coast Guard as well as the Commissioned Corps of the National Oceanic and Atmospheric Administration, and Public Health Services.
- S. “Veteran” means a person who served in the uniformed services and who was discharged or released therefrom under conditions other than dishonorable.

Except as otherwise provided in Section C, this compact applies to the children of:

- A. Except as otherwise provided in Section C, this compact applies to the children of:
 - 1. Active duty members of the uniformed services, including members of the National

- Guard and Reserve on active-duty orders pursuant to [10 U.S.C. ss. 1209](#) and [1211](#)
2. Members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of 1 year after medical discharge or retirement; and
 3. Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of 1 year after death.
- B. This interstate compact applies to local education agencies.
- C. This compact does not apply to the children of:
1. Inactive members of the National Guard and military reserves;
 2. Members of the uniformed services now retired, except as provided in Section A;
 3. Veterans of the uniformed services, except as provided in Section A; and
 4. Other United States Department of Defense personnel and other federal agency civilian and contract employees not defined as active-duty members of the uniformed services.

Eligibility

- A. When considering the eligibility of a child for enrolling in a school:
- a. A special power of attorney relative to the guardianship of a child of a military family and executed under applicable law is sufficient for the purposes of enrolling the child in school and for all other actions requiring parental participation and consent.
 - b. A local education agency is prohibited from charging local tuition to a transitioning military child placed in the care of a noncustodial parent or other person standing in loco parentis who lives in a school's jurisdiction different from that of the custodial parent.
 - c. A transitioning military child, placed in the care of a noncustodial parent or other person standing in loco parentis who lives in a school's jurisdiction different from that of the custodial parent, may continue to attend the school in which he or she was enrolled while residing with the custodial parent.
- B. State and local education agencies must facilitate the opportunity for transitioning military children's inclusion in extracurricular activities, regardless of application deadlines, to the extent they are otherwise qualified.

Graduation

In order to facilitate the on-time graduation of children of military families, states and local education agencies shall incorporate the following procedures:

- A. Local education agency administrative officials shall waive specific courses required for graduation if similar coursework has been satisfactorily completed in another local education agency or shall provide reasonable justification for denial. If a waiver is not granted to a student who would qualify to graduate from the sending school, the local education agency must provide an alternative means of acquiring required coursework so that graduation may occur on time.
- B. States shall accept exit or end-of-course exams required for graduation from the sending state; national norm-referenced achievement tests; or alternative testing, in lieu of testing requirements for graduation in the receiving state. If these alternatives cannot be accommodated by the receiving state for a student transferring in his or her senior year, then the provisions of Article VII, Section C shall apply.

- C. If a military student transfers at the beginning of or during his or her senior year and is not eligible to graduate from the receiving local education agency after all alternatives have been considered, the sending and receiving local education agencies must ensure the receipt of a diploma from the sending local education agency, if the student meets the graduation requirements of the sending local education agency. If one of the states in question is not a member of this compact, the member state shall use its best efforts to facilitate the on-time graduation of the student in accordance with Sections A and B of this Article.

Assistance to Transitioning Students from Military Families- [1003.05 \(3\), F.S.](#)

Dependent children of active duty military personnel who otherwise meet the eligibility criteria for special academic programs offered through public schools shall be given first preference for admission to such programs even if the program is being offered through a public school other than the school to which the student would generally be assigned. If such a program is offered through a public school other than the school to which the student would generally be assigned, the parent or guardian of the student must assume responsibility for transporting the student to that school. For purposes of this subsection, special academic programs include magnet schools, advanced studies programs, Advanced Placement, dual enrollment, Advanced International Certificate of Education, and International Baccalaureate.

Home Education – [1002.01, F.S.](#)

Per [1002.01, F.S.](#) Students enrolled in a home education program complete sequentially progressive instruction directed by his/her parent to satisfy the attendance requirements ([1002.41, F.S.](#)). Residency verification rules apply per State law and Policy 5112 (Entrance Requirements), and parents shall comply with accountability requirements set forth in [1003.26\(1, f\), F.S.](#) A Letter of Intent to home educate must be filed in the Student Services Office* within thirty (30) days of the establishment. Additional information or verification is required if a student chooses to participate in a District program or service. Parents must file a written notice of termination of the home education program and a copy of the student's Annual Educational Evaluation within 30 days of program completion.

A. Portfolios – The parent must maintain a portfolio including educational activities logs and samples of work and materials used or developed by the student. The parent will preserve the portfolio for two (2) years and make it available upon fifteen (15) days' written notice.

B. Annual Educational Evaluation – An academic teacher certified by the State of Florida, selected by the parent, shall evaluate the student's educational progress. The student shall take any national and State student achievement or assessment test in accordance with State policy. All evaluation measures will be approved by the Superintendent or designee and evaluators shall hold valid licenses according to State law. The Superintendent or designee shall notify the parent, in writing, if the student makes inadequate progress. The parent shall have one (1) year from the date of receipt of the written notification to provide remedial instruction to the student. At the end of the one (1) year probationary period, the student shall be reevaluated as

specified in State law. Continuation in a home education program shall be contingent upon the student demonstrating educational progress commensurate with his/her ability at the end of the probationary period.

C. Home Education Student Participation in Certain Activities – Participation may include interscholastic extracurricular activities (subject to District GPA requirements); dual enrollment programs; Career and technical courses and programs when the student enrolls in a public school solely for career and technical courses and programs ([1011.62, F.S.](#) applies); and Industry certifications, national assessments, and statewide, standardized assessments offered by the District. Students may also enroll in one (1) or more courses provided by the District for students in grades K through 12 based on available space, not to exceed greater than half of required coursework. If the student enrolls in one (1) or more courses, the student shall be subject to the rules and expectations that apply to all other enrolled students. Academic placement of the child for the current school term will be made by the school. Parents/Guardians are responsible for the transportation of students to and from the public school, with arrival and departure times established by the principal.

Please note: Participation does not include incentive field trips or functions or promotion/graduation ceremonies.

*The Martin County School District Student Services Office accepts letters of intent to home educate on behalf of the Superintendent.

Grade Placement

Grade placement/promotion will be determined by the principal/designee.

Grade placement must be formally reported to each student and his or her parent or legal guardian. Possible alternatives and credit checks should be reported to the parent by the end of the third quarter of the school year. At the end of each semester, the parent or guardian of each student in grades 9-12 who has a cumulative grade point average between 2.0 and 2.5 shall be notified that the student is at risk of not meeting the requirements for graduation. At the end of each semester, the parent or guardian of each student in grades 9-12 who has a cumulative grade point average of less than 2.0 shall be notified, *in writing*, that the student is at risk of not meeting the requirements for graduation.

All grade placement decisions must be formally posted on the student's transcript. Copies of letters concerning grade placement must be placed in the cumulative folder.

Students of compulsory school attendance age, who wish to enter or re-enter a public school from a home education program, will be screened by the local school prior to enrollment to determine the most appropriate grade level placement. Criteria to be considered may include age, standardized achievement test results, state student assessment tests, previous records in public and private schools and evidence from the student's portfolio of work, which must include a log, made contemporaneously with the instruction, which designates by title the reading

materials used and samples of any writings, worksheets, workbooks and creative materials used or developed by the student. This portfolio must document mastery of performance standards as prescribed by the State of Florida adopted curriculum standards. The local school will be responsible for determining grade level placement and promotion decisions. In no instance shall the placement be automatic, based solely on the recommendation of the home educator. This placement decision is subject to review and revision after school personnel have had the opportunity to observe the student's work. The final decision with regard to promotion and/or placement will be determined by the school site principal. If the parent does not agree with the placement, he/she may appeal the decision to the Superintendent/Designee for a final decision.

Grade placement of all students who appear to be having difficulty meeting promotion requirements shall be carefully evaluated by the professional staff regarding eligibility for exceptional, alternative, or other student education services. Each school principal must consider student proficiency in reading, writing, science, and mathematics when making promotion decisions. The principal will determine the appropriate alternative placement for a student who has been retained for two or more years.

The course or grade evaluation procedure for student grades shall be explained to the student at the beginning of each year or semester. The procedures must be developed and administered on a school-wide basis by the principal.

Retention is the assignment of a student to the same grade level for the next school year. If a student is retained, it must be in a program different from the previous year's program. Social promotion is prohibited.

If a student has failed to complete grade level requirements, the principal may determine that placement in the next grade level may be in the best interest of the student. A student may be promoted and remediated during the following year with more intensive intervention and remediation strategies specified in a revised progress monitoring plan. The student's cumulative record and report card shall indicate: promotion with remediation, the name of the school administrator who authorized the placement, and the reason for doing so. In the event of a school transfer, this information shall be specifically directed to the principal of the receiving school.

Grade Placement for Students Without Recent Schooling

Students entering the district without recent schooling (where no transcripts are available or age differs greatly from previously documented schooling) should be placed according to the following age appropriate placement chart:

Date of Birth	2023-2024 Grade Placement	2024-2025 Grade Placement	2025-2026 Grade Placement
On or before September 1, 2008			
On or before September 1, 2009	9th		
On or before September 1, 2010	8th	9th	
On or before September 1, 2011	7th	8th	9th
On or before September 1, 2012	6th	7th	8th
On or before September 1, 2013	5th	6th	7th
On or before September 1, 2014	4th	5th	6th
On or before September 1, 2015	3rd	4th	5th
On or before September 1, 2016	2nd	3rd	4th
On or before September 1, 2017	1st	2nd	3rd
On or before September 1, 2018	Kindergarten	1st	2nd
On or before September 1, 2019		Kindergarten	1st
On or before September 1, 2020			Kindergarten
*High school placement is not determined by age beyond 9th grade. A student born on or before September 1, 2008 with no prior high school experience must be placed in grade 9, regardless of age.			

Middle school specific guidance:

- Students placed in grade 6 shall be required to complete all middle school requirements: 3 ELA, 3 Math, 3 Science, 2 Social Studies, 1 Civics, .5 PE each year, .5 Career Planning
- Students placed in grade 7 shall complete the requirements for middle school promotion for grades 7 and 8: 2 ELA, 2 Math, 2 Science, 1 Social Studies, 1 Civics, .5 PE each year, .5 Career Planning*
- Students placed in grade 8 shall complete the requirements for promotion for grade 8: 1 ELA, 1 Math, 1 Science, 1 Civics, .5 PE, .5 Career Planning*

*Should a student placed in grade 7 or 8 fail any required courses they must remediate the failure or be retained.

Schools MUST exercise great effort to obtain transcripts for all students entering and document said efforts in Focus All Student Notes.

Early Warning System- [1001.42 \(18\)\(b\) F.S.](#)

A school that serves any student in kindergarten through grade 8 shall implement an early warning system to identify students in such grades who need additional support to improve academic performance and stay engaged in school. The Early Warning System must include the following early warning indicators:

1. Attendance (excused and/or unexcused and including out of school suspension days) below 90%,
2. One or more suspensions (in-school and/or out of school),
3. A Level 1 on the statewide assessments in English Language Arts (ELA) and/or mathematics or for students in kindergarten through grade 3, a substantial reading deficiency under [1008.25 \(5\) \(a\), F.S.](#) and
4. A failing course grade in English Language Arts (ELA) or mathematics during any grading period.

The system must include data on the number of students identified by the system as exhibiting two or more early warning indicators, the number of students by grade level who exhibit each early warning indicator, and a description of all early warning indicator, and a description of all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

A school-based team responsible for implementing the requirement of the above paragraph shall monitor the data from the early warning system. The team may include a school psychologist. When a student exhibits two or more early warning indicators, the team, in consultation with the student's parent, shall determine appropriate intervention strategies for the student unless the student is already being served by an intervention program at the direction of a school-based multidisciplinary team. Data and information relating to a student's early warning indicators must be used to inform any intervention strategies provided to the student.

Course Changes

Students in middle school wanting to change from a high school credit course to a non-high school credit course must make the change by the end of Quarter 1.

Grading

Per [1003.33, F.S.](#)

- (1) Each district school board shall establish and publish policies requiring the content and regular issuance of student report cards for all elementary school, middle school, and high school students. These report cards must clearly depict and grade:
 - (a) The student's academic performance in each class or course, which in grades 1 through 12 must be based upon examinations as well as written papers, class participation, and other academic performance criteria, and must include the student's performance or nonperformance at his or her grade level.
 - (b) The student's conduct and behavior.
 - (c) The student's attendance, including absences and tardiness.
- (2) A student's final report card for a school year shall contain a statement indicating end-of-the-year status regarding performance or non-performance at grade level, acceptable or unacceptable behavior and attendance, and promotion or non-promotion.

Grades are an indication of what students know and are able to do in relation to the standards; grades should be balanced among the grading categories over the course of the nine weeks/semester, and directly correlate to course standards. Secondary grades are entered into the gradebook as a percentage out of 100; hence, final grades shall not be greater than 100%. It is recommended that each student receives at least two grades per week and grades should be balanced among the grading categories over the course of the nine weeks/semester. The principal or designee shall conduct periodic reviews of gradebooks to ensure equity in grading procedures.

Student grades may be changed after the issuance of report cards under limited circumstances. The teacher can request a grade change and offer a justification for the change, or the principal can change a student's grade without input from the teacher but only with the written approval from the Assistant Superintendent of Academics, Deputy Superintendent, or Superintendent.

Report Cards/Progress Reports are issued quarterly in accordance with the Martin County School District Calendar, which is made available to schools and parents. Students must be in attendance at least 25 days per quarter to receive a report card/progress report.

High School Withdrawal

Withdrawal Prior to the Last Two Weeks of the Semester

Except as provided by [1003.4295\(3\), F.S.](#), students who leave school prior to the last two weeks of any semester will not be awarded credit unless they enroll in another school and complete the course requirements including examinations, if applicable. Yet, pursuant to [1003.4295\(3\), F.S.](#), students enrolled in courses with an End-of Course (EOC) Assessment who meet satisfactory performance or earn a Level 3 or higher on the assessment may earn course credit through the Credit Acceleration Program (CAP). Principals are authorized to make arrangements for the administration of any tests, as appropriate.

State Academic Standards

The standards that establish the core content of the curricula to be taught and the core content knowledge and skills that K-12 public school students are expected to acquire are approved by the Florida Department of Education. Standards are posted on www.cpalms.org.

Specific Requirements of the Florida Standards include:

- Rigor and relevance.
- Progression that is logical and sequential and incrementally increases students' core-content knowledge and skills over time.
- For all subjects, integration, critical thinking; problem-solving and workforce literacy skills; communication, reading and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.
- Distinct grade-level expectations for the core content-content knowledge and skills that a student is expected to have acquired by each individual grade level from kindergarten through grade 8.
- Standards for grades 9 through 12 which may be organized by grade clusters for more than one grade. Visual and performing arts, physical education, health, foreign language standards may be organized by grade clusters of more than one grade level for grades 6 through 12.
- English Language Arts (ELA) Florida Standards must establish specific curricular content for reading, writing, speaking and listening, and language. The Benchmarks for Excellent Student Thinking (B.E.S.T.) standards will be used in K-12 ELA.
- Science Florida Academic Standards must establish specific curricular content for the nature of science, earth and space science, physical science, life science, and technology.
- Mathematics Florida Standards must establish specific curricular content for algebra, geometry, statistics and probability, number and quantity functions, and modeling. Mathematics B.E.S.T. standards will be implemented in the 2022-2023 school year.
- Social Studies Florida Academic Standards must establish specific curricular content for geography, United States and world history, government, civics, humanities, and economics. Students intending to take either AP or Dual Enrollment economic courses must take Macroeconomics to meet the high school graduation requirement.

- Visual and performing arts, physical education, health, and world language standards must establish specific curricular content and include distinct grade-level expectations for the core content knowledge and skills that a student is expected to have acquired by each individual grade level from kindergarten through grade 5. The standards from grades 6 through 12 may be organized by grade clusters.

Required Instruction

The following instruction is mandated [per 1003.42, F.S.](#)

(1) Each district school board shall provide:

(a) All courses required for middle grades promotion, high school graduation, and appropriate instruction designed to ensure that students meet State Board of Education adopted standards in the following subject areas: reading and other language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts. The state board must remove a middle grades course in the Course Code Directory that does not fully integrate all appropriate curricular content required by [1003.41, F.S.](#), and may approve a new course only if it meets the required curricular content.

(b) All instructional materials, as defined in [1006.29\(2\), F.S.](#), used to teach reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment, as part of the courses referenced in subsection (3), must be annually approved by a district school board in an open, noticed public meeting.

(2) Members of the instructional staff of the public schools, subject to the rules of the State Board of Education and the district school board, shall teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historical accuracy.

(a) Instruction on the required topics must be factual and objective, and may not suppress or distort significant historical events, such as the Holocaust, slavery, the Civil War and Reconstruction, the civil rights movement and the contributions of women, African American and Hispanic people to our country. Examples of theories that distort historical events and are inconsistent with State Board approved standards include the denial or minimization of the Holocaust, and the teaching of Critical Race Theory, meaning the theory that racism is not merely the product of prejudice, but that racism is embedded in American society and its legal systems in order to uphold the supremacy of white persons. Instruction may not utilize material from the 1619 Project and may not define American history as something other than the creation of a new nation based largely on universal principles stated in the Declaration of Independence. Instruction must include the U.S. Constitution, the Bill of Rights and subsequent amendments. The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the philosophical foundation of our government.

(b) The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the constitution provides the structure of our government. The high school United States Government course must include a comparative discussion of

political ideologies, such as communism and totalitarianism, that conflict with the principles of freedom and democracy essential to the founding principles of the United States ([1003.4282, F.S.](#)).

(c) The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers.

(d) Flag education, including proper flag display and flag salute.

(e) The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts.

(f) The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. American history shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence.

(g) The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of anti-semitism, prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05 (8), and the prevention of anti-Semitism. The Department of Education shall prepare and offer standards and curriculum for the instruction required by this paragraph and may seek input from the Commissioner of Education's Task Force on Holocaust Education or from any state or nationally recognized Holocaust educational organizations. The second week in November shall be designated as "Holocaust Education Week" in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.

(h) 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 the history and contributions of Americans of the African diaspora to society. Additionally, students shall be instructed on the 1920 Ocoee Election Day Riots. Instructional materials shall include the contributions of African Americans to American society. Students shall develop an understanding of the ramifications of prejudice, racism, and stereotyping on individual freedoms, and examine what it means to be a responsible and respectful person, for the purpose of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions. Instruction shall include the roles and contributions of individuals from all walks of life and their endeavors to learn and thrive throughout history as artists, scientists, educators, businesspeople, influential thinkers, members of the faith community, and political and governmental leaders and the courageous steps they took to fulfill the promise of democracy and unite the nation. Instructional materials shall include the vital contributions of African Americans to build and strengthen American society and celebrate the inspirational stories of African Americans who prospered, even in the most difficult circumstances. Instructional personnel may facilitate discussions and use curricula

to address, in an age-appropriate manner, how the individual freedoms of persons have been infringed by slavery, racial oppression, racial segregation, and racial discrimination, as well as topics relating to the enactment and enforcement of laws resulting in racial oppression, racial segregation, and racial discrimination and how recognition of these freedoms has overturned these unjust laws. However, classroom instruction and curriculum may not be used to indoctrinate or persuade students to a particular point of view inconsistent with the principles enumerated in the Introduction (Page 7) or the state academic standards.

(i) The history of Asian Americans and Pacific Islanders, including the history of Japanese internment camps and the incarceration of Japanese-Americans during World War II; the immigration, citizenship, civil rights, identity, and culture of Asian Americans and Pacific Islanders; and the contributions of Asian Americans and Pacific Islanders to American society. Instructional materials shall include the contributions of Asian Americans and Pacific Islanders to American society.

(j) The elementary principles of agriculture.

(k) The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind.

(l) Kindness to animals.

(m) The history of the state.

(n) The conservation of natural resources.

(o) Comprehensive age-appropriate and developmentally appropriate K-12 instruction on health education that addresses concepts of community health; consumer health; environmental health; family life, including:

a. Injury prevention and safety

b. Internet safety

c. Nutrition

d. Personal health

e. Prevention and control of disease

f. Substance use and abuse

g. Prevention of child sexual abuse, exploitation, and human trafficking.

1. For students in grades 7 through 12, teen dating violence and abuse. This component must include, but not be 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.

2. Schools are required to provide basic training in first aid, including cardiopulmonary resuscitation (CPR), for all students in grade 9 and grade 11. Instruction in the use of CPR must be based on a one-hour, nationally recognized program that uses the most current evidence-based emergency cardiovascular care guidelines. The instruction must allow students to practice the psychomotor skills associated with performing cardiopulmonary resuscitation and use an automated external defibrillator when a school district has the equipment necessary to perform the instruction (1003.453 F.S.)

3. Life skills that build confidence, support mental and emotional health, and enable students to overcome challenges, including:

a. Self-awareness and self-management.

b. Responsible decision making.

- c. Resiliency.
- d. Relationship skills and conflict resolution.
- e. Understanding and respecting other viewpoints and backgrounds.

f. For grades 9 through 12, developing leadership skills, interpersonal skills, organization skills, and research skills; creating a resume, including a digital resume; exploring career pathways; using state career planning resources; developing and practicing the skills necessary for employment interviews; workplace ethics and workplace law; managing stress and expectations; and self-motivation.

4. The health education curriculum for students in grades 6 to 12 shall include an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy.

(g) Such additional materials, subjects, courses, or fields in such grades as are prescribed by law or by rules of the State Board of Education and the district school board in fulfilling the requirements of law.

(h) The study of Hispanic contributions to the United States.

(i) The study of women's contributions to the United States.

(j) The nature and importance of free enterprise to the United States economy.

(k) Civic and character education on the qualities and responsibilities of patriotism and citizenship, including kindness; respect for authority, life, liberty, and personal property; honesty; charity; racial, ethnic, and religious tolerance; and cooperation, and for grades 11 and 12 voting using the uniform primary and general election ballot described in 101.151(9).

(l) In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Medal of Honor Day, Veterans' Day, and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans and Medal of Honor recipients when practicable. Additionally, all public schools in the state are encouraged to coordinate, at all grade levels, instruction related to:

- recognizing our nation's founding fathers during "American Founders' Month" in September ([1003.44 F.S.](#), [683.1455 F.S.](#)).
- celebrating "Freedom Week" during the last full week in September ([1003.421 F.S.](#))
- teaching about the *U.S. Constitution* on September 17 of each year (Pub. L. No. 108-447).

Any student whose parent makes a written request to the school principal shall be exempted from participating in the aforementioned activities shall not be penalized by reason of that exemption.

(v) November 7 of each year shall be suitably observed in schools as a day honoring the 100 million people who have fallen victim to communist regimes across the world.

(3) Any student whose parent makes a written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption. Course descriptions for comprehensive health education shall not interfere with the local determination of appropriate curriculum which reflects local values and concerns. Each school district shall, on the district's website homepage, notify parents of this right and the process to request an exemption. The homepage must include a link for a student's parent to access and review the instructional materials as defined in [1006.29\(2\), F.S.](#) used to teach the curriculum.

The Governor shall proclaim September 11 of each year as "9/11 Heroes' Day," which shall be suitably observed in the public schools of the state as a day honoring those who perished in the September 11, 2001, attacks, including 2,763 people at 190 the World Trade Center, 189 people at the Pentagon, and 44 people on United Airlines Flight 93, and the 25,000 people maimed or fatally injured on or after that date, and which shall 193 be suitably observed by public exercise in the State Capitol and 194 elsewhere as the Governor may designate.

If September 11 falls on a day that is not a school 196 day, "9/11 Heroes' Day" shall be observed in the public schools in the state on the preceding school day or on such school day as may be designated by local school authorities.

Beginning in the 2023-2024 school year, middle school and high school students enrolled in the civics education class or the United States Government class required by s. 1003.4282(3)(d), respectively, must receive at least 45 minutes of instruction on "9/11 Heroes' Day" topics involving the history and significance of September 11, 2001, including remembering the sacrifice of military personnel, government employees, civilians, and emergency responders who were killed, wounded, or suffered sickness due to the terrorist attacks on or after that date, including, but not limited to: (a) The historical context of global terrorism. (b) A timeline of events on September 11, 2001, including the attacks on the World Trade Center, the Pentagon, and United Airlines Flight 93. (c) The selfless heroism of police officers, firefighters, paramedics, other first responders, and civilians involved in the rescue and recovery of victims and the heroic actions taken by the passengers of United Airlines Flight 93. (d) The unprecedented outpouring of humanitarian, charitable, and volunteer aid occurring after the events of September 11, 2001. (e) The global response to terrorism and importance of respecting civil liberties while ensuring safety and security. (4) The State Board of Education must adopt revised social studies standards for inclusion in the civics education course required by s. 1003.4156 and the United States Government class required by s. 1003.4282(3)(d) which incorporate the requirements of this section.

Mental and Emotional Learning

The [District Mental Health Plan](#) focuses on a multitiered system of supports to deliver evidence-based mental health intervention. Strategies or programs are implemented to increase prosocial skills and decrease risk factors. Throughout the school year students participate in activities and complete annual prevention programs, as they learn skills that enable them to become more resilient and self-motivated.

Progression Pathways

The Martin County School District offers a wide array of courses, not only in the core content areas (English Language Arts, mathematics, science, and social studies) but in electives that range from the arts and physical education to World Languages and Career & Technical Education.

Access the numerous course progression pathways from traditional, honors, or the more

academically challenging routes (Advanced Placement, AICE Cambridge, or International Baccalaureate diplomas) at the [Curriculum and Instruction Department](#) webpage on the Martin County School District website.

MCSD Homework Guidelines

Homework plays a significant and integral role in the learning process. It is an extension of classroom instruction that reinforces concepts and learning goals. Overall, homework enhances the student's academic growth. Homework may be assigned to prepare the student for upcoming lessons, practice skills recently taught, and/or provide opportunities for enrichment. Homework assignments are purposeful and relevant to achieving state standards within school district instructional frameworks. It is used for a valid learning purpose and should never be used as a punitive measure. The assigned work should support inquiry, problem solving, application and analysis of essential concepts. The amount of time that is needed to complete homework assignments will vary and depend on the individual student's academic skills and rigor of courses.

Responsibilities

Student:

- Record assignments in student planner
- Ask teacher to clarify any questions so it is clear what is expected
- Make time for completing homework and studying
- Complete assignments in a timely manner
- Make up work missed when absent

Teacher:

- Assign meaningful, purposeful and relevant work that reinforces classroom learning
- Give clear and understandable instructions
- Provide feedback on assignment(s) in a timely fashion
- Set a clear homework policy, including any conditions regarding acceptance of late work in the course syllabus

Parent(s):

- Monitor assigned homework and finished products
- Stay in communication with child's teachers to remain well informed of progress

No Academic Exemptions Based On Student Attendance- [1003.33, F. S.](#)

There are no academic exemptions based on student attendance. A student may not be exempt from academic performance requirements based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement.

School Grading System

In the Martin County School District, students in kindergarten through fifth grade will have an alternate grading system, as presented in Table 1.

**Table 1
Alternate Grading System**

Grade/Scale	Definition
3	Meeting end of year grade level expectations
2	Progressing toward end of year grade level expectations
1	Not adequately progressing toward end of year grade level expectations/deficient
0	Substantially deficient in meeting grade level expectations

Per [1003.437, F.S.](#), students in grades 6 to 12 will have the traditional state grading system, as presented in Table 2.

**Table 2
State Grading System**

Letter Grade	Grade Point Percent	Grade Point Value (Quality Point Value)	Definition
A	90-100	4	outstanding progress; credit earned in high school courses
B	80-89	3	above average progress; credit earned in high school courses
C	70-79	2	average progress; credit earned in high school courses
D	60-69	1	lowest acceptable progress; credit earned in high school courses
F	0-59	0	failure; no credit earned
I	0	0	incomplete; no grade; no credit earned*
P	N/A	0	pass; credit earned
W	N/A	0	no grade; no credit earned

*A grade of “I” will cause the semester average to be computed as an “F” on the student transcript.

The MCSD provides progress reports/report cards reflecting a student’s performance in English Language Arts (ELA), science, and mathematics as well as other subjects studied and will be made available to students and parents following each 9-week grading period for students in grades 6 to 12. Writing proficiency is incorporated in the student grade for ELA in grades 6 to 12.

Parents/guardians must be informed, through each school’s student handbook, of the methods, procedures and dates for reporting student progress.

Annual Report

Each District School Board must annually report to the parent of each student the progress of the

student toward achieving state and district expectations for proficiency in English Language Arts (ELA), science, and mathematics, including the student's results on each statewide assessment test. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information. Progress reporting must be provided to the parent in writing in a format adopted by the District School Board.

Pursuant to [1008.25\(9\), F.S.](#), as amended, each District School Board must annually publish on the District website and report in writing to the State Board of Education by September 1 of each year, the following information on the prior school year:

- The provisions of this section relating to public school student progression and the District School Board's policies and procedures on student retention and promotion.
- By grade, the number and percentage of all students in grades 3 through 10 performing at Levels 1 and 2 on the statewide, standardized English Language Arts (ELA) assessment.
- By grade, the number and percentage of all students retained in Kindergarten through grade 10.
- Information on the total number of students who were promoted for good cause, by each category of good cause.
- Any revisions to the District School Board's policy on student retention and promotion from the prior year.

Assessment and Remediation

Each student must participate in the statewide, standardized assessment program required under s. 1008.22 and the coordinated screening and progress monitoring system required under subsection (9). Each student who does not achieve a Level 3 or above on the statewide, standardized English Language Arts assessment; the statewide, standardized Mathematics assessment; or the Algebra I EOC assessment must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance.

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

1. A federally required student plan such as an individual education plan;
2. A schoolwide system of progress monitoring for all students, except a student who scores Level 4 or above on the English Language Arts and Mathematics assessments may be exempted from participation by the principal; or
3. An individualized progress monitoring plan.
(a) A student who has a substantial reading deficiency as determined in paragraph (5)(a) or a substantial mathematics deficiency as determined in paragraph (6)(a) must be covered by a federally required student plan, such as an individual education plan or an individualized progress monitoring plan, or both, as necessary. The individualized progress monitoring plan shall include, at a minimum:

1. The student's specific, identified reading or mathematics skill deficiency.
2. Goals and benchmarks for student growth in reading or mathematics.
3. A description of the specific measures that will be used to evaluate and monitor the student's reading or mathematics progress.
4. For a substantial reading deficiency, the specific evidence-based literacy instruction grounded in the science of reading which the student will receive.
5. Strategies, resources, and materials that will be provided to the student's parent to support the student to make reading or mathematics progress.
6. Any additional services the student's teacher deems available and appropriate to accelerate the student's reading or mathematics skill development.

Assessment and Student Progression

According to [1008.22, F.S.](#), the primary purpose of the student assessment program is to provide student academic achievement and learning gains data to students, parents, teachers, school administrators, and school district staff. This data is to be used by districts to improve instruction; by students, parents and teachers to guide learning objectives; by education researchers to assess national and international education comparison data; and by the public to assess the cost benefit of the expenditure of taxpayer dollars. The program must be designed to:

- (a) Assess the achievement level and annual learning gains of each student in English Language Arts (ELA) and mathematics and the achievement level in all other subjects assessed.
- (b) Provide data for making decisions regarding school accountability, recognition, and improvement of operations and management, including schools operating for the purpose of providing educational services to youth in Department of Juvenile Justice programs.
- (c) Identify the educational strengths and needs of students and the readiness of students to be promoted to the next grade level or to graduate from high school.
- (d) Assess how well educational goals and curricular standards are met at the school, district, state, national, and international levels.
- (e) Provide information to aid in the evaluation and development of educational programs and policies.
- (f) When available, provide instructional personnel with information on student achievement of standards and benchmarks in order to improve instruction.

Coordinated Screening and Progress Monitoring System

Pursuant to [s. 1008.25](#), the Department of Education, in collaboration with the Office of Early Learning, shall procure and require the use of a statewide, standardized coordinated screening and progress monitoring system for the Voluntary Prekindergarten Education Program and public schools. The system must:

1. Measure student progress in meeting the appropriate expectations in early literacy and mathematics skills and in English Language Arts and mathematics standards as required by ss. 1002.67(1)(a) and 1003.41 and identify the educational strengths and needs of students.
2. For students in the Voluntary Prekindergarten Education Program through grade 3, measure student performance in oral language development, phonological and phonemic awareness, knowledge of print and letters, decoding, fluency, vocabulary, and comprehension, as applicable

by grade level, and, at a minimum, provide interval level and norm-referenced data that measures equivalent levels of growth.

3. Be a valid, reliable, and developmentally appropriate computer-based direct instrument that provides screening and diagnostic capabilities for monitoring student progress; identifies students who have a substantial deficiency in reading, including identifying students with characteristics of dyslexia and other learning disorders; and informs instruction. Beginning with the 2023-2024 school year, the coordinated screening and progress monitoring system must be computer-adaptive.

4. Provide data for Voluntary Prekindergarten Education Program accountability as required under s. 1002.68

5. Provide Voluntary Prekindergarten Education Program providers, school districts, schools, teachers, and parents with data and resources that enhance differentiated instruction and parent communication.

6. Provide baseline data to the department of each student's readiness for kindergarten. The determination of kindergarten readiness must be based on the results of each student's initial progress monitoring assessment in kindergarten. The methodology for determining a student's readiness for kindergarten must be developed by the department and aligned to the methodology adopted pursuant to s. 1002.68(4).

7. Assess how well educational goals and curricular standards are met at the provider, school, district, and state levels and provide information to the department to aid in the development of educational programs, policies, and supports for providers, districts, and schools.

(b) Beginning with the 2022-2023 school year, private Voluntary Prekindergarten Education Program providers and public schools must participate in the coordinated screening and progress monitoring system pursuant to this paragraph.

1. For students in the Voluntary Prekindergarten Education Program through grade 2, the coordinated screening and progress monitoring system must be administered at least three times within a program year or school year, as applicable, with the first administration occurring no later than the first 30 instructional days after a student's enrollment or the start of the program year or school year, the second administration occurring midyear, and the third administration occurring within the last 30 days of the program or school year pursuant to state board rule. The state board may adopt alternate timeframes to address nontraditional school year calendars or summer programs to ensure the coordinated screening and progress monitoring program is administered a minimum of three times within a year or program.

2. For grades 3 through 10 English Language Arts and grades 3 through 8 Mathematics, the coordinated screening and progress monitoring system must be administered at the beginning, middle, and end of the school year pursuant to state board rule. The end-of-year administration of the coordinated screening and progress monitoring system must be a comprehensive progress monitoring assessment administered in accordance with the scheduling requirements under s. 1008.22(7)(c).

(c) To facilitate timely interventions and supports pursuant to subsection (4), the system must provide results from the first two administrations of the progress monitoring to a student's teacher within 1 week and to the student's parent within 2 weeks of the administration of the progress monitoring. Delivery of results from the comprehensive, end-of-year progress monitoring ELA assessment for grades 3 through 10 and Mathematics assessment for grades 3 through 8 must be in accordance with s. 1008.22(7)(h).

1. A student's results from the coordinated screening and progress monitoring system must be recorded in a written, easy to comprehend individual student report. Each school district shall provide a parent secure access to his or her child's individual student reports through a web-based portal as part of its student information system. Each early learning coalition shall provide parents the individual student report in a format determined by state board rule.

2. In addition to the information under subparagraph (a)5., the report must also include parent resources that explain the purpose of progress monitoring, assist the parent in interpreting progress monitoring results, and support informed parent involvement. Parent resources may include personalized video formats.

3. The department shall annually update school districts and early learning coalitions on new system features and functionality and collaboratively identify with school districts and early learning coalitions strategies for meaningfully reporting to parents results from the coordinated screening and progress monitoring system.

4. An individual student report must be provided in a printed format upon a parent's request

(d) Screening and progress monitoring system results, including the number of students who demonstrate characteristics of dyslexia, shall be reported to the department pursuant to state board rule and maintained in the department's Education Data Warehouse. Results must be provided to a student's teacher and parent in a timely manner as required in s. 1008.22(7)(g).

(e) The department, in collaboration with the Office of Early Learning, shall provide training and support for effective implementation of the screening and progress monitoring system.

Statewide, Standardized Assessment Program

According to [1008.22\(3\), F.S.](#), the statewide, standardized ELA assessment shall be administered annually in grades 3 through 10. Retake opportunities the grade 10 ELA assessment must be provided. Reading passages and writing prompts for ELA assessments shall incorporate grade-level core curricula content from social studies. The statewide, standardized Mathematics assessments shall be administered annually in grades 3 through 8. The statewide, standardized Science assessment shall be administered annually at least once at the elementary and middle grades levels. In order to earn a standard high school diploma, a student who has not earned a passing score on the assessment retake must earn a passing score on the assessment retake or earn a concordant score as authorized under subsection (9). Students may earn a concordant score on either the ACT, SAT or CLT as follows:

ACT: English and Reading subtests - score of 18*.

*The average of the English and Reading subtests. If the average of the two subject test scores results in a decimal (.5), the score shall be rounded up to the next whole number. The scores for the English and Reading subject tests are not required to come from the same test administration.

SAT: SAT Evidence-Based Reading and Writing (EBRW) - score of 480*.

*The combined score for the EBRW must come from the same administration of the Reading and Writing subtests.

Classic Learning Test: score to be established by rule

The end-of-year comprehensive progress monitoring assessment administered pursuant to s. 1008.25(8)(b)2 is the statewide, standardized ELA assessment for students in grades 3 through 10 and the statewide, standardized Mathematics assessment for students in grades 3 through 8.

End-of-course (EOC) assessments.—EOC assessments must be statewide, standardized, and developed or approved by the Department of Education as follows:

1. EOC assessments for Algebra I, Geometry, Biology I, United States History, and Civics shall be administered to students enrolled in such courses as specified in the course code directory.
2. Students enrolled in a course, as specified in the course code directory, with an associated statewide, standardized EOC assessment must take the EOC assessment for such course and may not take the corresponding subject or grade-level statewide, standardized assessment pursuant to paragraph
 - a. Sections [1003.4156, F.S.](#), and [1003.4282, F.S.](#), govern the use of statewide, standardized EOC assessment results for students.
3. The commissioner may select one or more nationally developed comprehensive examinations, which may include examinations for a College Board Advanced Placement course, International Baccalaureate course, or Advanced International Certificate of Education course, or industry-approved examinations to earn national industry certifications identified in the CAPE Industry Certification Funding List, for use as EOC assessments under this paragraph if the commissioner determines that the content knowledge and skills assessed by the examinations meet or exceed the grade-level expectations for the core curricular content established for the course in the state academic standards. Use of any such examination as an EOC assessment must be approved by the state board in rule.
4. Contingent upon funding provided in the General Appropriations Act, including the appropriation of funds received through federal grants, the commissioner may establish an implementation schedule for the development and administration of additional statewide, standardized EOC assessments that must be approved by the state board in rule. If approved by the state board, student performance on such assessments constitutes 30 percent of a student's final course grade.
5. All statewide, standardized EOC assessments must be administered online except as otherwise provided in paragraph (c).
6. A student enrolled in an Advanced Placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE) course who takes the respective AP, IB, or AICE assessment and earns the minimum score necessary to earn college credit, as identified in [1007.27\(2\), F.S.](#), meets the requirements of this paragraph and does not have to take the EOC assessment for the corresponding course.

SAT (Scholastic Aptitude Test) and PSAT (Preliminary Scholastic Aptitude Test) assessments.—All 11th grade students will take the SAT provided by FLDOE.

1. Ninth grade students will participate in PSAT/NMSQT to inform MTSS, future course placement, and to establish additional programming that is available virtually.
 - a. In October of each year, 10th graders will take the PSAT/NMSQT (Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test) provided by

the FLDOE. **11th graders interested in the National Merit Scholarship may take the PSAT/NMSQT by paying the test fee.

- b. Test prep courses will be offered online, during the school year, and during the summer to support student success.
2. SAT/ACT-NCR (Non-college reportable) will continue to be offered for students to achieve a concordant/comparative score to meet the Grade 10 ELA/Algebra I graduation requirement.

Students with disabilities; Florida Alternate Assessment.—

1. Each district school board must provide instruction to prepare students with disabilities in the core content knowledge and skills necessary for successful grade-to-grade progression and high school graduation.
2. A student with a disability, as defined in [1007.02, F.S.](#), for whom the individual education plan (IEP) team determines that the statewide, standardized assessments under this section cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have assessment results waived for the purpose of receiving a course grade and a standard high school diploma. Such waiver shall be designated on the student's transcript. The statement of waiver shall be limited to a statement that performance on an assessment was waived for the purpose of receiving a course grade or a standard high school diploma, as applicable.
3. The State Board of Education shall adopt rules, based upon recommendations of the commissioner, for the provision of assessment accommodations for students with disabilities and for students who have limited English proficiency.
 - a. Accommodations that negate the validity of a statewide, standardized assessment are not allowed during the administration of the assessment. However, instructional accommodations are allowed in the classroom if identified in a student's IEP. Students using instructional accommodations in the classroom that are not allowed on a statewide, standardized assessment may have assessment results waived if the IEP team determines that the assessment cannot accurately measure the student's abilities.
 - b. If a student is provided with instructional accommodations in the classroom that are not allowed as accommodations for statewide, standardized assessments, the district must inform the parent in writing and provide the parent with information regarding the impact on the student's ability to meet expected performance levels. A parent must provide signed consent for a student to receive classroom instructional accommodations that would not be available or permitted on a statewide, standardized assessment and acknowledge in writing that he or she understands the implications of such instructional accommodations.
 - c. If a student's IEP states that online administration of a statewide, standardized assessment will significantly impair the student's ability to perform, the assessment shall be administered in hard copy.
4. For students with significant cognitive disabilities, the Department of Education shall provide for implementation of the Florida Alternate Assessment to accurately measure the core curricular content established in the state academic standards.

Civic Literacy Competency (grade 12)

Students taking the United State Government course are required to take the assessment of civic literacy identified by the State Board of Education pursuant to [1007.25\(4\), F.S.](#)

- a. Students earning a passing score on the assessment are exempt from the postsecondary civic literacy assessment required by [1007.25\(4\), F.S.](#)
- b. AP Government and Politics: United States (Standard Score = 3)
- c. AP United States History (Standard Score = 4)
- d. CLEP: American Government (Standard Score = 50)
- e. U.S. Citizenship and Immigration Services Naturalization Test – Civics (U.S. History and U.S. Government) with supplemental questions (Passing Score = 60)

Implementation schedule.—

All state assessments must be delivered through the methods provided by the Florida Department of Education.

Assessment scores and achievement levels.—

1. All statewide, standardized EOC assessments and ELA, mathematics, and Science assessments shall use scaled scores and achievement levels. Achievement levels shall range from 1 through 5, with level 1 being the lowest achievement level, level 5 being the highest achievement level, and level 3 indicating grade-level performance on an assessment.
2. The state board shall designate by rule a passing score, indicating grade-level performance, for each statewide, standardized assessment.
3. If the commissioner seeks to revise a statewide, standardized assessment and the revisions require the state board to modify performance level scores, including the passing score, the commissioner shall provide a copy of the proposed scores and implementation plan to the President of the Senate and the Speaker of the House of Representatives at least 90 days before submission to the state board for review. Until the state board adopts the modifications by rule, the commissioner shall use calculations for scoring the assessment that adjust student scores on the revised assessment for statistical equivalence to student scores on the former assessment. The state board shall adopt by rule the passing score for the revised assessment that is statistically equivalent to the passing score on the discontinued assessment for a student who is required to attain a passing score on the discontinued assessment. The commissioner may, with approval of the state board, discontinue administration of the former assessment upon the graduation, based on normal student progression, of students participating in the final regular administration of the former assessment. If the commissioner revises a statewide, standardized assessment and the revisions require the state board to modify the passing score, only students taking the assessment for the first time after the rule is adopted are affected.

*Prohibited activities.—*A district school board shall prohibit each public school from suspending a regular program of curricula for purposes of administering practice assessments or engaging in other assessment-preparation activities for a statewide, standardized assessment. However, a district school board may authorize a public school to engage in the following

assessment-preparation activities:

1. Distributing to students sample assessment books and answer keys published by the Department of Education.
2. Providing individualized instruction in assessment-taking strategies, without suspending the school's regular program of curricula, for a student who scores Level 1 or Level 2 on a prior administration of an assessment.
3. Providing individualized instruction in the content knowledge and skills assessed, without suspending the school's regular program of curricula, for a student who scores Level 1 or Level 2 on a prior administration of an assessment or a student who, through a diagnostic assessment administered by the school district, is identified as having a deficiency in the content knowledge and skills assessed.
4. Administering a practice assessment or engaging in other assessment-preparation activities that are determined necessary to familiarize students with the organization of the assessment, the format of assessment items, and the assessment directions or that are otherwise necessary for the valid and reliable administration of the assessment, as set forth in rules adopted by the State Board of Education with specific reference to this paragraph.

SCHOOL PARTICIPATION IN THE STATEWIDE, STANDARDIZED ASSESSMENT PROGRAM [1008.22 \(4\), F.S.](#)—

(4) Each public school shall participate in the statewide, standardized assessment program in accordance with the assessment and reporting schedules and the minimum and recommended technology requirements published by the Commissioner of Education. District school boards shall not establish school calendars that conflict with or jeopardize implementation of the assessment program. All district school boards shall report assessment results using the state management information system. Performance data shall be analyzed and reported to parents, the community, and the state. Student performance data shall be used by districts in developing objectives for the school improvement plan, evaluating instructional personnel and administrative personnel, assigning staff, allocating resources, acquiring instructional materials and technology, implementing performance-based budgeting, and promoting and assigning students to educational programs. The analysis of student performance data must also identify strengths and needs in the educational program and trends over time. The analysis must be used in conjunction with the budgetary planning processes developed pursuant to [1008.385, F.S.](#), and the development of remediation programs.

(5) REQUIRED ANALYSES. —The commissioner shall provide, at a minimum, statewide, standardized assessment data analysis showing student achievement levels and learning gains by teacher, school, and school district.

(6) LOCAL ASSESSMENT OF STUDENT PERFORMANCE ON STATE STANDARDS.—

(a) Measurement of student performance is the responsibility of school districts except in those subjects and grade levels measured under the statewide, standardized assessment program described in this section and the coordinated screening and progress monitoring system under s. 1008.25(8). When available, instructional personnel must be provided with information on student achievement of standards and benchmarks in order to improve instruction.

(7) ASSESSMENT SCHEDULES AND REPORTING OF RESULTS.

(a) The Commissioner of Education shall establish schedules for the administration of statewide, standardized assessments and the reporting of student assessment results. The commissioner shall consider the observance of religious and school holidays when developing the schedules. The assessment and reporting schedules must provide the earliest possible reporting of student assessment results to the school districts. Assessment results for the statewide, standardized ELA and mathematics assessments and all statewide, standardized EOC assessments must be made available no later than June 30, except for results for the grade 3 statewide, standardized ELA assessment, which must be made available no later than May 31. Assessment results for the statewide, standardized ELA and Mathematics assessment must be available no later than May 31. School districts shall administer statewide, standardized assessments in accordance with the schedule established by the commissioner.

(b) By January of each year, the commissioner shall publish on the department's website a uniform calendar that includes the assessment and reporting schedules for, at a minimum, the next 2 school years. The uniform calendar must be provided to school districts in an electronic format that allows each school district and public school to populate the calendar with at minimum, the following information for reporting the district assessment schedules under paragraph (d):

1. Whether the assessment is a district-required assessment or a state-required assessment.
2. The specific date or dates that each assessment will be administered, including administrations of the coordinated screening and progress monitoring system under s.1008.25(8)(b)
3. The time allotted to administer each assessment.
4. Whether the assessment is a computer-based assessment or a paper-based assessment.
5. The grade level or subject area associated with the assessment.
6. The date that the assessment results are expected to be available to teachers and parents.
7. The type of assessment, the purpose of the assessment, and the use of the assessment results.
8. A glossary of assessment terminology.
9. Estimates of average time for administering state-required and district-required assessments, by grade level.

(c) The spring administration of the statewide, standardized assessments in paragraphs (3)(a) and (b), excluding assessment retakes, must be in accordance with the following schedule:

1. The grade 3 statewide, standardized ELA assessment and the writing portion of the statewide, standardized ELA assessment for grades 4 through 10 must be administered no earlier than April 1 each year within an assessment window not to exceed 2 weeks.

2. With the exception of assessments identified in subparagraph 1., any statewide, standardized assessment that is delivered in a paper-based format must be administered no earlier than May 1 each year within an assessment window not to exceed 2 weeks.

3. With the exception of assessments identified in subparagraphs 1. and 2., any statewide, standardized assessment must be administered within a 4-week assessment window that opens no earlier than May 1 each year.

Each school district shall administer the assessments identified under subparagraphs 2. and 3. no earlier than 4 weeks before the last day of school for the district.

(d) Each school district shall establish schedules for the administration of any statewide, standardized assessments and district-required assessments and approve the schedules as an agenda item at a district school board meeting. Each school district shall publish the testing

schedules on its website using the uniform calendar, including all information required under paragraph (b), and submit the schedules to the Department of Education by October 1 of each year. Each public school shall publish schedules for statewide, standardized assessments and district-required assessments on its website using the uniform calendar, including all information required under paragraph (b). The uniform calendar must be included in the parent guide required by [1002.23\(5\), F.S.](#)

(e) A school district may not schedule more than 5 percent of a student's total school hours in a school year to administer statewide, standardized assessments, the coordinated screening and progress monitoring system under s. 1008.25(8)(b)2, and district-required local assessments. The district must secure written consent from a student's parent before administering district-required local assessments that, after applicable statewide, standardized assessments and coordinated screening and progress monitoring are scheduled, exceed the 5 percent test administration limit for that student under this paragraph. The 5 percent test administration limit for a student under this paragraph may be exceeded as needed to provide test accommodations that are required by an IEP or are appropriate for an English language learner who is currently receiving services in a program operated in accordance with an approved English language learner district plan pursuant to [1003.56, F.S.](#) Notwithstanding this paragraph, a student may choose within a school year to take an examination or assessment adopted by State Board of Education rule pursuant to this section and [1007.27, F.S.](#), [1008.30, F.S.](#) and [1008.44, F.S.](#)

(f) A statewide, standardized EOC assessment must be used as the final cumulative examination for its associated course. No additional final assessment may be administered in a course with a statewide, standardized EOC assessment. A district-required local assessment may be used as the final cumulative examination for its associated course in accordance with the school district's policy.

(g) A school district must provide a student's performance results on district-required local assessments to the student's teachers and parent within 1 week after administering such assessments, unless the superintendent determines in writing that extenuating circumstances exist and reports the extenuating circumstances to the district school board. Results must be made available through a web-based portal as part of the school district's student information system and in a printed format upon request by a student's parent.

(h) The results of statewide, standardized ELA and mathematics assessments, including assessment retakes, shall be reported in an easy-to-read and understandable format and delivered in time to provide useful, actionable information to students, parents, and each student's current teacher of record and teacher of record for the subsequent school year; however, in any case, the district shall provide the results pursuant to this paragraph within 1 week after receiving the results from the department. A report of student assessment results must, at a minimum, contain:

1. A clear explanation of the student's performance on the applicable statewide, standardized assessments.
2. Information identifying the student's areas of strength and areas in need of improvement.
3. Specific actions that may be taken, and the available resources that may be used by the student's parent to assist his or her child based on the student's areas of strength and areas in need of improvement.
4. Longitudinal information, if available, on the student's progress in each subject area based on previous statewide, standardized assessment data.
5. Comparative information showing the student's score compared to other students in the

school district, in the state, or, if available, in other states.

6. Predictive information, if available, showing the linkage between the scores attained by the student on the statewide, standardized assessments and the scores he or she may potentially attain on nationally recognized college entrance examinations.

The information included under this paragraph relating to results from the statewide, standardized ELA assessments for grades 3 through 10 and Mathematics assessments for grades 3 through 8 must be included in individual student reports under s. 1008.25(8)(c).

(i) The State Board of Education shall adopt rules for the development of the uniform calendar that at minimum, define terms that must be used in the calendar to describe various assessments, including the terms “summative assessment,” “formative assessment,” and “interim assessment.”

(8) PUBLICATION OF ASSESSMENTS.—To promote transparency in the statewide assessment program, in any procurement for the ELA assessment in grades 3 through 10 and the mathematics assessment in grades 3 through 8, the Department of Education shall solicit cost proposals for publication of the state assessments on its website in accordance with this subsection.

2(a) The department shall publish each assessment administered under paragraph (3)(a) and subparagraph (3)(b)1., excluding assessment retakes, at least once on a triennial basis pursuant to a schedule determined by the Commissioner of Education. Each assessment, when published, must have been administered during the most recent school year and be in a format that facilitates the sharing of assessment items.

(b) The initial publication of assessments must occur no later than June 30, 2024, subject to appropriation, and must include, at a minimum, the grade 3 ELA and mathematics assessments, the grade 10 ELA assessment, and the Algebra I EOC assessment.

(c) The department must provide materials on its website to help the public interpret assessment information published pursuant to this subsection.

(9) CONCORDANT SCORES.—The Commissioner of Education must identify scores on the SAT, ACT, and Classic Learning Test that if achieved satisfy the graduation requirement that a student pass the grade 10 statewide, standardized Reading assessment or, upon implementation, the grade 10 ELA assessment. The commissioner may identify concordant scores on assessments other than the SAT and ACT. If the content or scoring procedures change for the grade 10 Reading assessment or, upon implementation, the grade 10 ELA assessment, new concordant scores must be determined. If new concordant scores are not timely adopted, the last-adopted concordant scores remain in effect until such time as new scores are adopted. The state board shall adopt concordant scores in rule.

(10) COMPARATIVE SCORES FOR END-OF-COURSE (EOC) ASSESSMENT.—The Commissioner of Education must identify one or more comparative scores for the Algebra I EOC assessment. If the content or scoring procedures change for the EOC assessment, new comparative scores must be determined. If new comparative scores are not timely adopted, the last-adopted comparative scores remain in effect until such time as new scores are adopted. The state board shall adopt comparative scores in rule.

Note: Students who were enrolled and completed the Algebra I course in SY 19-20 and did not take the Algebra I EOC due to the cancellation of state assessments are provided the opportunity to meet the graduation requirement by passing the Geometry EOC in future administrations.

Proposed Amendment to [Rule 6A-1.09422, F.A.C.](#)

The proposed Rule amendment will allow students who entered grade 9 in the 2011-12 school

year and beyond to meet their Algebra 1 assessment graduation requirement by receiving a passing score on the Geometry EOC Assessment.

(11) CHILD WITH MEDICAL COMPLEXITY.—In addition to the exemption option provided for under [1008.212 F.S.](#), a child with a medical complexity may be exempt from participating in statewide, standardized assessments, including the Florida Alternate Assessment (FAA), pursuant to the provisions of this subsection.

(a) *Definition of child with medical complexity.*—A child with a medical complexity means a child who, based upon medical documentation from a physician licensed under chapter 458 or chapter 459 is medically fragile and needs intensive care due to a condition such as congenital or acquired multisystem disease; has a severe neurological or cognitive disorder with marked functional impairment; or is technology dependent for activities of daily living; and lacks the capacity to take or perform on an assessment.

(b) *Exemption options.*—If the parent consents in writing, and the IEP team determines that the child should not be assessed based upon medical documentation that the child meets the definition of a child with medical complexity, then the parent may choose one of the following three assessment exemption options.

1. One-year exemption approved by the district school superintendent. If the superintendent is provided written documentation of parental consent and appropriate medical documentation to support the IEP team’s determination that the child is a child with medical complexity, then the superintendent may approve a one-year exemption from all statewide, standardized assessments, including the FAA. The superintendent shall report annually to the district school board and the Commissioner of Education the number of students who are identified as a child with medical complexity who are not participating in the assessment program.

2. One-to three-year exemption approved by the Commissioner of Education. If the commissioner is provided written documentation of parental consent; district school superintendent approval; the IEP team’s determination that the child is a child with medical complexity based upon appropriate medical documentation; and all medical documentation, then the commissioner may exempt the child from all statewide, standardized assessments, including the FAA, for up to 3 years. The State Board of Education shall adopt rules to administer this subparagraph which must expedite the process by which exemptions are reviewed and approved and which demonstrate the utmost compassion and consideration for meeting the parent’s and child’s needs.

3. Permanent exemption approved by the Commissioner of Education. If the commissioner is provided written documentation of parental consent; district school superintendent approval of a permanent exemption; the IEP team’s determination that the child is a child with medical complexity based upon appropriate medical documentation and that a permanent exemption is appropriate; and all medical documentation, then the commissioner may approve a permanent exemption from all statewide, standardized assessments, including the FAA. The State Board of Education shall adopt rules to administer this subparagraph which must expedite the process by which exemptions are reviewed and approved and which demonstrate the utmost compassion and consideration for meeting the parent’s and child’s needs.

(c) *Reporting requirements.*—The Commissioner of Education shall annually report to the Legislature data, by district, related to the implementation of this subsection at the same time as results are reported regarding student performance on statewide, standardized assessments.

(12) REPORTS.—The Department of Education shall annually provide a report to the

Governor, the President of the Senate, and the Speaker of the House of Representatives which shall include the following:

- (a) Longitudinal performance of students in reading and mathematics.
- (b) Longitudinal performance of students by grade level in reading and mathematics.
- (c) Longitudinal performance regarding efforts to close the achievement gap.
- (d) Other student performance data based on national norm-referenced and criterion-referenced tests, if available; national assessments, such as the National Assessment of Educational Progress; and international assessments.
- (e) The number of students who after 8th grade enroll in adult education rather than other secondary education, which is defined as grades 9 through 12.

(f) Any plan or intent to establish or implement new statewide, standardized assessments.

(13) INDEPENDENT REVIEW- By January 31, 2025, the Commissioner of Education shall provide recommendations to the Governor, the President of the Senate, and the Speaker of the House of Representatives based on an independent review of the coordinated screening and progress monitoring system under s.1008.25(8). At a minimum, the review and recommendations must address:

(a) The feasibility and validity of using results from either the first or second administration of progress monitoring, or both, in lieu of using the comprehensive, end-of-year progress monitoring assessment for purposes of demonstrating a passing score, promotion to grade 4, meeting graduation requirements, and calculating school grades in accordance with s. 1008.34.

(b) Options for further reducing the statewide, standardized assessment footprint while maintaining valid and reliable data for purposes of school accountability and providing school and student supports, including the use of computer-adaptive assessments, consistent with the requirements of the federal Elementary and Secondary Education Act, 20 U.S.C. ss. 6301 et seq. and its implementing regulations.

(c) The feasibility and validity of remotely administering statewide, standardized assessments and the coordinated screening and progress monitoring system.

(d) Accelerating student progression based on results from the coordinated screening and progress monitoring system, as academically and developmentally appropriate.

(e) The incorporation of content from ELA instructional materials adopted by the Commissioner of Education pursuant to s. 1006.34 in test items within the coordinated screening and progress monitoring system under s. 1008.25(8).

(f) The impact of the coordinated screening and progress monitoring system on student learning growth data as measured by the formula approved under s. 1012.34(7).

Florida Virtual School/Virtual Instruction Program- [1002.45, F.S.](#)

The District School Board shall provide students with access to courses available through a virtual instruction program option, including the Florida Virtual School and award credit for successful completion of such courses. Access shall be available to students during and after the normal school day and through summer school enrollment.

Students enrolled in the District are subject to District policies relating to student progression. If the student would be academically eligible to enroll in the same courses in a brick-and-mortar setting within the district, the District shall have the authority and responsibility to provide

academic guidance to their students. This includes limiting enrollment in courses for which the student is not academically qualified.

Physical Education- [1003.4282, F.S.](#) and [1003.455, F.S.](#)

The Martin County School District provides a physical education program that stresses physical fitness and encourages healthy, active lifestyles and encourages all students in prekindergarten through grade 12 to participate in physical education. Physical education shall consist of physical activities of at least a moderate intensity level and for duration sufficient to provide a significant health benefit to students, subject to the differing capabilities of students. All physical education programs and curricula are reviewed by a certified physical education instructor.

In compliance with statute, the Martin County School District offers 150 minutes of physical education each week for students in kindergarten through grade 5 and at least 100 minutes of supervised, safe, and unstructured free-play recess each week for students in grades kindergarten through grade 5, so that at least 20 consecutive minutes of free-play recess each day is provided.

The equivalent of one class period per day of physical education for one semester of each year is required for students enrolled in grades 6 through 8. Students enrolled in such instruction shall be reported through the periodic student membership surveys, and records of such enrollment shall be audited pursuant to [1010.305, F.S.](#) Such instruction may be provided by any instructional personnel as defined in [1012.01\(2\), F.S.](#) regardless of certification, who are designated by the school principal.

The following courses/waiver codes are approved for physical education credit to meet the graduation requirement:

- [1500410/1500420](#) - Interscholastic Sports PE Waiver (Season 1/Season 2)
- [1500440](#) - Marching Band PE Waiver
- [1500445](#) - Dance PE Waiver
- [1500450](#) - JROTC/PE Year 1 Waiver
- [1500460](#) - JROTC/PE Year 2 Waiver
- [1500480](#) - JROTC/PE/PA Year 1 and Year 2 Waiver
- [1500990](#) - PE Tran (subject to meeting the health requirement)
- [1501300](#) - Personal Fitness
- [1506320](#) - HOPE-PE V
- [3026010](#) - HOPE
- [7915015](#) - Access HOPE 9-12
- [7915020](#) - Access Personal Fitness

Parents shall complete and return the [PE Waiver form](#) to the student's assigned school. The requirement shall be waived for a student who meets one of the following criteria:

Elementary- The student's parents indicate in writing that the child is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement. (Must be requested on an annual basis.)

Middle- The student's parent indicates in writing to the school that the student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement. (Must be requested on an annual basis.)

High School-

1. The student participates and completes two seasons of an FHSAA interscholastic sport at the junior varsity or varsity level.
2. The student is enrolled in two full-years of JROTC courses. (If the student is not taking a performing arts course, then this can also waive the requirement for one-credit in a performing arts course.)
3. The student is enrolled in a physical activity class that requires marching band activities as an extracurricular activity to satisfy the one-half (.5) credit for PE. The student must still take the one-half credit (.5) in a personal fitness course to complete the PE requirement.
4. The student is enrolled in a dance class to satisfy the one-half (.5) credit for PE. The student must still take the one-half (.5) credit in a personal fitness course to complete the PE requirement.
5. Students earning the Cambridge Advanced International Certificate of Education AICE diploma or the International Baccalaureate (IB) diploma do not need to satisfy the PE requirement.

Remediation Course

Per statute, a student who is enrolled or required to enroll in a remedial course is exempt from the PE credit requirement. No PE waiver is required.

Each school shall notify the student's parent of the options available before scheduling the student to participate in physical education.

Interscholastic Extracurricular Eligibility- [1006.15, F.S.](#)

Extracurricular means any school-authorized or education-related activity occurring during or outside the regular instructional school day.

In order to participate in interscholastic extracurricular student activities, a student must maintain a cumulative GPA of 2.0 or above on a 4.0 scale, or its equivalent, in the courses required by statute for high school graduation per [1003.43\(1\), F.S.](#)

A student must fulfill the requirements of an academic performance contract between the student, the District School Board, the appropriate governing association, and the student's parents. If the student's cumulative GPA falls below 2.0 or its equivalent, on a 4.0 scale in courses required for high school graduation specified in [1003.43\(1\), F.S.](#), the contract shall require the student to attend summer school—or its equivalent—between grades 9 and 10, or grades 10 and 11, as necessary.

A student must have a cumulative GPA of 2.0 or above on a 4.0 scale, or its equivalent, in the courses required for high school graduation, specified in [1003.43\(1\), F.S.](#), during his or her junior year.

The content and the format of the academic performance contract are determined by the school district and the appropriate governing association. The student must maintain satisfactory conduct, and if a student is convicted or is found to have committed a felony or delinquent act, which would have been a felony if committed by an adult, regardless of whether adjudication is withheld, the student's participation in interscholastic extracurricular activities is contingent upon School Board policy.

Any student who is exempt from attending a full school day based on rules adopted by the District School Board for double sessions or programs, experimental schools, or schools operating under emergency conditions, must maintain a 2.0 GPA, or its equivalent, on a 4.0 scale and pass each class.

A home education student is eligible to participate in interscholastic extracurricular activities at the public school that he or she would be assigned to attend based on a district's attendance area policies or may develop an agreement to participate at a private school provided the following conditions are met:

The student must meet the requirements of the home education program per [1002.41, F.S.](#)

During the period of participation, the home education student must demonstrate educational progress in all subjects taken in the home education program by a method of evaluation agreed upon by the parent and the school principal, which may include:

- Review of the student's work by a certified teacher chosen by the parent.
- Grades earned through correspondence.
- Grades earned in courses taken at a community college, university, or trade school.
- Standardized test scores above the 35th percentile, or any other method in [1002.41, F.S.](#)

The student must meet the same residency requirements as other students in the school at which he or she participates.

The student must meet the same standards of acceptance, behavior, and performance as required of other students in extracurricular activities.

The student must register with the school his or her intent to participate in interscholastic extracurricular activities as a representative of the school before the beginning date of the season for which the activity in which he or she wishes to participate. A home education student must be able to participate in curricular activities if that is a requirement for an extracurricular activity.

A student who transfers from a home education program to a public school before or during the first grading period of the school year is academically eligible to participate in interscholastic extracurricular activities during the first grading period provided the student has a successful

evaluation from the previous year.

Any public school or nonpublic school student who has been unable to maintain academic eligibility for participation in interscholastic extracurricular activities is ineligible to participate as a home education student until the student has successfully completed one grading period in home education, fulfilling the requirements for interscholastic extracurricular eligibility, [1006.15\(3\)\(a\)2, F.S.](#), to become eligible to participate as a home education student.

Every Student Succeeds Act (ESSA)

The Every Student Succeeds Act (ESSA) was signed into law on December 10, 2015, amending the Elementary and Secondary Education Act of 1965. ESSA increases state authority on standards, assessments and interventions, and adds specific restrictions to the United States Secretary of Education involvement in state decisions. Florida has a federally approved ESSA plan and will be designating schools as receiving targeted support and intervention, comprehensive support and intervention or no interventions needed based on specified sub-group assessment data. For more information on ESSA, please visit <http://www.fldoe/academics/essa.shtml>

Dual Enrollment Programs- [1007.271, F.S.](#)

Dual enrollment provides an opportunity for secondary students in a Florida public or private school or home education program to enroll in a postsecondary course(s) creditable toward high school completion and an Associate or Baccalaureate degree. A student who is enrolled in a postsecondary course(s) not creditable toward a high school diploma is not classified as a dual enrollment student. Eligible students may enroll in dual enrollment courses conducted during school hours, after school hours and during the summer term(s). However, if the student is projected to graduate from high school before the scheduled completion date of a postsecondary course, the student may not enroll for the course through dual enrollment. The student may apply to the postsecondary institution and pay the required registration, tuition, fees and cost for instructional materials if the student meets the admission requirements of the postsecondary institution.

Any student enrolled as a dual enrollment student is exempt from the payment of registration, tuition, laboratory fees and instructional material costs. Applied academics for adult education instruction, developmental education, and other forms of precollegiate instruction, as well as physical education courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, are ineligible for inclusion in the dual enrollment program.

Students in the Martin County School District must register and complete all components of the registration process by the published deadline dates or they may forfeit their eligibility for that term.

Registration dates for the 2023-2024 school year are as follows:

Fall: May 15, 2023-July 27, 2023
Spring: October 16, 2023-December 14, 2023
Summer A: March 4-May 2, 2024
Summer B: March 4- June 1, 2024

Please refer to the [Dual Enrollment Articulation Agreement](#) between the MCSD and IRSC for all rules and procedures regarding dual enrollment.

All dual enrollment science courses with a lab shall be reported on the transcript as earning 1.0 credit for the course with 0.0 credit for the lab. The lab grade shall be recorded and not affect GPA. Should the student fail the lab, .5 credit shall be awarded in the course. Any prior year dual enrollment science labs not reported in this format shall be modified in course history to be consistent with this paragraph.

Collegiate High School Dual Enrollment- [1007.273, F.S.](#)

Collegiate high school is an option for high school juniors and seniors to earn CAPE industry certification while simultaneously completing 30 credit hours of dual enrollment.

Elementary Student Performance Standards

This document contains the Martin County School Board implementation plan establishing student progression guidelines in math, English Language Arts (ELA), writing, science, and social studies proficiency for grades K-5.

Comprehensive Program For Student Progression

The Martin County School District incorporates the strands, performance standards and benchmarks of the Benchmarks for Excellent Student Thinking (B.E.S.T.), Next Generation Sunshine State Standards (NGSSS), and State Academic Standards in the curriculum. [1003.41, F.S.](#) and [Rule 6A-1.09401, F.A.C.](#)

These benchmarks delineate the academic achievement for which the State will hold schools accountable. District-adopted and/or district-developed instructional materials are tools provided for elementary school students to meet the benchmarks.

Reading Assessments in grades K-3 -[1002.20, F.S.](#), and 4-5

Each elementary school shall regularly assess the reading ability of each K-5 student to determine mastery of the standards. The assessment calendar will be approved by the School Board annually.

Standards and Acceleration

The Martin County School District provides unique learning opportunities for students on various levels of learning:

All students will receive a world-class, rigorous curriculum that meets the requirements of the Benchmark for Excellent Students (B.E.S.T.) English Language Arts (ELA) and Mathematics standards, Next Generation Sunshine State Standards or Florida Standards.

1. Students who are on grade level will receive the highest possible level of instruction to meet proficiency and beyond.
2. Students performing below grade level will receive an intensive instructional curriculum that remediates skills/benchmarks not yet mastered by utilizing: additional instructional time, additional resource personnel, tutorial programs, and other remediation options. Students will be offered the highest possible level of instruction to meet proficiency and beyond. Remediation options vary from school to school.
3. Students performing above grade level will receive a differentiated curriculum that may include enrichment of skills/standards or acceleration of curriculum for students who show mastery. Students will be offered the highest possible level of instruction to meet proficiency and beyond. Accelerated and enrichment options vary from school to school and may include:
 - a. Providing the student with an in-depth exploration of one or more of the standards;

- b. Offering a gifted program for eligible students;
- c. Placing the student in the next grade for one or more subjects.

Report Cards- [1003.33, F.S.](#)

Report cards must clearly depict and grade:

- a. The student's academic performance in each class or course, in which grades 1 through 12 must be based upon examinations as well as written papers, class participation, and other academic performance criteria, and must include the student's performance or non performance at his or her grade level.
- b. The student's conduct and behavior.
- c. The student's attendance, including absence and tardiness.

A student's final report card for a school year shall contain a statement indicating end of the year status regarding performance or non performance at grade level, acceptable or unacceptable behavior and attendance, and promotion or non promotion.

Parents of students in grade three who have not met the requirements for promotion and are awaiting ELA statewide assessment scores to meet grade three promotion requirements will be notified. Notification will include the requirement to earn a passing ELA statewide assessment score or a good cause exemption as well as an expected date of the arrival of test results. No grade placement decision will be made until ELA statewide assessment scores are received.

In Martin County, progress reports are provided quarterly and a final report card is issued at the end of the year in accordance with the Martin County School District Calendar, which is distributed to schools and the community prior to the start of the school year and posted on the district website. Parents will receive notification of a student's eligibility for progression in the 2nd, 3rd, and 4th quarters.

Guidelines – Grades K-5

District elementary schools offer a comprehensive program with instruction in English Language Arts (ELA), writing, mathematics, social studies, science, computer literacy, health and physical education, music, character education, and art. English Language Arts (ELA), writing and mathematics are considered essential skills and are emphasized. Students in elementary school may attain progressively higher levels of skill in the use of digital tools and applications. Each elementary school is required to provide 150 minutes of physical education each week for students in K-5 grades and an additional 20 minutes of daily unstructured recess. Schools designated as Schools of Excellence per [1003.631 F.S.](#) are provided flexibility to include exemption from any provision of law or rule that expressly requires a minimum period of daily or weekly instruction in reading.

Student progression from one grade to another is based on proficiency in ELA, mathematics, science, and social studies standards. If the student's reading deficiency is not remediated by the end of grade 3, as demonstrated by scoring a proficiency score on the statewide, standardized

ELA assessment, the student must be retained. Students transferring into the district should be assessed immediately for reading proficiency to determine if remediation is appropriate. If a student transfers after the administration of the statewide, standardized ELA assessment in grade 3, it is up to the district to assess the student's reading proficiency at the end of the year to determine if the student needs to repeat the third grade.

Reading Deficiency and Elimination of Social Promotion- [1008.25 \(5\) F.S.](#)

Any student in kindergarten through grade 3 who exhibits a substantial deficiency in reading based upon screening, diagnostic, progress monitoring, or assessment data, statewide assessments, or teacher observations must be provided intensive, explicit, systematic, and multisensory reading interventions immediately following the identification of the reading deficiency. A school may not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial reading deficiency and initiate intensive reading interventions. In addition, a school may not wait until an evaluation conducted pursuant to 1003.57 F.S., is completed to provide appropriate, evidence-based interventions for a student whose parents submits documentation from a professional licensed under Chapter 490, F.S., which demonstrates that the student has been diagnosed with dyslexia. Such interventions must be initiated upon receipt of the documentations and based on the student's specific areas of difficulty as identified by a licensed professional. A student who has a substantial reading deficiency must be covered by a federally required student plan, such as an individual education plan or an individualized progress monitoring plan, or both as necessary. The parent of any student who exhibits a substantial deficiency in reading or exhibits characteristics of dyslexia based upon screening, diagnostic, progress monitoring, assessment data, statewide assessments or teacher observations, must be notified in writing of the following:

1. That his or her child has been identified as having a substantial deficiency in reading or exhibits characteristics of dyslexia, including a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in reading.
2. A description of the current services that are provided to the child
3. A description of the proposed interventions and supports that will be provided to the child that are designed to remediate the identified areas of reading deficiency.
4. that if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.
5. Strategies, including multisensory strategies, through a read-at-home plan the parent can use in helping his or her child succeed in reading.
6. that the statewide standardized English Language Arts assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews and assessments are available to the child to assist the parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion.
7. The district's specific criteria and policies for student portfolios and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. A school must immediately begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first.

8. The district's specific criteria and policies for mid-year promotion. Mid-year promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.
9. Information about the student's eligibility for the New World's Reading Initiative under 1003.485, F.S., and information on parent training modules and other reading engagement resources available through the initiative.

After initial notification, the school shall apprise the parent at least monthly of the student's progress in response to the intensive interventions and supports. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the intervention and support being implemented have not resulted in improvement.

Additionally, each school district shall provide written notification to the parent of a student who is retained in grade 3 that his or her child has not met the proficiency level required for promotion and the reasons the child is not eligible for good cause exemption. This notification must comply with the aforementioned notification for parents of a student with a substantial deficiency in reading or exhibits characteristics of dyslexia and must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency.

To be promoted to grade 4, a student must score a Level 2 or higher on the statewide, standardized English Language Arts assessment required under [1008.22 F.S.](#), for grade 3. If a student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring Level 2 or higher on the statewide standardized English Language Arts assessment required under [1008.22 F.S.](#), for grade 3, the student must be retained.

Elimination of Social Promotion

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

Requirements for Promotion to Grade 4

Parents of third grade students enrolled in the MCSD receive a letter at the beginning of the year, outlining third grade promotion criteria. Promotion decisions regarding third grade students are made only after statewide, standardized English Language Arts assessment scores are received.

To be promoted to grade 4, a student must score a Level 2 or higher on the statewide, standardized English Language Arts assessment required under [1008.22, F.S.](#) for grade 3. If a student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring Level 2 or higher on the grade 3 statewide standardized English Language Arts assessment required under 1008.22, F.S., the student must be retained.

The district school board may only exempt students from mandatory retention for good cause. Good cause exemptions are limited to the following:

1. Limited English proficient students who have had less than 2 years of instruction in an

English for Speakers of Other Languages program based on the initial date of entry into a school in the United States.

2. Students with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of [1008.212, F.S.](#)

3. Students who demonstrate an acceptable level of performance on an alternative standardized reading or English and language Arts (ELA) assessment approved by the State Board of Education.

4. A student who demonstrates through a student portfolio that he or she is performing at least at Level 2 on the statewide, standardized English Language Arts (ELA) assessment.

5. Students with disabilities who take the statewide, standardized English Language Arts (ELA) assessment and who have an individual education plan or a Section 504 plan that reflects that the student has received intensive instruction in reading or English Language Arts for more than 2 years but still demonstrates a deficiency and was previously retained in kindergarten, grade 1, grade 2, or grade 3.

6. Students who have received intensive reading intervention for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. A student may not be retained more than once in grade 3.

A student who is promoted to grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention that include specialized diagnostic information and specific reading strategies to meet the needs of the student. The school district shall assist schools and teachers with the implementation of explicit, systematic, and multisensory reading instruction and intervention strategies for students promoted with a good cause exemption, which research has shown to be successful in improving reading among students who have reading difficulties.

Alternative Assessments for Promotion to Grade 4

A student who scores Level 1 on the grade 3 statewide standardized English Language Arts assessment may be promoted to grade 4 if the student demonstrates an acceptable level of performance on an approved alternative standardized reading assessment. The Department of Education shall review and approve the use of alternative standardized reading assessment to be used as a good cause exemption for promotion to grade 4 and will provide a list of approved alternative assessments to districts. The approval of an alternative standardized reading assessment must be based on whether the assessment meets the following criteria:

1. Internal consistency reliability coefficients of at least 0.80;
2. High validity evidenced by the alignment of the test with nationally recognized content standards, as well as specific evidence of content, concurrent or criterion variability;
3. Norming studies within the last five to ten years, with norming within five years being preferable; and
4. Serves as a measure of grade 3 achievement in reading comprehension

Districts may submit requests for the approval of alternative standardized reading assessments to be used for good cause exemption for promotion to grade 4. Once an assessment has been approved by the Department of Education, the assessment is approved for statewide use. The

Department of Education shall approve the required percentile passing score for each approved alternative standardized reading assessment based on an analysis of Florida student achievement results. If an analysis is not feasible, students must score at or above the 50th percentile on the approved alternative standardized reading assessment. The earliest the alternative assessment may be administered for student promotion purposes is following administration of the grade 3 statewide, standardized English Language Arts assessment. An approved reading assessment may be administered two (2) times if there are at least thirty (30) days between administrations and different test forms are administered. [Rule 6A-1.094221\(1\)\(a\), F.A.C.](#), authorizes the use of the following nationally norm-referenced tests and required percentiles in the determination of a good cause exemption for promotion to fourth grade:

- Stanford Achievement Test (SAT 10)- 45th percentile
- TerraNova- 50th percentile
- Iowa Test of Basic Skills (ITBS)- 50th percentile
- STAR Reading - 50th percentile

Student Portfolios for Promotion to Grade 4

To promote a student using a student portfolio as a good cause exemption, there must be evidence that demonstrates the student's mastery of the B.E.S.T. English Language Arts Standards in reading equal to at least a Level 2 performance on the grade 3 statewide, standardized English Language Arts assessment. Such evidence shall be an organized collection of the student's mastery of the B.E.S.T. English Language Arts Standards that are assessed by the grade 3 statewide, standardized English Language Arts assessment. A school must immediately begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first. To be accepted as meeting the portfolio option for demonstrating mastery of the required reading skills, the student portfolio contents must:

- a. Be selected by the student's teacher;
- b. Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
- c. Include evidence that the benchmarks assessed by the grade 3 statewide, standardized English Language Arts assessment have been met. Evidence is to include grade-level passages that are approximately fifty (50) percent literary text and fifty (50) percent informational text, and that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum or teacher-prepared assessments that are aligned with the B.E.S.T. English Language Arts Standards;
- d. Be an organized collection of evidence of the student's mastery of the B.E.S.T. English Language Arts Standards that are assessed by the grade 3 statewide, standardized English Language Arts assessment. For each benchmark, there must be at least eight (8) items assessed and the student must demonstrate seventy (70) percent mastery for all items assessed per benchmark;
- e. Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

To request a good cause exemption, documentation shall be submitted from the student's teacher

to the school principal that indicates that the promotion of the student's work is appropriate and is based upon the student's academic record. In order to minimize paperwork requirements, such documentation shall consist of only the existing progress monitoring plan, individual education plan, if applicable, report card or student portfolio. The school principal shall review and discuss such recommendation with the teacher and make the determination as to whether the student should be promoted or retained. If the school principal determines that the student should be promoted, the school principal shall make such recommendation in writing to the school district superintendent. The school district superintendent shall accept or reject the school principal's recommendation in writing.

Summer Reading Camps

Retained third grade students must be provided intensive interventions in reading to ameliorate the student's specific reading deficiency and prepare the student for promotion to the next grade. These interventions must include participation in the school district's summer reading camp, which must incorporate evidence-based, explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension that place rigor and grade-level reading at the forefront. Third grade students participating in the school district's summer reading camp must be provided with a highly effective teacher as determined by the teacher's performance evaluation under [10012.34, F.S.](#), and the teacher must also be certified or endorsed in reading.

Services for Students Retained in Grade 3

Students retained in grade 3 must be provided intensive interventions in reading to ameliorate the student's specific reading deficiency and prepare the student for promotion to the next grade. These interventions must include:

1. Evidence-based, explicit, systematic, and multisensory reading instruction grounded in the science of reading, in phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district;
2. Participation in the school district's summer reading camp, which must incorporate the instructional and intervention strategies above; and
3. A minimum of 90 minutes of daily, uninterrupted reading instruction incorporating the instruction and intervention strategies above. This instruction may include:
 - a. Coordinated integration of content-rich texts in science and civic literacy within the 90 minute block.
 - b. Targeted small group instruction.
 - c. explicit and systematic instruction with more detailed explanations, more extensive opportunities for guided practice, and more opportunities for error correction and feedback.
 - d. reduced teacher-student ratios.
 - e. more frequent progress monitoring of the reading skills of each student throughout the school year and the adjustment of instruction according to student need..
 - f. tutoring or mentoring.

- g. transition classes containing 3rd and 4th grade students.
- h. extended school day, week, or year.
- i. Before school or after school, or both, supplemental evidence-based reading interventions grounded in the science of reading delivered by a teacher who is certified or endorsed in reading and is rated highly effective as determined by the teacher's performance evaluation under s. 1012.34.

Services for Students Promoted to Grade 4 with a Good Cause Exemption

A student who is promoted to grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention that include specialized diagnostic information and specific reading strategies to meet the needs of each student so promoted. The school district shall assist schools and teachers with the implementation of explicit, systematic, and multisensory reading instruction and intervention strategies for students promoted with good cause exemption which research has shown to be successful in improving reading among students with reading difficulties.

Mathematics Deficiency

Any student in kindergarten through grade 4 who exhibits a substantial deficiency in mathematics or the characteristics of dyscalculia based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments or teacher observation must:

1. Immediately following the identification of the mathematics deficiency, be provided systematic and explicit mathematics instruction to address his or her specific deficiencies through either:
 - a. Daily targeted small group mathematics intervention based on student need; or
 - b. supplemental, evidence-based mathematics interventions before or after school, or both, delivered by a highly qualified teacher of mathematics or a trained tutor.
2. The performance of a student receiving mathematics instruction under subparagraph 1. must be monitored and instruction must be adjusted based on the student's need.

The parent of a student who exhibits a substantial deficiency in mathematics must be notified in writing of the following:

1. That his or her child has been identified as having a substantial deficiency in mathematics, including a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in mathematics.
2. A description of the current services provided to the child
3. a description of the proposed interventions and supports that will be provided to the child that are designed to remediate the identified area of mathematics deficiency.
4. Strategies, including multisensory strategies and programming, through a home-based plan the parent can use in helping his or her child succeed in mathematics, The home-based plan must provide access to the resources identified.

After the initial notification, the school shall apprise the parent at least monthly of the student's progress in response to the intensive interventions and supports. Such communications must be

in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the intervention and supports already being implemented have not resulted in improvement.

Intensive Reading Acceleration Course

Each school district shall establish at each school, when applicable, an intensive reading acceleration course for any student retained in grade 3 who was previously retained in kindergarten, grade 1 or grade 2. The intensive reading acceleration course must provide the following:

1. Uninterrupted reading instruction for the majority of student contact time each day and opportunities to master the grade 4 academic standards in other core subject areas through content-rich texts.
2. Small group instruction.
3. Reduced teacher-student ratio.
4. The use of explicit, systematic and multisensory reading interventions, including intensive language, phonics, and vocabulary instruction, and the use of speech-language therapist if necessary, that have proven results in accelerating student reading achievement within the same school year.
5. A read-at-home plan.

Midyear Promotion of Retained Grade 3 Students

Each school district shall implement a policy for the mid-year promotion of a student retained in grade 3 who can demonstrate that he or she is a successful and independent reader and performing at or above grade level in reading. Tools that school districts may use in reevaluating a student retained may include subsequent assessments, alternative assessments and portfolio reviews, in accordance with State Board of Education Rules. Such mid-year promotions of retained grade 3 students should occur during the first semester of the academic year. To be eligible for mid-year promotion, a student must demonstrate that he or she:

1. Is a successful and independent reader as demonstrated by reading at or above grade level;
2. Has progressed sufficiently to master appropriate fourth grade reading skills; and
3. Has met any additional requirements, such as satisfactory achievement in other curriculum areas, as determined by the policies of the district school board.

The criteria for students promoted in or before November 1 must provide a reasonable expectation that the student has mastery of grade 3 reading skills as presented in the Language Arts Florida Standards. evidence is a follows:

1. Satisfactory performance on locally selected standardized assessment (s) measuring Language Arts Florida Standards;
2. Satisfactory performance on a state-approved alternative assessment as delineated in Rule 6A-1.094221, F.A.C., and described in Section B of the Technical Assistance Paper; or
 - a. Be selected by the school district;
 - b. be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;

- c. Include evidence of mastery of the standards assessed in the grade 3 statewide, standardized English Language Arts assessment, Evidence can include successful completion of multiple choice items and text-based responses, chapter or unit tests from the district-adopted core reading curriculum or the state-provided third grade reading portfolio. Portfolios should contain 50 percent literary and 50 percent informational texts; and
- d. be signed by the teacher and the principal as an accurate assessment of the required reading skills.

The criteria for students promoted after November 1 must provide reasonable expectation that the student's progress is sufficient to master appropriate grade 4 level reading skills. The students must demonstrate proficiency levels in reading equivalent to the level necessary for beginning of grade 4.

A retained third grade student is eligible for mid-year promotion if the student scores Level 2 or higher on PM1 of the Grade 3 FAST ELA Reading and there is evidence the student is progressing sufficiently to master appropriate fourth grade reading skills.

The Progress Monitoring Plan for any retained third grade student who has been promoted mid-year to grade 4 must continue to be implemented for the entire academic year and, if necessary, for additional school years.

English Language Instruction for limited English Proficient Students- [1003.56 F. S.](#)

Students whose English language proficiency in the listening, speaking, reading and writing skill areas is limited will be identified as English Language Learners (ELL), assessed and placed as provided in [Rule 6A-6.0902, F.A.C.](#) All ELL students must be given equal access to the general curriculum. The general education standards and benchmarks should be the basis of their curriculum in addition to the domains of language acquisition. ELL students are placed in courses based on need and eligibility, regardless of their English language proficiency. The individual student's ELL plan documents the instructional strategies required based on data, to ensure the student an equal opportunity to access and master the general education curriculum. The instruction shall be designed to develop the student's mastery of the four language domains, including listening, speaking, reading, and writing, as rapidly as possible. In addition, instruction in basic subject areas must be understandable to the ELL student given his or her level of English Language proficiency and equal and comparable in amount, scope, sequence and quality to that provided to English proficient students.

MCSD teachers must provide evidence of the use of differentiated instruction based on the student's English language proficiency level. These strategies of differentiation for ELL students shall be documented in lesson plans. ELL students should receive appropriate accommodations in all classes.

MCSD students who are NES (Non-English Speaking) or LES (Limited English Speaking) are required to use the computer assisted *Language Acquisition Program* daily. This program will be used to progress monitor students throughout the year, allowing for instructional strategies

that fit the current student needs.

Pursuant to Section 1003.433(3), F.S., ESOL students in U.S. schools for less than two years may meet the requirement to pass the statewide standardized grade 10 ELA assessment by demonstrating grade-level expectations on a formative assessment that has been approved by the Department of Education.

As provided in Rule 6A-1.09422 Statewide, Standardized Assessment Program Requirements

1. All ELLs are required to take the statewide assessment.
2. The student's entry date to the ESOL program should be used in the calculation of the number of years an ELL is enrolled in the ESOL program.
3. Students who have been enrolled in an English Speakers of Other Languages (ESOL) program for less than 2 school years and have met all requirements for the standard high school diploma except for passage of any assessment required for graduation as specified by Section 1003.4282 or 1008.22, F.S., or alternate assessment is eligible for a standard high school diploma.

Grade 4 Robotics Requirement

All fourth grade students will be provided the opportunity to learn robotics in a classroom setting provided by their school sites.

Middle School Student Progression Plan

Course Placement

Requests for advanced courses will be contingent upon school staff data review. This data will include, but is not limited to, teacher recommendations, assessment results, and the final grade in the previous comparative course.

Guidelines for Grades 6 to 8

1. Middle School Promotion Requirements [1003.4156, F.S.](#)

Promotion from a school composed of middle grades 6, 7, and 8 requires that the student must successfully complete academic courses as follows:

- a. Three (3) middle school or higher courses in English Language Arts (ELA), emphasizing literature, composition, and complex text.
- b. Three (3) middle school or higher courses in mathematics. Each middle school must offer at least one high school-level mathematics course for which students may earn high school credit.
 - i. To earn high school credit for Algebra 1, a middle school student must pass the course and take and earn a passing score on the Algebra 1 EOC Assessment. The results of the EOC constitute 30% of the student's final course grade. If the middle school student does not pass the EOC in middle school, the student will have opportunities in high school to retake the EOC to meet high school graduation requirements. All students must pass the Algebra 1 EOC or receive a comparative score on an approved assessment to graduate from high school. Students who take the Algebra 1 EOC are not required to take the corresponding grade-level mathematics statewide assessment.
 - ii. To earn high school credit for Geometry, a middle school student must pass the course and take the Geometry EOC Assessment. The results of the EOC constitute 30% of the student's final course grade. Students must pass the course but are not required to pass the EOC to earn high school credit. Students who take Geometry are not required to take the corresponding grade-level mathematics statewide assessment.
- c. Three (3) middle school or higher courses in science. To earn high school credit for Biology 1, a middle school student must take the Biology 1 EOC Assessment. The results of the EOC constitute 30% of the student's final course grade. Students must pass the course but are not required to pass the EOC to earn high school credit. Students who take Biology are not required to take the corresponding grade-level statewide science test.
- d. Three (3) middle school or higher courses in social studies, one semester of which must include the study of State, Federal and Civics education.
 - i. Students must complete a one-semester civics education course in accordance with [1008.22\(3\)\(c\), F.S.](#) that includes the roles and responsibilities of federal, state, and local governments; the structures and functions of the legislative, executive, and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States.

- ii. To earn middle school credit for Civics, a middle school student must take the Civics EOC Assessment and pass the course. The results of the EOC constitute 30% of the student's final course grade. Students must pass the course but are not required to pass the EOC to earn middle school credit.
- iii. A middle grades student who transfers into the state's public school system from out of country, out of state, a private school, or a home education program after the beginning of the second term of grade 8 is not required to meet the civics education requirement for promotion from the middle grades if the student's transcript documents passage of three courses in social studies or two year-long courses in social studies that includes coverage of civics education.
- e. The equivalent of one class period per day of physical education for one semester of each year is required for students enrolled in grades 6 through 8, unless otherwise exempted through the waiver process.
- f. Middle school students do not have the option for a shortened or reduced day.
- g. For a student to be promoted to high school from a school that includes middle grades 6, 7, and 8, the student must successfully complete, among other requirements, one course in career and education planning. The course assists students in determining educational and career options and goals. In addition, the course:
 - a. must result in a completed personalized academic and career plan for the student that may be revised as the student progresses through middle school and high school;
 - b. must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report.
 - c. The required personalized academic and career plan must inform students of high school graduation requirements, including a detailed explanation of the requirements for earning a high school diploma;
 - d. The requirements for each scholarship in the Florida Bright Futures Scholarship Program; state university and Florida College System admission requirements' available opportunities to earn college credit in high school including AP courses, IB and AICE; dual enrollment, including career dual enrollment; and career education courses, including career-themed courses, pre-apprenticeship and apprenticeship program, and course sequences that lead to industry certification.

Students will receive a letter grade for each quarter. For non-EOC courses, semester grades will be awarded by averaging the prior 2 quarters on the quality points. EOC courses will award a full year grade using the 35% Semester 1, 35% Semester 2 and 30% EOC format outlined in this plan.

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

obtained in each half would result in a passing grade, provided that such additional requirements specified in district school board policies, such as class attendance, homework, participation, and other indicators of performance, shall be successfully completed by the student.

In the MCSD, grades are averaged using the traditional four point (quality point) scale: A=4, B=3, C=2, D=1, F=0 and transcripts reflect the passing grade and full credit.

Students completing grade 8 will be promoted to grade 9 following successful completion of the above requirements. A student will be retained in grade 8 if the student has not completed the above requirements.

Promotion to Grade 7 and/or Grade 8

1. If a student fails one core course, the student must be promoted. The student must pass the failed course in a recovery program during the summer or the next school year.
2. If a student fails two core courses, the student may be promoted. The student must pass the failed courses in a recovery program during the summer or during the following school year.
3. If a student fails three core courses, the student will be retained at the same grade level or will be promoted and provided a feasible plan for the student to recover the failed courses in a recovery program during the summer and during the following school year.
4. If a student fails more than three core courses, the student will be retained. A retained student should not repeat a course he/she has already passed. The student may enroll in the next sequential course.
5. Promotion in extraordinary circumstances: The Superintendent, upon recommendation by the principal, may promote a student based upon an extraordinary circumstance which impacted the student's performance. The student is still required to recover failed courses.

Students who complete one of the required courses with a passing grade have met the successful completion requirements. In addition, the following options may be used as alternate documentation of successful completion of required courses:

- Student has completed the course through a virtual school program or comparable computer based program.
- Mastery of course standards is documented through a student portfolio.
- Student has scored an acceptable level on subject related state assessment.
- Student has completed the course through a summer or tutorial program.
- Student is a transfer student demonstrating mastery as outlined in [Rule 6A-1.09942, F.A.C.](#) State Uniform Transfer of Students in Middle Grades.
- Student has documented mastery of course requirements by receiving a passing grade on a final exam, semester exams, or an end-of-course exit exam.
- With prior approval of the school principal, mastery of course standards is substantiated by written documentation from a Florida certified teacher (certified in the applicable subject area).

If a middle grades student scores Level 1 or Level 2 on statewide, standardized ELA statewide, standardized assessment, the student may enroll in and complete a remedial course or a content area course in which remediation strategies are incorporated into course content delivery. The

school shall provide guidance on appropriate strategies for diagnosing and meeting the varying instructional needs of students performing below grade level. Schools continue to make decisions that are in the best interest of each student with regard to course enrollment and instructional support.

[1008.25\(6\)\(a\), F.S.](#) prohibits the assignment of a student to a grade level based solely on age or other factors that constitute social promotion or administrative placement at the next grade level without regard for mastery of the Florida Standards.

MCS D Grade 6-8 Grading Template

- Test and Major Assessments - 50%
- Quizzes and Other Assessments - 30%
- Daily Activities - 20%
- Grades are entered into the gradebook as a percentage out of 100%.

Standards-Based Grading

Secondary teachers are encouraged to utilize standards based grading in their classes. Standards-based grading is a system of grading which focuses on student learning and assigns grades based on the mastery of specific standards. Behavior and compliance are not part of a student's grades. Students can show mastery of standards throughout the grading period and teachers can replace previous grades in the gradebook to indicate the student has mastered the standard. Teachers should provide multiple opportunities for students to show mastery as learning is the goal of instruction.

Honor Roll

Each school shall recognize students for an "All A Honor Roll" and an "All A and B Honor Roll" at a minimum of each semester.

Digital Tools Certificates

Middle school students have the opportunity to earn digital tool certificates. Such digital skills include, but are not limited to word processing, spreadsheets, and digital arts taught through courses available at the middle schools.

State Uniform Transfer of Students in the Middle Grades- [Rule 6A-1.09941, F.A.C.](#)

The purpose of this rule is to establish uniform procedures relating to the acceptance of transfer work and courses for students entering Florida's public schools composed of middle grades 6, 7, and 8 from out of state or out of country.

(1) The procedures related to the acceptance of transfer work and courses for students in grades 6,7 and 8 from out of state or out of country shall be as follows:

- (a) 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 the receiving school's

accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, successful completion of courses shall be validated through performance during the first grading period as outlined in subsection (2) of this rule.

- (b) Validation of courses 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 be passing each required course at the end of the first grading period. Students who do not meet this requirement shall have courses validated using the Alternative Validation Procedure, as outlined in subsection (3) of this rule.
- (c) Alternate Validation Procedure: If validation based on performance as described above is not satisfactory, then any one of the following alternatives identified in the district student progression plan shall be used for validation purposes as determined by the teacher, principal, and parent:
 - (i) Portfolio evaluation by the superintendent or designee,
 - (ii) Demonstrated performance in courses taken at other public or private accredited schools,
 - (iii) Demonstrated proficiencies on nationally normed standardized subject area assessments,
 - (iv) Demonstrated proficiencies on a statewide, standardized assessment, or
 - (v) Written review of the criteria utilized for a given subject provided by the former school.In the case of high school course credits (such as Algebra I) that are earned in middle school and transferred into an Cognia accredited high school for high school credit, such credits must be from a recognized accredited middle school or must be validated by the receiving high school.

Students must be provided at least ninety (90) days from the date of transfer to prepare for assessments outlined in paragraphs (3)(c) and (d) of this rule if required.

A school may accept credits or grade placement from a non-accredited school when validated by one or more of the following procedures referenced in sub paragraph c above.

High School Student Progression Plan

High School (grades 9 – 12) Definition of Credit and Transfer of Credit Guidelines

For the purposes of requirements for high school graduation, one full credit represents a minimum of 135 hours of instruction in a designated course of study which contains board approved student performance standards. One full credit means a minimum of 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.

A student may be awarded credit for less than 135 hours of instruction if he or she has demonstrated mastery of the course requirements and Florida Standards as provided by the school District's Student Progression Plan. This clarification includes awarding credit for courses taken via alternate methods (e.g. online, credit recovery).

The State Board of Education shall determine the number of postsecondary credit hours and/or earned through dual enrollment that satisfy the requirements of the district's inter-institutional articulation agreement according to [1003.235, F.S.](#), and that equals one full credit of the equivalent high school course identified in [1007.271\(6\), F.S.](#)

The hourly requirements for one-half credit are one half of the requirements specified in (1)(a) of [1003.436\(1\)\(2\), F.S.](#)

The school district maintains a one-half credit earned system that includes courses provided on a full-year basis. One-half credit shall be awarded if the student successfully completes either the first or the second half of a full year course but fails to successfully complete the other half of the course. This does not include courses with EOCs that require passing the exam to earn credit. In order to earn course credit toward graduation, a student must demonstrate mastery of the Board-adopted student performance standards as outlined in [s. 1003.436 \(2\), F.S.](#)

Intensive Reading Option

Each year a student scores Level 1 or Level 2 on the statewide grade 9 or grade 10 statewide, standardized assessment for ELA, the student may be enrolled in an intensive remedial course the following year or be placed in a content area course that includes remediation of skills not acquired by the student. Schools continue to make decisions that are in the best interest of each student with regard to course enrollment and instructional support.

Intensive Math Option

Each year a student scores Level 1 or Level 2 on the state Mathematics assessment, the student may receive remediation the following year. These courses may be taught through applied, integrated, or combined courses and are subject to approval by the Department of Education for inclusion in the Course Code Directory.

State Uniform Transfer of High School Credits- [Rule 6A-1.09941, F.A.C.](#)

The purpose of this rule is to establish uniform procedures relating to the acceptance of transfer work and credit for students entering Florida's public schools.

(1) The procedures relating to the acceptance of transfer work and courses for students in middle grades 6, 7, and 8 from out of state or out of country shall be as follows:

(a) 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 the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, successful completion of courses shall be validated through performance during the first grading period as outlined in paragraph (1)(b) of this rule.

(b) Validation of courses 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 be passing each required course at the end of the first grading period. Students who do not meet this requirement shall have courses validated using the Alternative Validation Procedure, as outlined in paragraph (1)(c) of this rule.

(c) Alternative Validation Procedure. If validation based on performance as described above is not satisfactory, then any one of the following alternatives identified in the district student progression plan shall be used for validation purposes as determined by the teacher, principal and parent:

- (i) Portfolio evaluation by the superintendent or designee,
- (ii) Demonstrated performance in courses taken at other public or private accredited schools,
- (iii) Demonstrated proficiencies on nationally normed standardized subject area assessments,
- (iv) Demonstrated proficiencies on a statewide, standardized assessment, or
- (v) Written review of the criteria utilized for a given subject provided by the former school.

(2) The procedures relating to the acceptance of transfer work and credits for students in high school from out of state or out of country shall be as follows:

(a) Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period as outlined in paragraph (2)(b) of this rule. Assessment requirements for transfer students under section [1003.4282, F.S.](#), must be satisfied.

(b) 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 in paragraph (2)(c) of this rule.

(c) 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:

1. Portfolio evaluation by the superintendent or designee,
2. Written recommendation by a Florida certified teacher selected by the parent and approved by the principal,
3. Satisfactory performance in courses taken through dual enrollment or at other public or private accredited schools,
4. Satisfactory performance on nationally normed standardized subject area assessments,
5. Satisfactory performance on a statewide, standardized assessment, or
6. Written review of the criteria utilized for a given subject provided by the former school.

Students must be provided at least ninety (90) days from the date of transfer to prepare for assessments outlined in subparagraphs (1)(c)3., and 4. and (2)(c)4. and 5. of this rule if required.

Additional transfer of credit information

- If a transfer student's transcript shows an Algebra 1 credit (requiring a passing state assessment), then the student must pass the assessment, unless the student earned a comparative score on an approved comparative assessment determined from the Florida Department of Education or passed an out-of-state Algebra assessment. If a student transfers into a Florida high school from out of country, out of state, a private school, or a home school, and that student's transcript shows credit received in Algebra 1, or an equivalent course, the student must pass the Algebra 1 EOC or have earned a comparative score.
- If a transfer student's transcript shows a final course grade and course credit in Geometry, Biology I, or United States History, the transferring course final grade and credit shall be honored without the student taking the requisite statewide, standardized EOC assessment and without the assessment results constituting 30 percent of the student's final course grade. Students seeking Scholar Designation must pass the applicable Florida EOC's.
- In order to receive a diploma from the district, a Home Education student transferring into Martin County School District must be enrolled during their last academic year prior to graduation and must have a course schedule containing all remaining graduation requirements. All graduation requirements must be met in order for the student to receive a diploma.
- Students with credit awarded for Home Education programs shall be eligible to be ranked in their graduating class only if they have been enrolled in a specific Martin County high school for a minimum of one year earning seven credits. No ranking in the Top 10 of a graduating class shall be permitted for a transferring Home Education student with less than a minimum of two years (14 credits) earned in a Martin County high school.
- Credits will be accepted from a virtual instruction program.

Responsibilities Related to Foreign Transcript Review and Credit Alignment

School Site - Each school site must follow the process for enrolling ELLs, which includes the home language survey, a records review process, and multiple indicators for

identification, that must include initial placement assessment (IPT) to determine appropriate placement. Therefore, a school site must follow the process on academic records review which may include credit transfers, credit equivalency, translations, appropriate grade placement and program service identification.

High School Counselors - High School Counselors are responsible for evaluating foreign transcripts and using the International Curriculum Frameworks with the current course requirements to determine credit reciprocity.

Credit Requirements

The requirements of the Board shall not be retroactive for a transfer student provided the student has met all requirements of the district or state from which he/she is transferring.

Students who enter a Florida public school in the eleventh or twelfth grade from out of state or from a foreign country shall not be required to spend additional time in a Florida public school in order to meet the high school requirements if the student has met all requirements of the school district, state, or country from which he or she is transferring. Such students who are not proficient in English may receive immediate and intensive instruction in English language acquisition. However, to receive a standard high school diploma, a transfer student must earn a 2.0 GPA and pass the grade 10 statewide standardized assessment for ELA, required in [1008.22\(3\), F.S.](#), or an alternate assessment as described in [1008.22\(10\), F.S.](#)

In-county or out-of-county students must attend the same Martin County high school for the last two semesters to be placed in class rank. Transfer students not meeting the requirements for ranking may be given an approximate rank.

In awarding credit for high school graduation, each school district shall maintain a one-half credit earned system which shall include courses provided on a full-year basis. A student enrolled in a full-year course shall receive one-half credit if the student successfully completes either the first half or the second half of a full-year course. This excludes courses with an End of Course (EOC) exam that require passing the exam to earn credit.

Each course offered for credit in grades 9-12 must be in the Course Code Directory and have a State-Adopted Curriculum Framework (course descriptors). Additionally, student performance standards which relate directly to the intended outcomes specified in the curriculum frameworks (course descriptions) must be adopted by the Board. Any credit awarded must be based upon mastery of the performance standards in accordance with the district grading system, per Table 4.

Grading

MCS D Grade 9-12 Grading Template

- Tests and Major Assessments - 50%
- Quizzes and Other Assessments - 30%
- Daily Activities - 20%
- Grades are entered into the gradebook as a percentage out of 100%.

Course grades shall be posted at each quarter. Quarter grades will be averaged on quality points to yield the half-credit semester grade for non-EOC non-blocked courses.

Standards-Based Grading

Secondary teachers are encouraged to utilize standards based grading in their classes. Standards-based grading is a system of grading which focuses on student learning and assigns grades based on the mastery of specific standards. Behavior and compliance are not part of a student's grades. Students can show mastery of standards throughout the grading period and teachers can replace previous grades in the gradebook to indicate the student has mastered the standard. Teachers should provide multiple opportunities for students to show mastery as learning is the goal of instruction.

Honor Roll

Each school shall recognize students for an "All A Honor Roll" and an "All A and B Honor Roll" at a minimum of each semester.

Semester Assessments

[Per 1008.22, F.S.](#), Student Assessment Program for Public Schools, a course that administers a statewide EOC assessment may not administer an additional final exam. The EOC will be used as the final cumulative exam for the course and will count as 30% of the grade. Secondary courses that currently administer an EOC are Civics, Algebra I, Geometry, Biology, and United States History. In an attempt to limit student testing, the Martin County School District has expanded the statewide EOC definition to include courses that administer the statewide standardized assessment, AP, AICE, and IB exams; no cumulative final exam will be administered in these courses.

For courses with an EOC, the student grade shall be for the full credit and based on 35% of the first half of the course, 35% of the second half of the course and 30% of the EOC. The final course grade shall be obtained by averaging on the quality points at the weights previously mentioned. The EOC shall be factored in as Achievement Level 5=4.0, Achievement Level 4=3.0, Achievement Level 3=2.0, Achievement Level 2=1.0 and Achievement Level 1=0. If a student does not take the EOC at the end of the course a 0 shall be factored in as the EOC grade. Should the student take the EOC in the future, the course grade shall be recalculated with the actual EOC score factored in.

Assessments (e.g. project, traditional test) in these courses as well as all other high school courses may assess the last units of instruction to assess mastery of standards taught after the EOC, statewide standardized assessment, AP, AICE, or IB exam.

**Table 4
District Grading System**

A	B	C	D	F	I	NG	P
90 - 100	80 - 89	70 - 79	60 - 69	0 - 59	0	0	0

Any addition to the performance standards of a course must be approved by the Assistant Superintendent of Academics.

Grade Forgiveness- [1003.4282 \(5\), F.S.](#)

Forgiveness policies for required courses shall be limited to replacing a grade of “D” or “F” or the equivalent of a grade of “D” or “F” with a grade of “C” or higher, or the equivalent of a grade of “C” or higher, earned subsequently in the same or comparable course.

Forgiveness policies for elective courses shall be limited to replacing a grade of “D” or “F” or the equivalent of a grade of “D” or “F” with a grade of “C” or higher, or the equivalent of a grade of “C” or higher, earned subsequently in another course.

The only exception to these forgiveness policies shall be made for a student in the middle grades who takes any high school course for high school credit and earns a grade of “C”, “D”, or “F” or the equivalent of a grade of “C”, “D”, or “F”. In such a case, the district forgiveness policy must allow the replacement of the grade with a grade of “C” or higher, or the equivalent of a grade of “C” or higher, earned subsequently in the same or comparable course.

In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student’s grade point average. Any course grade not replaced according to a District School Board forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation.

Martin County high schools shall make an effort to schedule sections of 1.0 credit courses that are spiral in structure for the second semester based upon student need and availability of certified personnel.

Course Auditing

Only courses meeting criteria for grade forgiveness may be retaken. The auditing of courses is highly discouraged, and any course audited will not appear on the student’s transcript or award credit or be factored into the GPA.

Grade Averaging- [1003.436 \(2\), F.S.](#)

In awarding credit for high school graduation, each district school board shall maintain a one-half credit earned system that shall include courses provided on a full-year basis. A student enrolled in a full-year course shall receive one-half credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would not result in a passing grade. A student enrolled in a full-year course shall receive a full credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would result in a passing grade, provided that such additional requirements specified in district school board policies, such as class attendance, homework, participation, and other indicators of performance, shall be successfully completed by the student.

In the MCSD, grades are averaged using the traditional four point (quality point) scale:

A=4, B=3, C=2, D=1, F=0 and transcripts reflect the passing grade and full credit.

High School Courses Taken in High School

In accordance with [1003.4282\(5\), F.S.](#), the following section addresses when courses can be forgiven: Students may repeat a course taken in Grades 9-12 for forgiveness if a grade of “F” or “D” (“D” on a space-available basis) is earned in a course.

1. A course may be forgiven only if a student receives a grade of “C” or higher on a subsequent attempt. However, a subsequent transfer grade of “P” (passing) may be used to forgive a “D” or “F” earned previously in the same course. Grade forgiveness cannot be done for a “T” earned through the Credit Acceleration Program (CAP).
2. A required course may be forgiven by the same or a comparable course taken subsequently. A regular level course may be used to forgive the same course at the honors, AP/IB/AICE, or dual enrollment level, earning regular level weight. A lower level of the same course is considered comparable because the benchmarks and/or course objectives are similar.
3. A required course may be forgiven by a Dual Enrollment course of the same subject area and topic. This is considered a comparable course, with the Dual Enrollment weight.
4. A non-specific course requirement may be forgiven by another course within the same subject area. For example, Physics may be forgiven by Ecology.
5. An elective course may be forgiven by another course taken subsequently. Any course that is not being used to fulfill a subject area requirement is considered an elective for forgiveness purposes. When using a different course to forgive an elective, that course does not have to be taken during the same semester. Examples: A second semester “F” in World Languages may be forgiven by a subsequent first semester “C” in Art. An “F” in Law Studies (semester long course) taken in the first semester may be forgiven by a “C” in Weight Training (semester long

course) taken in the second semester. An “F” second semester in Intensive Reading (a yearlong course) may be forgiven by a “C” in Law Studies (a semester course) taken either semester.

6. Students earning a grade of “D” on the repeat effort earn credit for that course; however, the initial failing grade is not forgiven.

7. In all cases of grade forgiveness, only the new grade of “C” or higher, shall be used in the calculation of the student's grade point average. Any course grade not replaced, according to a district school board forgiveness policy, shall be included in the calculation of the cumulative Grade Point Average (GPA) required for graduation.

8. In all cases where courses are forgiven under the provisions above, the initial “F” or “D” grade(s) will remain as part of the academic history.

Students should be advised that many universities calculate GPAs based on all courses attempted. Seniors behind cohort or in need of grade forgiveness may take Grade Forgiveness Courses through Edgenuity. These seniors can take courses for original credit. Grade Forgiveness courses should not be used for acceleration. If the student’s final average, with the EOC Assessment as 30 percent, results in a course grade of “D” or “F”, the options for the student include one of the following: taking a credit recovery version of the course (CR) or retaking the course through a virtual program. If taking a credit recovery version of the course or retaking the entire course through a virtual program, results in a final course average of “C” or above, then this grade will replace the “D” or “F”. If it does not result in a “C” or above, then the original course average stands and is not replaced. Only one credit is allowed per course, so only one grade per course should be included as part of the student’s GPA. Any course not replaced according to a district school board forgiveness policy shall be included in the calculation of the cumulative GPA required for graduation.” [\[1003.4282\(6\), F.S.\]](#)

MCS D Grade Placement Requirements

Grade placement will correspond with the student’s number of years in high school until the end of their fourth year. This will be known as *Cohort-Based Grade Placement* whereby the student begins high school as a freshmen, the second year of high school attendance will carry the designation of sophomore, the third year of high school attendance will carry the designation of junior and the fourth year of high school will carry the designation of senior. A student opting to earn an 18 credit ACCEL diploma will be promoted to 12th grade in the beginning of the semester they intend to graduate.

MCS D Graduation Requirements

Graduation is the completion of all the requirements to receive a high school diploma. The graduation state law mandates achievement of a cumulative unweighted grade point average of 2.0 for required graduation courses. To assist students in meeting this requirement, specific programs have been implemented. These include, but are not limited to: forgiveness policies, special counseling, volunteer counseling, volunteer and/or credit recovery, peer tutoring, adult

education programs, school-sponsored assistance programs, study hall classes, Dropout Prevention programs and skill classes. Identification of students in need of such assistance is the primary responsibility of the school's guidance department and Graduation Specialist. Additionally, the school's guidance department and Graduation Specialist have the responsibility for identifying students in grades 9-12 who will not obtain the un-weighted 2.0 GPA.

Each high school shall identify those students at each grade level in grades 9 through 12 who have attained a cumulative unweighted grade point average at or below 2.5. In such cases, appropriate educational assessment will be offered to these students.

Students meeting graduation requirements early (i.e. prior to spending 4 full years in high school) may choose to remain enrolled in high school and take all courses except dual enrollment courses.

MCS D Class Ranking

The purposes of class rank are:

1. To provide colleges and universities the requested rank in class information.
2. To provide scholarship committees the requested rank in class information.
3. To determine which students will be recognized as Summa Cum Laude – top 1%; Magna Cum Laude – next 2%; Cum Laude – next 2%.

Class rank is computed via a weighted quality point system. The points are generated based upon both the grade earned and the instructional level difficulty of each completed course as indicated below. Class rank is determined by computing the weighted grade point average of all high school credit classes taken by a student (Table 5).

**Table 5
Class Rank Computation**

Students in grades 6, 7, 8, 9, and 10 in school year 23-24 shall be on the 5 point course weighting scale below:

Grade					
Instructional Level	A	B	C	D	F
General	4.0	3.0	2.0	1.0	0.0
Honors	4.5	3.5	2.5	1.5	0.0
Advanced Placement/ International Baccalaureate/AICE/Dual Enrollment	5.0	4.0	3.0	2.0	0.0

Students in grades 11 and 12 in school year 23-24 shall remain on the 7 point weighting scale below:

Grade	A	B	C	D	F
Instructional Level					
Basic	4.0	3.0	2.0	1.0	0.0
General	5.0	4.0	3.0	2.0	0.0
Honors	6.0	5.0	4.0	3.0	0.0
Advanced Placement/ International Baccalaureate/AICE/Dual Enrollment	7.0	6.0	5.0	4.0	0.0

If a student skips a grade or is retained, the scale used for class rank computation will be converted to the scale used by the rest of the class for that cohort year.

Honors Weight

Honors/Advanced courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project.

Therefore, high schools have the option to enroll students in on-level core academic courses, *without* designating the course Honors at the beginning of the school year. Students enrolled in the class shall have the option to complete assignments that afford the students the opportunity to earn Honors credit upon successfully mastering the content. If a high school elects this option then the teacher shall inform parents and students of the options via the course syllabus.

“Honors” weighted quality points are given in the areas of English Language Arts, mathematics, science and social studies and apply to courses in which the word “Honors”, or “Pre-IB” appears in the title. Foreign languages at years III and above receive “Honors” weight as do Biology II, Chemistry II, Pre-Calculus and Calculus. Additionally, Career and Technical Education (CTE) courses classified as a Level 3 receive Honors weight.

1. Instructional level difficulty is determined via utilization of the Course Code Directory and Instructional Personnel Assignments publication adopted by the State Board of Education.
2. “Advanced Placement” weighted quality points are given for College Entrance Examination Board (CEEB) designated Advanced Placement (AP) courses and for

International Baccalaureate (IB) designated courses, Cambridge (AICE), and dual enrollment courses. Any upper division college course which has a college prerequisite of an AP course (or what that college/university in their published information indicates is the AP-equivalent courses at that college) shall be given AP weighting.

3. AICE, AP, or IB courses are designed to earn college credit as well as meet high school graduation requirements. As such, materials and discussions for this course may reflect topics not typically included in MCSD courses. Due to the dual credit nature of this course, content and materials used in this course are not able to be modified to accommodate variations in student age and/or maturity.
4. Dual enrollment courses may only be taken once at school district expense. If a student retakes a dual enrollment course, the student will be responsible for tuition, fees and instructional materials including digital materials.
5. If a student withdraws from a dual enrollment class after the school district's permissible last day to drop with a W, the student's transcript will reflect a W for the appropriate high school course.
6. If a student does not successfully complete a DE course (due to withdrawal or failure), the student will forfeit his/her eligibility for dual enrollment until s/he repeats the course successfully at his/her own expense. The student will be responsible for tuition, fees and instructional materials including digital materials.
7. All courses not identified items 1 to 5 are given "General" weight.
8. All grades of "P" (pass) will not be used in the calculation of class rank.

The final class rank will be computed at the conclusion of the second semester of the senior year. Additionally, an aggregate list of rank in class, percentiles, or grade point averages shall not be disseminated by any high school.

School guidance departments should endeavor to make students aware of the changing nature of college admission requirements pertaining to weighted status. The status should be reviewed as needed. The student should be apprised that grade point average weights are assigned on an individual basis by each university.

Graduation dates shall be adopted by the School Board and included in the school calendar. Consideration must be given to graduation related expenses so that parents and students are not unduly burdened financially.

Diplomas

School districts must notify students and their parents in writing as to the standard diploma graduation requirements. The letter must include:

- Standard diploma requirements
- Available designations
- State scholarship programs and postsecondary admissions eligibility requirements

Credits may be earned through successful completion of courses approved by the Department of Education as specified in the course code directory and listed in the Martin County School

District Progression Pathways which are posted on the [district website](#) and available in all secondary guidance offices.

Table 6 identifies the types of diplomas and their respective requirements, and **Table 7** identifies the EOCs associated with student cohorts.

Florida Seal of Biliteracy Program - [1003.432, F.S.](#)

Students meeting at least **one** of the requirements specified below shall be awarded either the Silver or Gold Florida Seal of Biliteracy. The seal shall be affixed to the student's standard high school diploma.

1. The student shall be awarded based upon coursework:
 - a. Silver. Has earned four (4) foreign language course credits in the same foreign language—other than English—with a cumulative 3.0 GPA or higher on a 4.0 scale in those foreign language courses.
 - b. Gold. Has earned four (4) foreign language course credits in the same foreign language—other than English—with a cumulative 3.0 GPA or higher on a 4.0 scale in those foreign language courses *and* Level 4 or higher on the Grade 10 English Language Arts (ELA) statewide standardized assessment .
2. The student shall be awarded based upon earning a minimum score or performance level on one of the following examinations ([Rule 6A-1.09951 F.A.C.](#)).
 - a. ACTFL (Chinese and Spanish): Intermediate Mid (Silver) or Advanced Low (Gold)
 - b. AICE (Chinese and Spanish): A, B, C, D, E (Silver) or A, B, C, D (Gold)
 - c. AP Language (Chinese, Latin and Spanish) exam: 3 (Silver) or 4 (Gold)
 - d. ASLPI: 3 (Silver) or 4 (Gold)
 - e. CLEP Level 1 for Spanish: 50-62 (Silver) or 63 (Gold)
 - f. IB Language (Spanish) exam: 4 (Silver) or 5 (Gold)
 - g. SAT subject (Chinese, Latin and Spanish) test: 600 (Silver) or 700 (Gold)
 - h. SLPI-ASL: Intermediate Plus (Silver) or Advanced Plus (Gold)
 - i. Examination scores received directly from the testing entity—rather than a parent, guardian, or student—shall be relied upon to determine whether the examination score or performance level for the seal has been met. Once the scores have been verified, then a high school student who did not enroll in--or complete, foreign language courses--shall be awarded four (4) foreign language high school course credits, upon attaining at least the minimum score or performance level set above for the Silver Seal of Biliteracy.
3. The student shall be awarded based upon successfully developing a District-specified portfolio. (Although developing a portfolio is an option to earn the Florida Seal of Biliteracy, Florida statute does not allow course credit to be awarded.)

Career and Technical Education Graduation Pathway Option- [1003.4282 F.S.](#)

A student is eligible to complete an alternative pathway to earning a standard high school diploma through the Career and Technical Education (CTE) pathway option. Receipt of a standard high school diploma awarded through the CTE pathway option requires the student's successful completion of at least 18 credits. A student completing the CTE pathway option must earn at least a cumulative grade point average (GPA) of 2.0 on a 4.0 scale.

1. In order for a student to satisfy the requirements of the CTE pathway option, he or she must meet the GPA requirement and:
 - a. Meet the requirements for ELA, math, science, and social studies;
 - b. Complete two credits in career and technical education. The courses must result in a program completion and an industry certification; and
 - c. Complete two credits in work-based learning programs. A student may substitute up to two credits of electives, including one-half credit in financial literacy, for work-based learning program courses to fulfill this requirement.

Table 6
Types of Diplomas²

Diploma	Requirements
Standard	<ul style="list-style-type: none"> • 24 credits³ • State Student Performance Standards • Attainment of State determined score on Florida State Assessments • Cumulative Grade Point Average (GPA) 2.0
Standard with Merit designation*	<ul style="list-style-type: none"> • Same as Standard³ • One or more Industry Certifications on the State Funding List
Standard with Scholar designation*	<ul style="list-style-type: none"> • Same as Standard • One credit in Algebra 2 or an equally rigorous course • One credit in Chemistry or Physics • One credit in a course equally rigorous to Chemistry or Physics • Two credits in the same World Language³ • One credit in AP, AICE, IB, or dual enrollment (any subject area)– • Pass Biology 1 EOC or AP, IB or AICE Bio 1 Exam • Pass the U.S. History EOC or AP, IB, or AICE US History Exam • Pass the Geometry EOC
International Baccalaureate (see Page 71 for additional information)	<ul style="list-style-type: none"> • English - 4 credits • Science - 4 credits • Mathematics – 4 credits • Social Studies – 4 credits • World Language³ – 2 credits • Electives – 8 credits
<u>AP Capstone Diploma</u>	<ul style="list-style-type: none"> • Earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP exams of a student's choosing
<u>AICE Cambridge Diploma</u>	<ul style="list-style-type: none"> • Earn a total of 7 credits from passing exam scores. Of the 7 credits at least four are required from three groups and the core: <ul style="list-style-type: none"> ○ Group 1: Mathematics and Sciences ○ Group 2: Languages ○ Group 3: Arts and Humanities ○ Core: Global Perspectives & Research • Cambridge International AS Level course count as one credit towards the diploma • Cambridge International A Level courses count as two credit towards the diploma • Scores a through e qualify as passing
ACCEL (See Page 77 for additional information)	<ul style="list-style-type: none"> • Same as Standard except 18 credits³ (although the student may earn more) • One PE is not required • Three electives, not eight • Cumulative GPA of 2.0 on a 4.0 scale
Certificate of Completion	<ul style="list-style-type: none"> • Students meet all the requirements of a Standard diploma • Fails to pass the graduation assessment requirements and/or earn a cumulative GPA of 2.0 • Note: Student may elect to remain in high school at an alternative_site as a full or part time student for up to one additional year to receive remedial instruction
Career and Technical Education Graduation pathway Option	<ul style="list-style-type: none"> • 18 credits • Cumulative grade point average (GPA) of 2.0 on a 4.0 scale. • Meet the requirements for ELA, math, science, and social studies; • Complete two credits in career and technical education. The courses must result in a program completion and an industry certification; and • Complete two credits in work-based learning programs.
Graduate Equivalency Diploma (GED)	<ul style="list-style-type: none"> • Must pass all parts of the High School Equivalency Exam approved by the Department of Education

²See Exceptional Student Education (ESE) section for ESE diplomas

³A student who has earned four world language credits in the same world language may be eligible for the Florida Seal of Biliteracy. Review the *Florida Seal of Biliteracy Program* section above for eligibility requirements.

Table 7
Standard Diploma Requirements – EOC Assessments

Algebra 1 EOC Assessment	Geometry EOC Assessment	US History EOC Assessment	Biology I Assessment
Course required and results are 30% of the final course grade	Course required and results are 30% of the final course grade	Course required and results are 30% of the final course grade	Course required and results are 30% of course grade

Career and Professional Education (CAPE) Academies

The Career and Professional Education (CAPE) Act provides a rigorous and relevant career themed track for students interested in pursuing post-secondary coursework or careers in select fields. CAPE Academies also provide students an opportunity to earn industry certifications in these fields that allows them to be immediate candidates for employment. CAPE Academies are research-based programs that integrate an academic curriculum with industry-specific standards and coursework aligned directly to the workforce needs. The Martin County School District offers a variety of CAPE Academies at each of the three traditional high schools. Students must receive a standard high school diploma and highest available industry certification offered for that field to complete a CAPE Academy program according to [1003.491, F.S.](#), [1003.492, F.S.](#), and [1003.493 F.S.](#)

Industry Certifications

Students enrolled in a CAPE Academy or a “career-themed course” which includes an industry specific curriculum aligned to the workforce will have an opportunity to earn an industry certification. Students will complete an industry certification assessment issued by an independent entity for the specific area of interest that evaluates their knowledge and skills. The industry certification is a credential that is nationally recognized and applicable to a chosen occupation. There is no cost to the student to participate in the certification exam. A student who earns an industry certification **for which there is a statewide college credit articulation agreement** approved by the State Board of Education may substitute the certification for one mathematics credit. Substitution may occur for up to two mathematics credits, except for Algebra I and Geometry. A student who earns an industry certification for which there is a statewide college-credit articulation agreement approved by the State Board of Education may substitute the certification for up to one science credit, except for Biology I.

AVID (Advancement via Individual Determination)

AVID is a school wide system where students prepare for success to participate in post secondary life, either college or career. AVID is a schoolwide initiative within all Martin County high schools. AVID Secondary (Anderson Middle School, Indiantown Middle School, Murray Middle School and three comprehensive high schools) includes an AVID elective class where students receive instruction and tools for success in high school and beyond. Schoolwide initiatives include focused note taking, inquiry-based strategies, and the use of literacy skills for success.

AVID Elementary (Port Salerno Elementary, Warfield Elementary) is designed for students to acquire and use the academic tools for success in their secondary academic experience and beyond. Children learn about organization, study skills, communication, and self-advocacy.

Current Graduation Requirements for Students can be found [online at the Florida Department of Education](#)

Explanations of Required Classes for Credit

1. Biology 1 or a series of courses equivalent to Biology 1 as approved by the Department of Education.
2. Chemistry or Physics or a series of courses equivalent to Chemistry or Physics as approved by the Department of Education.
3. An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology 1).
4. Industry certifications that lead to college credit may be substituted for up to two mathematics credits (except for Algebra 1 and Geometry).
Successfully earning an Industry Certification on the Gold Standard Industry Certification Articulation Agreements list while enrolled in a Career and Technical Education (CTE) academy is eligible to earn Statewide articulated credit.
5. Students who concentrate in three or more courses in a single CTE program may earn articulated college credit through the local university and college.
6. Schools are to inform parents of the potential educational Return on Investment (ROI) of students earning industry certifications.
7. Requirements for students entering grade 9 in 2014-2015 and later:
 - a. One-credit in performing or fine arts, speech and debate, or career and technical education A practical course that incorporates artistic content and techniques of creativity, interpretation, and imagination satisfies the one credit requirement in fine or performing arts, speech and debate, or career and technical education. . Eligible practical arts courses shall be identified through the Course Code Directory.
 - b. One-credit in physical education to include integration of health. Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one-credit requirement in physical education. A District School Board may not require that the one credit in physical education be taken during the 9th grade year. Completion of one semester with a grade of "C" or better in a marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a dance class shall satisfy one-half credit in physical education or one-half credit in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an Individual Education Plan (IEP) or 504 plan. Completion of two years in a Reserve Officer Training Corps (ROTC) class, a significant component of which is drills, shall satisfy the one-credit requirement in physical education and the one-credit requirement in performing arts.
 - c. Eight credits in electives.
8. The 24 credits required for a standard high school diploma may be earned through equivalent, applied, integrated, or career education courses, including work-based learning approved by the State Board of Education and identified in the course code directory under [1003.4282, F.S.](#)
9. High School Course Substitution Credit – A student who earns an industry certification for which there is a statewide college-credit articulation agreement approved by the State Board of Education
 - a. May substitute the certification for one mathematics credit. Substitution may

occur for up to two mathematics credits, except for Algebra I and Geometry.

- b. May substitute the certification for up to one science credit, except for Biology I.
- c. one qualifying industry certification attainment equates to one substitution credit.

A student would need to earn three distinct industry certifications to earn the maximum of three substitution credits (two in mathematics and one in science).

[1003.4282\(3\)\(b\)\(c\), F.S.](#)

10. Adult Credit: Any appropriately coded course in English, math, science, World History, Economics, American Government, American History, Performing Fine Arts, Life Management, physical education and any elective area approved by the principal and the Assistant Superintendent of Academics or designee.

11. Alternative Programs to Earn Credit: The following alternatives are available to govern the grade placement and graduation of students from high school. These alternatives set the number of credits for grade placement and create the possible avenues of earning credit from a Martin County high school. These programs shall be explained in detail in each high school student/parent handbook.

- Early admission
- Community college on-site program
- Dropout Prevention Programs
- Homebound Program
- Adult Education
- G.E.D
- Part-time enrollment
- Dual enrollment – courses available for dual enrollment shall be all courses included in the FLDOE dual enrollment course-high school subject area equivalency list excluding:
 - Physical education courses
 - Courses categorized as college preparatory
 - Private music lessons
 - Correspondence courses from institutions that are accredited by the Southern Association of Colleges and Schools or other regional accrediting associations
 - Credit by examination (available at post-secondary institutions)
 - Virtual Schools
 - Credits and grades earned from unaccredited schools shall be accepted at face value if submitted on an official transcript

Notes:

1. Required instruction as defined in Florida Statutes will be included in the above.
2. No student shall 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 and compensatory programs.
 - b. More than one-half credit in Exploratory Vocational Courses.
 - c. Any Level I course unless the student’s assessment indicates that 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 performance plan, signed by 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.
3. The principal/designee may approve an adjustment to course placement.

Requirements for International Baccalaureate Diploma

The International Baccalaureate diploma curriculum may be substituted to meet state graduation requirements. The International Baccalaureate Program shall be the curriculum in which eligible secondary students are enrolled in a program of studies offered through the International Baccalaureate Program administered by the International Baccalaureate Office. The State Board of Education and the Board of Governors shall specify in the statewide articulation agreement required by [1007.23\(1\), F.S.](#) the cutoff scores and International Baccalaureate Examinations which will be used to grant postsecondary credit at community colleges and universities.

Any changes to the articulation agreement which have the effect of raising the required cutoff score or of changing the International Baccalaureate Examinations which will be used to grant postsecondary credit, shall only apply to students taking International Baccalaureate Examinations after such changes are adopted by the State Board of Education and the Board of Governors. Students shall be awarded a maximum of 30 semester credit hours pursuant to this subsection. The specific course for which a student may receive such credit shall be specified in the statewide articulation agreement required by [1007.23\(1\), F.S.](#)

Students enrolled pursuant to this subsection shall be exempt from the payment of any fees for administration of the examinations regardless of whether or not the student achieves a passing score on the examination. Students must complete all IB components that make them eligible for the diploma, including: complete courses that make them eligible for the IB Diploma (six testing courses with one from each of Groups 1-5); sit for all components of the six exams; complete and document CAS activities to meet all Learning Outcomes to satisfy CAS requirement for the IB Diploma; complete and submit for grading the Extended Essay; and complete and submit for grading all internal assessment components of testing courses.

- English - 4 credits
- Science - 4 credits
- Mathematics – 4 credits
- Social Studies – 4 credits
- Foreign Language – 2 credits
- Electives – 8 credits

Requirements for the Advanced Placement Capstone Diploma

In addition to required coursework for a standard diploma, students who earn a passing score of 3 or higher in AP Seminar and AP Research and take an additional four AP courses and pass the exams with a 3 or higher will be eligible to receive an AP Capstone Diploma. This diploma signifies outstanding academic achievement and attainment of college-level academic and research skills. Students who earn scores of 3 or higher in both AP Seminar and AP Research but not on four additional AP exams may receive the AP Seminar and Research Certificate.

Requirements for the Cambridge/American International Certificate of Education (AICE) Diploma

To achieve the Cambridge AICE Diploma, students must achieve a minimum of seven credits (including Cambridge International AS Level Global Perspectives and Research) from subject groups 1, 2, and 3 (and optionally Group 4) to be awarded the Diploma. Students must achieve at least one credit from each of Groups 1, 2, and 3. The remaining credits can come from any of the groups. A Cambridge International AS Level is awarded one credit, and a Cambridge A Level is awarded two credits. Students who pass the Cambridge International A Level in Global Perspectives and Research meet the compulsory requirement of the core group and also have one credit which may then be included in Group 4 to contribute to the overall requirement of seven credits. Students counting Cambridge International A Level Global Perspectives and Research towards their Diploma may also use one outcome either from General Paper (At AS Level only) or Thinking Skills (at AS or A Level). In this case, the use of the Cambridge International A Level Thinking Skills in addition to the Cambridge International A Level Global Perspectives and Research is allowed, even though this will exceed the two credit limit for Group 4. This is only allowed where this combination gives a student their best overall outcome.

Requirements for the GED/Adult Education Diplomas

General Education Developmental Diploma (GED) Standard Diplomas, and Certificates of Completion are available to students in Adult Education Programs.

Accelerated Graduation

Early Admission/Advanced Study Programs

Eligible students may be excused from attendance for all or part of their remaining high school program and may graduate in less than three years in grades 10-12. Approved programs must meet the following conditions:

1. Board approval.
2. Acceptance of the student by a post-secondary institution authorized by Florida Law or accredited by AdvancED.

When these conditions have been met, students may be awarded a standard diploma with their regular class or at a time convenient to the principal, provided that: (1) students have completed two college semesters or equivalent with normal class load and maintained at least a C average or equivalent, or the student has earned sufficient college credits to fulfill district graduation requirements; (2) students' high school record contains adequate notations covering the work accomplished while in college.

Early Graduation

If a student has met all of the graduation requirements as prescribed by the State of Florida and the Martin County School Board and wishes to graduate early the following are required:

1. Notification in writing of the student's intent to graduate early.
2. Approval of the principal.

Per [1003.4281 F.S.](#), a student who graduates early may continue to participate in school activities and social events and attend and participate in graduation events of the year they are graduating. 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 including access to the school facilities and grounds during normal operating hours.

A student will be allowed to participate in the regular graduation ceremony at the end of the school year at his/her own discretion. If the student chooses to participate in the regular graduation ceremonies, he/she must attend all required practices and meet all other requirements as if he/she was still in attendance at the high school.

Commencement Exercises

Commencement exercises will include only those students who have successfully completed requirements for a standard high school diploma, Early Admission to College Program, an ACCEL diploma, or a certificate of completion for graduation as certified by the high school principal. No student who has completed the requirements for graduation shall be denied a diploma as a disciplinary measure. A student may be denied participation in the ceremony of graduation when personal conduct so warrants. Fifth year seniors who complete graduation requirements and did not participate in commencement the prior year are permitted to participate in commencement.

Specific Requirements for Secondary Students in Addition to Requirements of District Administrative Guidelines Regarding Program or Attendance

Maximum Age:

1. Students who have reached their twentieth birthday on or before the first day of the school year shall be considered ineligible for attendance in the regular high school and shall be referred to adult high school. Any full-time special education student may be exempt from this policy. They are to be regulated by the existing state statute.
2. Provision shall be made for considering extenuating circumstances. A committee composed of the Assistant Superintendent of Academics, principal, guidance counselor and two teachers shall evaluate the evidence relating to the extenuating circumstances and determine if special consideration is warranted.
3. The superintendent is authorized to make an exception on the basis of a recommendation by the committee that an exception would be in the best interest of the student and school.

Extracurricular Scholastic Requirements – Current School Year

To be eligible to participate in interscholastic extracurricular student activities, a student entering grade 9 thereafter must maintain a cumulative unweighted grade point average of 2.0 or above on

a 4.0 scale after one year of academic progress. Students in grades 9 and 10 may participate without having a cumulative 2.0 grade point average, if they agree to an Academic Performance Contract as prescribed by State Statute. Middle school students must be regularly promoted in order to be eligible and meet the 2.0 grade point average as noted below for extracurricular participation.

Additionally, a student must maintain satisfactory conduct and, if a student is convicted of, or is found to have committed, a felony or a delinquent act which would have been a felony if committed by any adult, regardless of whether adjudication is withheld, the student's participation in interscholastic extracurricular activities may be denied by the principal.

Extracurricular Grade Point Average Requirement

In order to participate in any extracurricular activity, middle school students must maintain a minimum unweighted grade point average of 2.0 for the quarter immediately preceding participation.

Florida's Bright Futures Scholarship Program and Florida Gold Seal Programs

The Bright Futures Scholarship Program is the umbrella program for three state-funded scholarships: the Florida Academic Scholars, the Florida Medallion Scholars, and the Florida Gold Seal CAPE and Vocational Scholars Awards. See The Florida Department of Education's Bright Futures page for each of the program's details. These awards are based on academic achievement and volunteer/paid service earned in grades 9-12. Students should see their counselors or visit the <http://www.floridastudentfinancialaid.org/>. Students completing the three-year graduation options are eligible for a Bright Futures Scholarship if they meet all the requirements.

Volunteer Service Guidelines

The student must identify a social or civic issue or a professional area that interests him or her, develop a plan for his or her personal involvement in addressing the issue or learning about the area, and, through papers or other presentations, evaluate and reflect upon his or her experience.

- Florida Academic Scholars- 100 hours of community service or 100 hours of paid work approved by the district school board, the administrators of a non-public school, or the Department of Education for home education program students. The student may identify a social or civic issue or a professional area that interests him or her and develop a plan for his or her personal involvement in addressing the issue or learning about the area. The student must, through papers or other presentations, evaluate and reflect upon his or her volunteer service or paid work experience. Such volunteer or paid work may include, but is not limited to, a business or governmental internship, work for a nonprofit community service organization, or activities on behalf of a candidate for public office. The hours of

volunteer services or paid work must be documented in writing, and the document must be signed by the student, the student's parent or guardian, and a representative of the organization for which the student performed the volunteer service or paid work.

- Florida Medallion Scholars- 75 hours of volunteer service or 100 hours of paid work approved by the district school board, the administrators of a non-public school, or the Department of Education for home education program students. The student may identify a social or civic issue or a professional area that interests him or her and develop a plan for his or her personal involvement in addressing the issue or learning about the area. The student must, through papers or other presentations, evaluate and reflect upon his or her volunteer service or paid work experience. Such volunteer or paid work may include, but is not limited to, a business or governmental internship, work for a nonprofit community service organization, or activities on behalf of a candidate for public office. The hours of volunteer services or paid work must be documented in writing, and the document must be signed by the student, the student's parent or guardian, and a representative of the organization for which the student performed the volunteer service or paid work.
- Florida Gold Seal Vocational- 30 hours of community service or 100 hours of paid work approved by the district school board, the administrators of a non-public school, or the Department of Education for home education program students. The student may identify a social or civic issue or a professional area that interests him or her and develop a plan for his or her personal involvement in addressing the issue or learning about the area. The student must, through papers or other presentations, evaluate and reflect upon his or her volunteer service or paid work experience. Such volunteer or paid work may include, but is not limited to, a business or governmental internship, work for a nonprofit community service organization, or activities on behalf of a candidate for public office. The hours of volunteer services or paid work must be documented in writing, and the document must be signed by the student, the student's parent or guardian, and a representative of the organization for which the student performed the volunteer service or paid work.
- Florida Gold Seal Vocational Scholar and Gold Seal CAPE Scholars - 30 hours of community service or 100 hours of paid work approved by the district school board, the administrators of a non-public school, or the Department of Education for home education program students. The student may identify a social or civic issue or a professional area that interests him or her and develop a plan for his or her personal involvement in addressing the issue or learning about the area. The student must, through papers or other presentations, evaluate and reflect upon his or her volunteer service or paid work experience. Such volunteer or paid work may include, but is not limited to, a business or governmental internship, work for a nonprofit community service organization, or activities on behalf of a candidate for public office. The hours of volunteer services or paid work must be documented in writing, and the document must be signed by the student, the student's parent or guardian, and a representative of the organization for which the student performed the volunteer service or paid work.

Articulated Acceleration Mechanisms- [1007.27, F.S.](#)

Articulated acceleration shall be available and will serve to shorten the time necessary for a student to complete the requirements associated with a high school diploma and a postsecondary degree, broaden the scope of curricular options available to students, or increase the depth of study available for a particular subject. This shall include, but not be limited to, dual enrollment, early admission, the College Board Advanced Placement program (AP), Advanced International Certificate of Education Programs (AICE), credit by examination, and the International Baccalaureate (IB) Program. Credit earned through the virtual instruction programs shall provide additional opportunities for early graduation and acceleration as outlined in [1003.4281, F.S.](#) and [1003.429, F.S.](#) Additionally, each school district must offer rigorous industry certifications that are articulated to college credit.

Home education students may participate in dual enrollment, early admission, and credit by examination. Credit earned by home education students through dual enrollment shall apply toward the completion of a home education program that meets the requirements of [1002.41, F.S.](#)

Early admission shall be in the 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. Students enrolled are exempt from the payment of registration, matriculation, and lab fees. Students retaking courses must do so at their own expense.

Enrollment of an eligible secondary student in a course offered by the Advanced Placement Program administered by the College Board or a course that prepares students for assessments developed by the department or its partners. Postsecondary credit for an advanced course or advanced placement course shall be awarded to students who score a minimum of 3 on a 5-point scale on the corresponding advanced placement exam or at least the minimum score on an assessment identified by the department. Students shall be exempt from the payment of any fees for administration of the examination regardless of whether or not the student achieves a passing score on the examination.

Credit by examination is the program through which postsecondary credit is earned based on the receipt of a specified minimum score on nationally standardized general or subject area examinations without completing the course. The State Board of Education states minimum scores required for an award of credit in the statewide articulation agreement.

IB Program is the curriculum whereby students are enrolled in a program of studies offered through the IB Program administered by the IB Office. The State Board of Education has established rules that specify the cutoff scores and IB Examination that will be used to grant postsecondary credit at community colleges and universities. Students shall be awarded a maximum of 30 semester credit hours. Students shall be exempt from payment of any fees for administration of the examinations regardless of whether or not the student achieves a passing score on the examination.

The Advanced International Certificate of Education Program and the International General Certificate of Secondary Education (pre-AICE) Program shall be the curricula in which eligible secondary students are enrolled in programs of study offered through the Advanced International Certificate of Education Program or the International General Certificate of Secondary Education (pre-AICE) Program administered by the University of Cambridge Local Examinations Syndicate. The State Board of Education and the Board of Governors shall specify in the statewide articulation agreement required by [1007.23\(1\), F.S.](#) the cutoff scores and Advanced International Certificate of Education examinations which will be used to grant postsecondary credit at Florida College System institutions and universities. Any changes to the cutoff scores, which changes have the effect of raising the required cutoff score or of changing the Advanced International Certification of Education examinations which will be used to grant postsecondary credit, shall apply to students taking Advanced International Certificate of Education examinations after such changes are adopted by the State Board of Education and the Board of Governors. Students shall be awarded a maximum of 30 semester credit hours pursuant to this subsection. The specific course for which a student may receive such credit shall be determined by the Florida College System institution or university that accepts the student for admission. Students enrolled in either program of study pursuant to this subsection shall be exempt from the payment of any fees for administration of the examinations regardless of whether the student achieves a passing score on the examination.

Acceleration Courses- [1003.4295, F.S.](#)

Each high school shall advise each student and parent of programs through which a high school student can earn college credit, Advanced Placement (AP), International Baccalaureate (IB), dual enrollment courses, Advanced International Certificate of Education (AICE), early admission courses, career academy courses, and courses that lead to national industry certification, as well as the availability of course offerings through virtual instruction.

Each high school shall offer an IB Program, AICE Program, or a combination of at least four courses in dual enrollment or AP, including one course in each English, mathematics, science, and social studies. To meet this requirement, school districts may provide courses through virtual instruction, if the virtual course significantly integrates postsecondary level content for which a student may earn college credit, as determined by the Department of Education, and for which a standardized EOC assessment, as approved by the Department of Education, is administered.

Credit Acceleration Program (CAP) purpose is to allow a secondary student to earn high school credit in a course that requires a statewide, standardized EOC assessment if the student attains a specified score on the assessment. Notwithstanding [1003.436, F.S.](#), definition of "credit", a 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 EOC 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 EOC assessment during the regular administration of the assessment.

ACCEL Opportunities for Advanced Students- [1002.3105, F.S.](#)

(1) ACCEL OPTIONS.—

(a) 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.

(b) At a minimum, each school must offer the following ACCEL options: whole-grade and midyear promotion; subject-matter acceleration; virtual instruction in higher grade level subjects; and the Credit Acceleration Program under [1003.4295, F.S.](#) Additional ACCEL options may include, but are not limited to, enriched science, technology, engineering, and mathematics coursework; enrichment programs; flexible grouping; advanced academic courses; combined classes; self-paced instruction; rigorous industry certifications that are articulated to college credit and approved pursuant to [1003.492, F.S.](#) and [1008.44, F.S.](#); work-related internships or apprenticeships; curriculum compacting; advanced-content instruction; and telescoping curriculum.

(2) ELIGIBILITY AND PROCEDURAL REQUIREMENTS.—

(a) *Principal determined eligibility requirements.*—

1. Each principal must establish student eligibility requirements for virtual instruction in higher grade level subjects. Each principal must also establish student eligibility requirements for whole-grade promotion, midyear promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal's school.

2. If a school offers enriched STEM coursework, enrichment programs, flexible grouping, advanced academic courses, combined classes, self-paced instruction, curriculum compacting, advanced-content instruction, telescoping curriculum, or an alternative ACCEL option established by the principal, the principal must establish student eligibility requirements.

(b) *School district determined eligibility and procedural requirements.*—A school district must establish student eligibility requirements and procedural requirements for any whole-grade promotion, midyear promotion, or subject-matter acceleration that would result in a student attending a different school. Student eligibility requirements and procedural requirements established by the school district must be included in the school district's comprehensive student progression plan under s. 1008.25.

(3) **STUDENT ELIGIBILITY CONSIDERATIONS.**—When establishing student eligibility requirements, principals and school districts must consider, at a minimum:

(a) The student's performance on a locally determined assessment, a statewide assessment, or a statewide, standardized assessment administered pursuant to [1008.22, F.S.](#)

(b) The student's grade point average.

(c) The student's attendance and conduct record.

(d) Recommendations from one or more of the student's teachers in core-curricula courses as defined in [1003.01\(14\)\(a\)-\(e\), F.S.](#)

(e) A recommendation from a certified school counselor if one is assigned to the school in which the student is enrolled.

(4) ACCEL REQUIREMENTS.—

(a) Each principal must inform parents and students of the ACCEL options available at the school and the student eligibility requirements for the ACCEL options established pursuant to paragraph (2)(a).

(b)1. Each principal must establish a process by which a parent may request student participation in whole-grade promotion, midyear promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal's school; virtual instruction in higher grade level subjects; or an alternative ACCEL option established by the principal. If the parent selects one of these ACCEL options and the student meets the eligibility requirements established by the principal pursuant to paragraph (2)(a), the student must be provided the opportunity to participate in the ACCEL option.

2. Each school district must establish a process by which a parent may request student participation in whole-grade promotion, midyear promotion, or subject-matter acceleration that would result in a student attending a different school. If the parent selects one of these ACCEL options and the student meets the eligibility and procedural requirements set forth in the district's comprehensive student progression plan, as required under paragraph (2)(b), the student must be provided the opportunity to participate in the ACCEL option.

(c) If a student participates in an ACCEL option pursuant to the parental request under subparagraph (b)1., a performance contract must be executed by the student, the parent, and the principal. At a minimum, the performance contract must require compliance with:

1. Minimum student attendance requirements.
2. Minimum student conduct requirements.
3. ACCEL option requirements established by the principal, which may include participation in extracurricular activities, educational outings, field trips, interscholastic competitions, and other activities related to the ACCEL option selected.

(d) If a principal initiates a student's participation in an ACCEL option, the student's parent must be notified. A performance contract, pursuant to paragraph (c), is not required when a principal initiates participation but may be used at the discretion of the principal.

(5) AWARD OF A STANDARD HIGH SCHOOL DIPLOMA.—A student who meets the applicable grade 9 cohort graduation requirements of [1003.4282\(3\)\(a\)-\(e\), F.S.](#) or [1003.4282\(9\)\(a\)1.-5., \(b\)1.-5., \(c\)1.-5., or \(d\)1.-5., F.S.](#), earns three credits in electives, and earns a cumulative grade point average (GPA) of 2.0 on a 4.0 scale shall be awarded a standard high school diploma in a form prescribed by the State Board of Education.

Credit Acceleration Program (CAP)- [1003.4295 F.S.](#)

The Credit Acceleration Program (CAP) is created for the purpose of allowing a student to earn high school credit in courses required for high school graduation through passage of an end-of-course assessment administered under [1008.22, F.S.](#), an Advanced Placement Examination, or a College Level Examination Program (CLEP). Notwithstanding [1003.436, F.S.](#), a 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 passing score on the corresponding end-of-course assessment, Advanced Placement Examination, or CLEP. The school district shall permit a public school or home education student who is not enrolled in the course, or who has not completed the course, to take the assessment or examination during the regular administration of the assessment or examination.

All students may participate in CAP during the regular administration of the statewide, End of Course (EOC) assessment in Algebra 1, Geometry, Biology 1, and US History. Students who are

not enrolled in courses with EOC assessments may take the EOC assessment.

Multi-tiered System of Supports (MTSS)

MTSS is the practice of providing high quality instruction and interventions matched to student needs. The MTSS problem solving process will be applied to decisions in general, remedial and exceptional student education to create a well-integrated system of instruction and intervention guided by student outcome data. By implementing a comprehensive MTSS process, the district will ensure that all students are provided appropriate interventions in the general education environment prior to determining that the student has a disability.

A comprehensive MTSS process includes the following essential components:

1. High quality instruction;
2. Interventions matched to student needs;
3. Learning rate and level of performance measured over time;
4. Multiple tiers of evidence-based instruction service delivery;
5. Problem-solving method designed to inform the development of interventions;
6. An integrated data collection/assessment system to inform decisions at each tier of service delivery.

Virtual Instruction Program

Virtual instruction is defined as instruction provided in an online interactive learning environment. Students residing within Martin County have two opportunities for participating in virtual instruction programs. Students enrolled in the Martin County School District are subject to district policies relating to student progression. While the district may not artificially limit a student's enrollment in virtual instruction program courses if the student would be academically eligible to enroll in the same courses in a brick-and-mortar setting within the district, a district still has authority and responsibility to provide academic guidance to their students. This includes limiting enrollment in courses for which the student is not academically qualified, in the same manner it would limit a student from enrolling in brick-and-mortar courses for which the student was not academically qualified.

Public school students receiving full-time instruction in kindergarten through grade 12 by a virtual instruction program must take all statewide assessments required pursuant to [1008.22, F.S.](#)

Public school students receiving part-time instruction by a virtual instruction program in courses requiring statewide end-of-course assessments must take all statewide end-of-course assessments required pursuant to [1008.22\(3\)\(c\) 2, F.S.](#)

All statewide assessments must be taken within the school district in which the student resides.

Per [1002.37, F.S.](#) virtual instruction programs may provide part-time and full-time virtual instruction for students in kindergarten through grade 12. In order to be eligible for part-time

instruction, students must meet at least one of the eligibility criteria in [1002.455, F.S.](#) The District School Board shall provide students with access to enroll in courses available through virtual instruction programs and award credit for successful completion of such courses.

- a. Part-time courses:
 - i. Kindergarten through grade 5 students taking part-time courses from a virtual instruction program may not enroll in the same course concurrently.
 - ii. Students enrolled in district middle schools and high schools may choose to enroll in courses available through a virtual instruction program and will receive credit for successful completion of such courses. Access shall be available to students during or after the normal school day and through summer school enrollment. However, a student may not enroll in the same course concurrently at two different public schools, such as their district school and a virtual instruction program.

Extracurricular Activities

A student of a full-time virtual instruction program may participate in any interscholastic extracurricular activity at the public school to which the student would be assigned according to the District School Board attendance area policies. The student must also meet the same standards of acceptance based on academic and behavior performance as required by other students in the school district. Students intending to participate must register his or her intent to participate in interscholastic extracurricular activities with the school before the beginning date of the season for the activity in which he or she wishes to participate per [1006.15, F.S.](#)

MOSAIC Digital Academy

The Martin County School District, in partnership with St. Lucie County School District, has created a full-time K-12 regional digital school called MOSAIC Digital Academy. Martin County students enrolling in this option will become St. Lucie County School students. These students will take all state assessments at their home schools. They will be eligible to participate in extracurricular activities at their home school as defined per [1006.15, F.S.](#)

- a. To be eligible to enroll in MOSAIC Digital Academy, students must reside within the district and meet at least one of the following criteria in [1002.45, F.S.](#):

The student has spent the prior school year in attendance at a public school in this state and was enrolled and reported by a public school district for funding during the preceding October and February for purposes of the FEFP surveys.
- b. The student is a dependent child of a member of the United States Armed Forces who was transferred within the last 12 months to this state from another state or from a foreign country pursuant to the parent's permanent change of station orders.
- c. The student was enrolled during the prior school year in a school district virtual instruction program under [1002.45, F.S.](#) K-8 virtual school program under [1002.415, F.S.](#), or a full-time virtual instruction under [1002.37\(8\)\(a\), F.S.](#)
- d. The student has a sibling who is currently enrolled in a virtual instruction program and the sibling was enrolled in that program at the end of the prior school year; or
- e. The student is eligible to enter kindergarten or first grade.

- f. The student is eligible to enter grades 2 through 5 and is enrolled full-time in a school district virtual instruction program, virtual charter school, or a virtual instruction program.

Educational Alternatives/Alternative Schools

In accordance with Florida Statutes [1003.51](#), [1003.52](#), [1003.53](#), [1003.54](#), [F.S.](#) and State Board of Education Rules [6A-6.052](#) through [6A-6.0529213](#) , the MCSD provides special assistance and programs to those students identified as at-risk of dropping out of middle and high school. The academic program for a Dropout Prevention (DOP)/ Educational Alternatives (EA)/Department of Juvenile Justice (DJJ)/Youth Services student may differ from traditional education programs and schools in scheduling, administrative structure, philosophy, curriculum and/or setting. Various programs and support activities are available in EA/DJJ/Youth Services schools throughout the MCSD.

In order to meet the needs, interests, and talents of eligible students, the programs employ alternative teaching methodologies, curricula, learning activities, or diagnostic and assessment procedures. All students who exhibit the characteristics of potential dropouts are eligible for these programs. Students, who are over age for their grade placement, have failing grades, low achievement test scores, high absenteeism, or demonstrate other at-risk factors, may be considered eligible.

Students identified as English Language Learners (ELL) and/or eligible for Exceptional Student Education (ESE) services, who meet the eligibility criteria for Educational Alternatives/Dropout Prevention, may be considered for placement.

A high school student identified as at-risk may be eligible for accelerated credit opportunities if the student is enrolled in an:

1. Educational Alternatives (Dropout Prevention) Performance-Based (Competency-Based) Program that allows for shortened instructional time and awards credits for the mastery of 70 percent of the course performance standards; or
2. Approved Educational Alternatives (Dropout Prevention) course modification program designed for time variation (shortened or lengthened time for in-class instruction), alternative methods of assessments of student performance, or integration of course performance standards into interdisciplinary units of study.

When courses are modified to incorporate a range of performance standards, students may be awarded credits for mastery of performance standards.

Teacher observation, classroom assignments, examinations, and alternative assessment methods are considered appropriate for assessing student mastery of the course performance standards for both middle and high school students

Charter School

A student attending a charter school may participate in any interscholastic extracurricular activity at the public school to which the student would be assigned only if there is a district or interdistrict controlled open-enrollment provision.

Exceptional Student Education (ESE) Progression Plan

General Information

Grade placement - Progression/promotion decisions:

The primary responsibility of the Individual Educational Plan (IEP) team is to determine each student's level of performance and ability to function academically, socially, and emotionally. School personnel should use all resources to achieve parental understanding and support regarding a student's grade placement. However, the final decision must not violate the promotion requirements outlined in Florida Statutes or the School Board of Martin County Bylaws & Policies.

Students with Disabilities working on Florida Standards including Benchmarks for Excellent Student Thinking Standards (B.E.S.T.) are expected to meet the same promotion requirements as their non-disabled peers at the appropriate grade levels. Reference the appropriate grade level section indicated below:

- a. Grades K-5. Refer to the Elementary Student Progression Plan section
- b. Grades 6-8. Refer to the Middle School Student Progression Plan section
- c. Grades 9-12. Refer to the Senior High Student Progression Plan section

In addition to district-based criteria, an ESE student's progression may include the following: progress toward meeting IEP goals and objectives, daily performance, previous performance, progress reports, student's work habits, progress on state assessments, mental and physical health, chronological age in relation to peer group, retention history, student's sense of responsibility, maturity and other evidence available to the IEP team indicating the student would be successful at the next grade level.

Students working on the Florida Standards Access Points to Benchmarks for Excellent Student Thinking (B.E.S.T.) and participating in the Florida Alternate Assessment:

In grades 3-12, all students must participate in either the State Assessment and/or End of Course (EOC) assessments, as applicable, or the Florida Alternate Assessment (FAA) and FAA EOCs. Based upon state statute and documented on the IEP prior to testing, IEP teams determine on which standards students with disabilities will receive instruction and how they will participate in the statewide assessment system.

Students with disabilities receiving modified instruction as determined by the IEP team, must master/make progress toward the appropriate Florida Standards Access Points. The Access Points are alternate academic achievement standards built to target the salient content of the Florida Standards. They are designed to provide a fully-aligned system of content, instruction and assessment while providing students with significant cognitive disabilities access to the general education curriculum.

The FAA provides students with significant cognitive disabilities an opportunity to participate in the state's accountability system, including those for whom participation in the general statewide assessment is not appropriate, even with appropriate accommodations. The FAA is fully aligned to the access points and allows students to participate via one of two methods: FAA Performance Task or FAA Datafolio. Written parent consent must be provided and addressed annually or at any IEP meeting where access points curriculum and administration of the Florida Alternate Assessment are being proposed.

ESE Pre-K Progression

[SB 290](#) allows the parent of a pre-K ESE student to retain the student in pre-K at age 4 **in consultation with the IEP team**. Students retained at age 4 must receive instruction in early literacy skills.

Report Cards

For elementary grade students who are receiving instruction on the Florida Standards Access Points aligned to Florida Standards including the Benchmarks for Excellent Student Thinking (B.E.S.T.) progress reporting based on Florida Standards Access Points will be provided.

Graduation from High School as related to a Free and Appropriate Public Education (FAPE)

The regulations ([34 CFR 300.121](#)) specify that all children with disabilities aged three through 21, including children with disabilities who have been suspended or expelled from school are entitled to a free appropriate public education (FAPE) with certain exceptions.

The exceptions are specified in [34 CFR 300.122](#). As stated in these regulations, districts must provide FAPE to all students who have not reached age 22 and who have not earned a standard high school diploma. If a student graduates with a certificate of completion, or a GED, and has not reached age 22, the district must make FAPE available to that student at the student's option, until that student turns 22 or until he or she earns a standard diploma whichever comes first.

Graduation Requirements

Standard Diploma High School Graduation Options

Reference: [Florida Standard Diploma High School Graduation Options for Students with Disabilities Entering 9th Grade in 2014-15 and After](#)

*In addition to the standard diploma options available for all students listed in High School Student Progression Plan, [Rule 6A-1.09963, Florida Administrative Code \(F.A.C.\)](#), *High School Graduation Requirements for Students with Disabilities*, outlines two additional options that students with disabilities may complete within the 24-credit program. These include:

- specific requirements for a standard diploma for students with disabilities for whom the

IEP team has determined that mastery of both academic and employment competencies is the most appropriate way for the student to demonstrate his or her skills.

- specific requirements for students with disabilities for whom the individual education plan (IEP) has determined that participation in the Florida Alternate Assessment is the most appropriate measure of the student's skills and instruction in the access points is the most appropriate means of providing the student access to the general curriculum.

Reference: [Standard Diploma Requirements for Students with Disabilities Participating in the Florida Alternate Assessment and Access Courses](#)

Reference: [Sample Course of Study for Standard Diploma via Access Courses.](#)

Individual student needs and IEP goals should drive course selection for students with disabilities. Additionally, students are encouraged to enroll in Career and Professional Education (CAPE) courses satisfying the IDEA requirement for the transition of students from school to post-school activities. See Transition Planning.

Deferment of Standard High School Diploma

[1003.4282, F.S.](#) allows a student to defer the receipt of a standard high school diploma if they have an IEP that prescribes special education, transition planning, transition services, or related services through age 21 and are enrolled in an accelerated college credit instruction, industry certification courses that lead to college credit, a collegiate high school program, courses necessary to satisfy the Scholar designation requirements, or a structured work-study, internship, or pre-apprenticeship program. The decision to accept or defer the standard high school diploma must be made by May 15 of the school year in which the student is expected to meet all requirements for a standard high school diploma.

Diplomas should be printed with the date the student met graduation requirements and maintained in a file at ESE District Office until the completion of their program or they choose to terminate the-deferred program.

Waiver of State Assessment/FAA English Language Arts (ELA) Graduation Requirement for Students with Disabilities

State law provides for a waiver of statewide, standardized assessment graduation requirements for students with disabilities whose abilities cannot be accurately measured by the assessments, taking into consideration allowable accommodations, for the purpose of receiving a course grade and a standard high school diploma.

To be considered for a waiver from the State Assessment/FSAA graduation requirement, the student must:

1. Be identified as having a disability as defined in [1007.02\(2\), F.S.](#);
2. Have an Individual Educational Plan (IEP);

3. Have demonstrated, as determined by the IEP Team, achievement of the course standards/access points (as applicable).
4. Have taken the grade 10 State Assessment/FSA English Language Arts (ELA) assessment with appropriate, allowable accommodations at least once.

The completed Statewide, Standardized Results Waiver For Students With Disabilities form must be signed by the school principal or curriculum assistant principal and sent to the ESE district office according to [1003.428\(8\)\(b\)1,a-b,2, F.S.](#) and [1003.43\(11\)\(b\)\(1-2\), F.S.](#)

Waiver of State Assessment/FAA End of Course Assessment Results for Students with Disabilities

Senate Bill 4 amended [1003.428\(8\)\(b\)2, F.S.](#), and it states the following:

“A student with a disability, as defined in [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).”

As defined in [1007.02\(2\), F.S.](#), students with disabilities include students with:

1. Intellectual Disability (InD)
2. Deaf/Hard of Hearing (D/HH)
3. Language Impairment (SI or LI)
4. Visually Impaired (VI)
5. Emotional/Behavioral Disability (EBD)
6. Orthopedic or Other Health Impairment (OI/OHI)
7. Autism Spectrum Disorder (ASD)
8. Traumatic Brain Injury (TBI)
9. Specific Learning Disability (SLD)

To be considered for an EOC assessment waiver, the student must meet all of the following criteria:

1. Be identified as a student with a disability, as defined in [1007.02\(2\), F.S.](#)
2. Have an active individual educational plan
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/access points (as applicable).

IEP teams must make a determination that the EOC assessment cannot accurately measure the student’s abilities, taking into consideration all allowable accommodations. IEP teams are encouraged to maintain documentation regarding the team’s analysis of the student’s course performance data used to make the decision to grant or deny an EOC assessment waiver.

IEP teams may meet at any time after the student has taken the assessment at least once and it has been determined that the student has failed to earn a passing score on an EOC assessment. The statute is silent on the topic of requiring students to take an EOC assessment more than one time.

Students who are eligible for exceptional student education (ESE) services solely on the basis of criteria found in [Rule 6A-6.03020, F.A.C.](#), Specially Designed Instruction for Students Who Are Homebound or Hospitalized, do not meet the definition of a student with a disability found in [1007.02, F.S.](#)

IEP Teams, which must include the parent, may consider exemptions for statewide standardized assessments under the regulatory requirements for Extraordinary Exceptions or Medical Complexity per [1008.212, F.S.](#)

Transition Planning

Specific requirements for transition planning are intended to make sure the IEP process prepares students with disabilities to achieve their postsecondary education and career goals. IEP teams must carefully consider the high school diploma when they determine what services are needed to assist the student in reaching postsecondary education and career goals.

The requirements for transition planning for students with disabilities will vary based upon the student's age, but, beginning by age 12 or entering 7th grade whichever occurs first, will include:

- Student involvement to ensure the student's strengths, preferences, and interests were taken into account.
- Identification of any Career and Professional Education digital tool certificates and/or industry certifications that the student seeks to attain before high school graduation.
- Consideration of the student's need for instruction or the provision of information in the area of self-determination and self-advocacy.
- Information provided to the parent and student regarding transition services and educational programs available from the school, district, and outside agencies, including how the information was provided.

The requirements for transition planning for students with disabilities beginning by age 14 or entering high school, whichever occurs first, will include:

- The preparation needed to graduate with a standard high school diploma which may include such things as counseling on post-secondary education provided as a pre-employment transition service (Pre-ETS) accessed through the Division of Vocational Rehabilitation.
- A statement of intent to receive a standard high school diploma and scholar or merit designation as determined by the parent, if appropriate.
- A statement of the outcomes and additional benefits expected by the parent and the IEP team at the time of the student's graduation.
- Appropriate measurable postsecondary education, employment/career, and independent

living (if appropriate) goals and transition services (Pre-ETS) based on age-appropriate transition assessments.

- Description of the student’s course of study designed to assist the student in reaching postsecondary goals.

Course Accommodation or Modification for Exceptional Students

Course accommodations or modifications via access points authorized for use with exceptional education students include:

1. For all students with disabilities, the educational environment will be accommodated or modified via access points, as stated in the student’s IEP, to accommodate the student’s disability.
2. For students participating in Access Courses, the coursework may be modified through the use of access points aligned to—Florida Standards/Benchmarks for Excellent Student Thinking as stated in the student’s IEP.
3. State and district-wide test procedures and other evaluation procedures may be accommodated as specified in [Rule 6A-1.0943, F.A.C.](#), to accommodate the student’s disability. Accommodations for assessment shall be consistent with the accommodations utilized in the classroom setting. Accommodations may not be utilized for the assessment setting when it is inconsistent with classroom implementation.

Extended School Year Services

Extended School Year (ESY) means specially designed instruction and related services that are provided to a student with a disability beyond the normal school year of the district, in accordance with the student’s IEP, at no cost to the parent.

The school district ensures that ESY services are available as necessary to provide a free appropriate public education (FAPE). ESY services will not be limited to particular categories of disability, type, amount or duration of those services. The decision to recommend ESY must be based on data and made on an individual basis through the IEP process. ESY services will be available to students with disabilities whose IEP specifies the need for “extended school year” services. Physical/Occupational Therapy, Speech/Language Therapy, Hearing Services, Vision Services, and Hospitalized/Homebound Services will be available to eligible students with disabilities based on data and as documented on the IEP. The Exceptional Student Education (ESE) department will coordinate provision of these services.

Requirements to be Identified as a Student with a Disability who is Eligible to take the Florida Alternate Assessment

A “most significant cognitive disability” is defined as a global cognitive impairment that adversely impacts multiple areas of functioning across many settings and is a result of a congenital, acquired or traumatic brain injury or syndrome and is verified by either:

1. A statistically significant below average global cognitive score that falls within the first percentile rank (i.e., a standard, full-scale score of 67 or under); or
2. In the extraordinary circumstance when a global, full-scale intelligence quotient score is unattainable, a school district-determined procedure that has been approved by the Florida Department of Education under paragraph (5)(e) of this rule.

In order for a Student to Participate in the Statewide, Standardized Alternate Assessment, all of the following Criteria must be met:

1. The student must receive exceptional student education (ESE) services as identified through a current IEP and be enrolled in the appropriate and aligned courses using alternate achievement standards for two consecutive full-time equivalent reporting periods prior to the assessment;
2. The student must be receiving specially designed instruction, which provides unique instruction and intervention supports that is determined, designed and delivered through a team approach, ensuring access to core instruction through the adaptation of content, methodology or delivery of instruction and exhibits very limited to no progress in the general education curriculum standards;
3. The student must be receiving support through systematic, explicit and interactive small group instruction focused on foundational skills in addition to instruction in the general education curriculum standards;
4. Even after documented evidence of exhausting all appropriate and allowable instructional accommodations, the student requires modifications to the general education curriculum standards;
5. Even after documented evidence of accessing a variety of supplementary instructional materials, the student requires modifications to the general education curriculum standards;
6. Even with documented evidence of the provision and use of assistive technology, the student requires modifications to the general education curriculum standards;
7. Even with direct instruction in all core academic areas (i.e., English Language Arts, mathematics, social studies and science), the student exhibits limited or no progress on the general education curriculum standards and requires modifications;
8. Unless the student is a transfer student, the student must have been available and present for grade-level general education curriculum standards instruction for at least 70 percent of the school year prior to the assessment;
9. Unless the student is a transfer student, the student must have been instructed by a certified teacher for at least 80 percent of the school year prior to the assessment;
10. The assessment instrument used to measure the student’s global level of cognitive

functioning was selected to limit the adverse impact of already-identified limitations and impairments (e.g., language acquisition, mode of communication, culture, hearing, vision, orthopedic functioning, hypersensitivities and distractibility); and

11. The student has a most significant cognitive disability as defined in paragraph (1)(f) of this rule.

A Student is Not Eligible to Participate in the Statewide, Standardized Alternate Assessment if any of the following apply:

1. The student is identified as a student with a specific learning disability or as gifted;
2. The student is identified only as a student eligible for services as a student who is deaf or hard of hearing or has a visual impairment, a dual sensory impairment, an emotional or behavioral disability, a language impairment, a speech impairment, or an orthopedic impairment; or
3. The student scored a level 2 or above on a previous statewide, general education curriculum standardized assessment administered pursuant to Section 1008.22(3)(a) and (b), F.S., unless there is medical documentation that the student experienced a traumatic brain injury or other health-related complication subsequent to the administration of that assessment that led to the student having the most significantly below-average global cognitive impairment.