

High School Student Progression Plan

2022-2023



St. Johns County Schools will inspire good character and a passion for lifelong learning in all students, creating educated and caring contributors to the world.

St. Johns County School District Student Progression Plan Introduction

To ensure that St. Johns County School District is meeting the needs of students and in response to legislation, the St. Johns County School Board has established a comprehensive program for student progression which includes the following:

- standards for evaluating each student's performance, including how well he or she masters the performance standards approved by the State Board of Education,
- specific levels of performance in reading, writing, science, mathematics, social studies for each grade level, including the levels of performance on statewide assessments*,
- appropriate alternative placement for a student who has been retained two or more years, and
- procedures for informing each student and his or her parents/guardians of the student's academic progress

The St. Johns County School District Student Progression Plan is a contract delineating what a student must know and be able to do to be promoted and what the district will do to help the student meet the requirements for promotion. The plan and the procedures for its implementation reflect clearly that promotion is based on student mastery of grade level/course standards.

The plan establishes procedures to achieve parent understanding, cooperation and support of the student's placement. School attendance procedures as described in the district's Attendance Policy are considered part of the Student Progression Plan.

The district program for student progression is based upon local goals and objectives that are compatible with the state's plan for education. Pertinent factors considered by the teacher before recommendation that a student progress from one grade to another have been prescribed by the district School Board in its plan.

The Student Progression Plan is governed by state statutes and district policy. All procedures listed in the Student Progression Plan are subject to change due to School Board or legislative action. The Student Progression Plan is updated yearly and posted on the district website.

Students will be placed in programs and levels best suited to meet their academic needs and customized learning path, with consideration given to their social, emotional and physical development.

Decisions regarding student promotion, retention and special placement are primarily the responsibility of the individual school's professional staff. District and state regulations place the responsibility for decisions regarding student placement with the principal and the Multi-Tiered System of Support Team or its equivalent. **There is no provision for voluntary retention or placement based solely on student or parental preference, [F.S. 1008.25](#).** See the Appendix for more information on retention.

It is the responsibility of the School Board and district administration to provide students with effective instructional and support programs that accomplish the following:

- monitor student progress,
- promote continuous achievement,
- make provisions for individual differences,
- promote students' assuming responsibility for their own learning and attendance
- provide effective, engaging instruction and support, and
- document instruction in, and student mastery of, the standards.

*A student scoring below grade level must receive instructional support or be retained in an intensive program that is different from the previous year's program and addresses the student's learning needs.

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HIGH SCHOOL STUDENT PROGRESSION PLAN

I. ADMISSION, ENROLLMENT, PLACEMENT, TRANSFERS & ATTENDANCE

A. Admission

Admission Requirements

For information about admission, please visit the District website at <http://www.stjohns.k12.fl.us/student/enrollment/>.

B. Enrollment and Grade Level Placement and Promotion

Requirements for Information Prior to Enrollment

Each student, at the time of initial registration for school placement, must note previous school expulsions, arrests resulting in a charge, arrests pending, and juvenile justice actions the student has had. Schools have the authority to honor the final order of expulsion or dismissal of a student by any in-state or out-of-state public district school board, private school or lab school, for an act which would have been grounds for expulsion according to the SJCS Code of Student Conduct, according to the following procedures:

- A final order of expulsion shall be recorded in the records of the receiving school.
- The expelled student applying for admission to the receiving school shall be advised of the final order of expulsion.
- The superintendent or designee may recommend to the School Board that the final order of expulsion be waived and the student be admitted to the school district, or that the final order of expulsion be honored and the student not be admitted to the school district. If the student is admitted by the School Board, with or without the recommendation of the district school superintendent, the student may be placed in an appropriate educational program at the direction of the School Board.

Grade Placement and Promotion within High School

- The Customized Learning Path (CLP) is unique to each student and is based on his/her academic and career needs.
- Students shall be considered freshmen, sophomores, juniors, seniors and fifth year seniors based on the credits listed below:
- A student shall be classified as a sophomore with a minimum of 5 credits (after Survey 2 to preserve the correct cohort graduation year for accelerated students).
- A student shall be classified as a junior with a minimum of 11 credits.
- A student shall be classified as a senior with a minimum of 17 credits.
- Students in regular education programs not reaching graduation status in four years shall be provided the opportunity of a fifth year to meet the district's graduation requirements. Remediation shall be provided to assist the student passing the state-required tests.
- High schools may promote retained students from grade 9 to grade 10, grade 10 to grade 11, or grade 11 to grade 12 at the end of the first semester upon documentation of the awarding of required make-up credits.
- A junior who is enrolled in a 24-credit diploma program shall be moved to senior status at the end of first semester if enrolled in the necessary coursework to graduate in the spring.

Students must be enrolled full time until graduation course work requirements are met. Full time is defined in terms of Full-Time Equivalency – 100% FTE:

- Traditional courses @ SJCS high school site – 7 classes
- Full time virtual – 6 classes
- Full time dual enrollment – 4 courses

If a student chooses to combine options, the number of courses required for full time status defaults to the highest number of courses.

Students are encouraged to maintain full time status throughout high school to take advantage of all the available opportunities:

- Accelerated courses that may result in college credit (AICE, AP, DE, IB)
- Career and technical education courses that may result in industry certifications
- World language courses to broaden language acquisition and qualify for the biliteracy diploma seal
- Elective courses to continue to develop talents and skills
- Leadership opportunities in clubs, athletics and academic programs of emphasis.

Students may petition the principal of the school to reduce a traditional schedule. Possible reasons to reduce courses during the junior and/or senior year include:

- Travel time to DE courses on the college campus
- Advanced schedule – full time college is typically 4 or 5 courses per semester
- Employment or internship
- Medical situation
- Graduation requirements can be satisfied during the senior year without a full schedule if Algebra 1 EOC and FSA requirements have been met.

Consistent with school board rules and in accordance with state statute ([1012.28 \(5\) F.S.](#)), the Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes.

Placement for Students with Disabilities

Students with disabilities shall be placed in appropriate courses as dictated by their Individual Education Plan (IEP). Specially designed instruction will be provided by an ESE teacher or other service provider in the Least Restrictive Environment (LRE) as determined by the IEP team. In most cases, this will be in the regular education classroom with their non-disabled peers, but some ESE students may require instruction in a separate environment for some portion of the day. Please see the section on Exceptional Student Education in this document for details.

Grade Placement for Students Enrolled in the Academically Challenging Curriculum to Enhance Learning (ACCEL) Three-Year Graduation Program

Students enrolled in the three-year ACCEL 18-credit diploma program shall be considered freshmen, sophomores, and juniors according to the same criteria that apply to students seeking a four-year diploma. Students in the 18-credit ACCEL diploma program, who have 17 or more credits at mid-year of their third year of high school, shall move to senior status with all senior rights and privileges.

Placement in Adult High School Programs

Adult high school (adult education) programs are to be used primarily for students who have exited a traditional high school program. Upon written approval of a high school principal, students may attend an adult high school for credit recovery. In such cases, students shall be allowed, at the principal's discretion, to be enrolled in both a high school and an adult high school in order to remain in the cohort group that started kindergarten together. Students who have met all requirements for the standard high school diploma except for passage of the grade 10 Florida Standards Assessment (FSA) in reading and the Algebra 1 End-of-Course (EOC) Assessment, or an alternative assessment, by the end of grade 12 may participate in an adult general program for such time as the student requires to master English, reading, mathematics or any other subject required for high school graduation. Students attending adult basic, adult secondary or vocational-preparatory instruction are exempt from any requirements for the payment of tuition and fees, including lab fees. A student attending an adult general education program shall have the opportunity to take the grade 10 FSA and Algebra 1 EOC whenever offered by the state in order to receive a high school diploma.

Placement of Students on Community Control [948.03 F.S.](#)

The court shall determine the terms and conditions of probation. Conditions specified in this section do not require oral pronouncement at the time of sentencing and may be considered standard conditions of probation. These conditions may include that the probationer or offender in community control shall:

- report to the probation and parole supervisors as directed and
- permit such supervisors to visit him or her at his or her home or elsewhere.

Termination of School Placement at Age 16

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. 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/legal guardian.

The following steps must also be taken:

- The school shall notify the student's parent/legal guardian of receipt of the student's declaration of intent to terminate school enrollment.
- The student's school counselor or other school personnel shall 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 shall 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.
- The student shall complete a survey to provide data on student reasons for terminating enrollment and actions taken by schools to keep students enrolled.

Placement of Out-of-State or Out-of-Country Transfer Students in Grade 11 or Grade 12 [1003.433\(1\) F.S.](#)

Transfer students who enter a Florida public school at the eleventh or twelfth grade from out of state or from a foreign country shall not be required to spend additional time in a Florida public school in order to meet the high school course requirements if the student has met all the requirements of the school district, state or country from which he or she is transferring. Such students who are not proficient in English shall receive immediate and intensive instruction in English language acquisition. However, to receive a standard high school diploma, a transfer student must earn a 2.0 grade point average and pass the grade 10 FSA in English language arts or an alternative assessment and pass the FSA Algebra 1 EOC assessment. For graduation requirements for transfer students, see: Graduation Requirements.

Placement of Dependent Children of Active Duty Military Personnel [1000.36 F.S.](#), [1003.05 F.S.](#)

Dependent children of active duty military personnel moving into the district outside of normal application periods who otherwise meet the eligibility criteria for special academic programs shall be given special consideration for admission to such programs even if the program is being offered through a school other than the student's home-zoned school. Special programs include, but are not limited to, the following Programs of Study: International Baccalaureate (IB), Advanced International Certificate of Education (AICE), career academies and JROTC programs.

Placement of Students Age 18 or Older Returning to School and Within One Year of Graduation

Students age 18 or older wishing to return to school after withdrawing may petition for placement. The principal or designee shall review the petition and make the final determination based on the following requirements:

- accumulation of at least 17 credits,
- probable graduation within the academic year and
- agreement setting expectations for attendance, behavior, academic achievement.

Note: The Adult Education Program is recommended for overage students. Florida law does not provide a maximum allows districts to set policy in the Student Progression Plan.

Placement of Homeless Students

The federal McKinney-Vento Homeless Assistance Act, as amended by the Every Student Succeeds Act (ESSA), ensures that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth. Homeless children and youth must have access to the educational and other services that they need to enable them to meet the same challenging State student academic achievement standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment based on homelessness alone.

Children and youth who lack a fixed, regular, and adequate nighttime residence are considered homeless. If, due to a loss of housing, a child must live in a shelter, motel, vehicle, or campground, on the street, in abandoned buildings, or doubled-up with relatives or friends, then he/she is eligible to receive services provided under the McKinney-Vento Act.

A homeless student shall be permitted to enroll immediately, even if the student is unable to produce records normally required for enrollment. This includes, but is not limited to, records such as previous academic records, medical and immunizations records, and proof of residency. A homeless child shall be granted a temporary exemption from entrance requirements for 30 school days. For detailed information, see

<https://www.stjohns.k12.fl.us/homeless/>

Placement of English Language Learners

Per federal law, all children in the United States are entitled to equal access to a basic public elementary and secondary education regardless of their or their parents/legal guardian actual or perceived national origin, citizenship, or immigration status. The school district may not inquire into a student's immigration status nor keep records or lists pertaining to immigration status. The following process will be followed:

1. Do not ask about a student or their parent's immigration status,
2. Follow SJCS D enrollment guidelines as for any student,
3. Follow SJCS D documentation of residency policy, and
4. Follow SJCS D documented guardianship policy (if necessary).

Please note that if the student meets the definition of homeless, per the federal McKinney-Vento Homeless Assistance Act, the student must be enrolled immediately. Understanding that each situation is unique, please contact the Student Services Department in order to make the best decision for the student.

Placement in Intensive Reading [1003.4282 F.S.](#)

For each year in which a student scores at Level I or 2 on the Florida Standards Assessment (FSA) in English Language Arts (ELA), the student may be enrolled in an Intensive Reading (IR) course the following year or a content-area course in which reading strategies are delivered based on a diagnosis of the student's specific reading needs. Intensive Reading courses shall be designed and offered pursuant to the District's Comprehensive Reading Plan (CRP). Please refer to the section on reading support in this document and to the CRP at <http://www.stjohns.k12.fl.us/cs/crp/>.

Parent/Legal Guardian Request for Change in Placement

Florida Statute [1003.3101](#) gives a parent/legal guardian the right to request his or her child be transferred to another classroom teacher based on (1) the teacher's out-of-field certification status or (2) personal preference. This statute does not give the parent/legal guardian the right to choose a specific classroom teacher. Teachers with out-of-field certification are named on our district website 30 days before the beginning of the semester. Parents/legal guardians may complete a Teacher Change Request form, which is also available on the district website and at schools. When the form is returned to the school, the parent/legal guardian will be contacted to schedule a conference (required). After the conference, the principal will either approve or deny the request with the rationale for the denial in writing. Schools must approve or deny the transfer within two weeks of receiving the request. Any approved change must not impact class size amendment. Consistent with school board rules and in accordance with state statute ([1012.28 \(5\) F.S.](#)), the Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes.

C. Transfers and Withdrawals

Course Weightings for Transfer Students - State Board Rule [6A-1.09941](#)

Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. Students transferring credits into St. Johns County School District will be subject to the current course credit weighting approved by the St. Johns County School Board and in alignment with Florida DOE course code directory. If a letter grade is assigned, that grade is entered in our system, even if the grading scale from which the student transferred is not equivalent to St. Johns County School District's grading scale. If only a numerical grade is provided and no grading scale is provided, our scale is applied to the student record.

An official transcript sent by mail or electronically signed by a school administrator, must be on school letterhead and/or embossed with the school seal. An official transcript must clearly identify the school, the student, course number, date(s) course taken, credit earned and grade in each course. Students who transfer with credits from a private school in which the course title does not correspond with a course title found in the Florida Course Code Directory, will be awarded credit using the appropriate Transfer credit found in the Florida Course Code Directory.

An unofficial transcript is one that is hand-delivered by a student or parent/legal guardian, is delivered to a school administrator in an open envelope or is on plain paper.

Awarding Semester Grades/Credits

When a student enrolls after the midpoint of a semester, the school may offer a reduced schedule for the remainder of the semester, if comparable courses to the student's previous schedule are not available.

Students who enter late in the semester may not be eligible to earn course credit.

State End-of-Course Assessments for Transfer Students - See Assessments of New Students.

Promotion of Late-in-the-Year Transfer Students

The promotion of students transferring into St. Johns County during the last grading period shall be determined primarily by the grades and records received from the sending school.

D. Attendance

For specific information about attendance, please see the Student Code of Conduct on the District website at <http://www.stjohns.k12.fl.us/schoolservices/conduct/>.

II. SPECIAL PROGRAMS

A. Charter Schools

Charter schools are public schools that are operated by the governing board of a non-profit organization under the sponsorship of the St. Johns County School Board. The grade levels, targeted student population and services of a charter school are defined by the charter contract established between the School Board and the non-profit organization.

Promotion of Charter School Students

Charter schools are held to the same standards and responsibilities as other public schools regarding to promotion and retention. Any authorized customization of these requirements would be found in the charter contract between the charter Board and the St. Johns County School Board.

B. Exchange Program Placement of Foreign Exchange Students

The following guidelines have been established for placement of foreign exchange students:

- Only organizations with tax-exempt status as conferred by the IRS pursuant to section 501(c)(3) and organizations that are listed officially with the Council on Standards for International Education Travel (CSIET) may sponsor an international exchange student program in SJCS.
- The exchange student shall gain legal entry into the United States with a J-1 Exchange Visa, which includes clearance by Homeland Security or the appropriate government agency and shall present documented proof with a birth certificate or passport, showing that he/she will be at least sixteen (16) years of age, but not have attained the age of eighteen and a half (18.5) prior to attendance at a school in the District.
- All foreign exchange students shall be assigned to grade 11 and must complete a Home Language Survey.
- No foreign exchange students shall receive a St. Johns County high school diploma nor participate in the graduation ceremony.
- A foreign exchange student may only register at the appropriate high school that shall be designated as the school within the regular school attendance zone of the host family's residence.
- Specific courses shall be provided to foreign exchange students on a space available basis.
- It is recommended that foreign exchange students take U.S. History and English classes.
- Foreign exchange students may be eligible to participate in sports and activities provided they meet Florida High School Athletic Association (FHSAA) or a sponsoring organization's rules and regulations.
- Foreign exchange students are subject to all school and district rules and regulations per SJCS Student Code of Conduct.

- Host parents/legal guardian must accept all responsibilities for foreign exchange students including, but not limited to, conferences with school staff.
- High schools may limit the number of foreign exchange students they admit based on class size and/or total student enrollment.
- Foreign exchange students must be fluent in English prior to enrollment; therefore, they should not be tested for qualification of ESOL service.
- Representatives from foreign exchange programs must request permission for admission by submitting a completed packet to the principal for approval prior to May 1st of the following year.
- Foreign students who have received a high school diploma, or its equivalent, in their home country are *not* eligible to be foreign exchange students.
- It is the principal's discretion to accept/deny the application request.

School Responsibilities:

- When approached by Exchange Student organization, check www.csiet.org/ (Council on Standards for International Education Travel's (CSIET) Advisory List of International Education Travel and Exchange Programs) to verify the agency is accredited. Contact the Guidance and Choice Department if you are considering using an organization that has not previously been represented at your school.
- Provide the agency representative a copy of the checklist with a deadline completion date prior to May 1. The checklist is available at <https://www.stjohns.k12.fl.us/guidance/exchange/>.
- Once the packet is returned, ensure all items on the checklist are included in the packet.
- Principal or designee signs and dates at bottom of the checklist as evidence of approval.
- Provide a complete copy of the packet, including the signed checklist for all students approved by the principal for incoming foreign exchange for the upcoming school year to the Department for Guidance and Choice.
- Notification of changes in placement must be sent to the Department for Guidance and Choice.
- Notify district office contact of any discipline or other incidents.
- The school/District will not be responsible for any fees for activities, events, trips, etc. during the student's enrollment period.

Sponsor Responsibilities:

- The sponsoring organization shall work with the appropriate governmental agencies to ensure that the prospective international exchange student has fulfilled all requirements for entry into the United States on a J-1 Visa.
- Sponsors of student exchange organizations shall secure, prior to the student's departure from their home country, a host family placement of each student participant.
- As required by the U.S. Department of State, a background check must be completed by the sponsoring organization for each member of the host family household, eighteen years of age or older, and for the local organization representative of the organization.
- In the event of unforeseen circumstances that necessitate a change of host family placement, the sponsor shall document the reasons necessitating such change and immediately provide this information to the school principal designee.
- Provide a written statement from the sponsoring organization or student's home school indicating that the student has not received a high school diploma from his/her country of origin.
- Provide a valid transcript from the student's sending school translated in English.
- The designated sponsoring organization shall assume responsibility for the student's health, safety, educational, financial and legal obligations.
- The sponsor organization shall adhere to all provisions required by federal laws and regulations.

St. Johns County Students Leaving the Country for Foreign Exchange

Rising juniors may participate in a foreign exchange program. Students may not participate in an exchange program in their senior year as it may jeopardize the completion of graduation requirements. There is no credit guarantee for courses taken in a foreign country. Course Descriptions in English can be reviewed for advanced approval, but there is a high probability that no credit will be granted. Therefore, students should consult with their school counselor and carefully weigh their options for meeting graduation requirements. Students who leave the country for a foreign exchange program are not eligible for tuition-free courses through Florida Virtual School. For additional information, contact the student's school counselor.

C. Home Education 1002.41 F.S.

For more information, visit FLDOE Office of Independent and Parental Choice Website at <https://www.fldoe.org/schools/school-choice/other-school-choice-options/home-edu/>. To register for home education, contact the office of Home Education in the St. Johns County School District by phone or at <http://www.stjohns.k12.fl.us/home-education/>. Students entering St. Johns County School District and requesting credit for a home education program must follow the Validation of Transfer Credit process specified by 6A-1.09941, F.A.C. For more information, [see Validation of Transfer Credit through Scholastic Performance](#).

Home Education Student Participation in Public Schools 1006.15 F.S., 1002.41 F.S.

Although public schools are under no obligation to provide home education students access to classes, programs, services, or other educational opportunities, home education students may submit a request to the school principal to participate in academic classes at their assigned school if space is available. Home education students approved for district classes are subject to school board approval. If home education students are approved and participate in academic classes, they will be expected to follow the Student Code of Conduct and participate in required state and district assessments, the same as regular full-time students. If the student cannot attend and participate in required testing, they may not be eligible for academic classes. Noncompliance may result in the withdrawal from class.

Students enrolled in a Home Education program may participate in statewide assessments. Each district's Home Education office is required, per s. 1002.41, Florida Statutes, to provide students with the date, time, and location for the administration of each assessment. If this information is not received, students/parents/legal guardian should reach out to their local Home Education office.

If such student chooses to take their course(s) via virtual instruction, they may take their state student assessments at their zoned school. If this happens, the home education student must contact the home education department by their set date to register. SJVS does not arrange statewide testing for home education students, nor does SJVS receive scores once testing is complete.

Home education students must register with the school in which they intend to participate in interscholastic and interscholastic activities prior to participation in the activity. Legally registered home education students may participate in public school interscholastic extracurricular programs at the public school which the student would be assigned according to the district school board attendance policy. Home education students are given opportunity to participate, but they must meet the same eligibility requirements as other students in public and private schools. As an example, any public or home education student who does not have the required GPA is ineligible to participate in extracurricular activities. All students must comply with the Florida Statutes and the FHSAA Bylaws to be eligible to participate. All students are required to meet the requirements established in state law, FHSAA regulations and their respective schools of participations. Home education students may submit the [FHSAA Verification of Student Registration with Public School District Home Education Office](#) form to the office of Home Education no less than one week prior to the participation deadline.

For dual enrollment information for home education students, please click http://www.fldoe.org/core/fileparse.php/18379/urlt/dual_enrollment_faq.pdf.

D. Hospital Homebound

A homebound or hospitalized student is a student who has a medically diagnosed injury, a chronic physical/psychiatric condition, or has repeated intermittent illness due to a persisting medical problem. *For more information, please see the section on Exceptional Student Education in this document.*

E. Virtual Education 1002.45 F.S.

Online Course Graduation Requirement: At least one eligible course of the required 24 graduation credits must be completed through online learning (1003.4282(4) F.S.). St. Johns County has partnered with online providers throughout the state to ensure that students are able to meet this requirement. To satisfy the online course requirement, students may complete a course in which they earn a nationally recognized industry certification in information technology that is identified on the CAPE Industry Certification Funding List pursuant to 1008.44 F.S. or pass the information technology certification examination without enrollment in or completion of the corresponding course or courses. Virtual grades are added to the high school transcript in the semester in which the course is completed.

A Florida Virtual School (FLVS) student will be able to take industry certification exams, national assessments, and statewide assessments offered by the district at what would have been their school of enrollment per the district zoning policy. The FLVS student must contact their zoned school to make the necessary arrangements.

St. Johns Virtual School (SJVS) is the provider of first choice for virtual instruction; however, in situations in which SJVS cannot fulfill the need, students may qualify to access the services of Florida Virtual School (FLVS). NCAA division I and II prospective student athletes should consult NCAA initial eligibility requirements regarding virtual courses. Additional information is available at <https://www.stjohnsvirtual.com>.

St. Johns Virtual School offers:

- Full time instruction for students in grades K-12 ([1002.37\(8\)\(11\) F.S.](#))
- Individual courses for SJCSO public school students as well as private schools and home education students
- Curriculum for grades K-12 provided by FLVS
- Curriculum for grades 6-12 provided by Apex Learning

SJVS offers two additional virtual options for district students in grades K-12 who meet eligibility requirements to enroll in full time and part time courses. Families may choose from options that include district operated (SJCSO instructors) or provider operated (contracted instruction). For more information, call 904-547-8080 or visit <http://www.sjvs.stjohns.k12.fl.us/> or <https://www.fldoe.org/schools/school-choice/virtual-edu/district-resources/>. The Florida Online Course Catalog may be found at <http://www.fldoe.org/schools/school-choice/virtual-edu/fl-online-catalog.stml>.

A student at the Florida Virtual School or St. Johns Virtual School full-time program may participate in any interscholastic extracurricular activity at the public school to which the student would be assigned according to district school board attendance area policies or which the student could choose to attend pursuant to [1002.31 F.S.](#) if the student meets other eligibility requirements and registers 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. A FLVS/SJVS student must be able to participate in the curricular activities if that is a requirement for an extracurricular activity ([1006.15\(3\)\(e\) F.S.](#)). Florida Public Virtual Schools Question and Answers are available at the FDOE Virtual Instruction webpage at <http://www.fldoe.org/schools/school-choice/virtual-edu/>.

Placement/Acceleration in St. Johns Virtual School (SJVS) or Florida Virtual School (FLVS)

As stipulated by the Florida K-20 Education Code ([1002.20 F.S.](#)), parents/legal guardians have the right to choose educational options such as St. Johns Virtual School (SJVS) or Florida Virtual School (FLVS) for their children. A student's full-time school may not deny access to courses offered by SJVS or FLVS assuming that the desired online course(s) is an appropriate course placement based on the student's academic history, grade level, and age. The School Board shall provide students with access to enroll in courses available through the SJVS/FLVS and shall award credit for successful completion of such courses. Access is available to students during or after the normal school day and throughout the summer. Students wishing to take courses from SJVS/FLVS must work closely with their school counselors to ensure that courses fit in their Customized Learning Path (CLP). Schools shall make every effort for a student to access SJVS/FLVS coursework on site for a student whose CLP indicates that placement in an SJVS/FLVS course during the school day is appropriate. Placement in a virtual course at any time will follow the district course request process. Consistent with school board rules and in accordance with state statute ([1012.28 \(5\) F.S.](#)), the Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes.

Students enrolled in a SJVS/FLVS course which requires a state end-of-course (EOC) assessment are required to take the EOC in their district school of enrollment and the EOC is 30% of the grade in the class. Full time SJVS students are public school students and are required to take all the state assessments with SJVS.

SJVS/FLVS Guidelines for High School

- Learning Labs have been established at each high school to assist in student access to virtual courses. Students enrolled in these labs will be held to daily class attendance requirements even if course is completed prior to the end of the enrolled semester.

- It is recommended that students have a 2.0 or higher GPA OR score a level 3 or higher on the FSA in reading unless the student has medical or behavior issues that may limit success in the traditional classroom.
- Students must meet with school counselor to determine if placement in a SJVS/FLVS is academically appropriate for the student based on course prerequisites, the student's academic history and age and appropriateness of the course for the student's Customized Learning Path (CLP). All courses must be approved by the counselor.
- For students with disabilities, an IEP or 504 meeting will be held prior to determining whether placement in a SJVS/FLVS course is appropriate based on their individual needs.
- Once a semester has begun, a student may not withdraw from a school course to enroll in the same course online without administrative approval.
- Students may not simultaneously be placed in the same course concurrently at a district high school and at SJVS/FLVS.

Academic Recovery Labs

A review of student academic and attendance records will be conducted prior to the start of school and at the end of each semester. Students meeting the criteria listed below shall be considered for an opportunity to participate in the Academic Recovery Labs. These labs are an option, not a requirement for students:

- who are not on schedule to graduate with their cohort – short in credits,
- with a GPA below a 2.0 – in danger of not graduating, or
- who meet one or more of the grade forgiveness criteria

Students should move through the correct progression of the curriculum before the academic grade recovery lab is allowed when the GPA is above a 2.0. Students must receive a grade of D or F in order to retake a class.

Due to National Collegiate Athletic Association (NCAA) eligibility requirements, academic recovery lab courses are not recommended for prospective NCAA Division I and II athletes. For additional information, see: <http://www.ncaa.org/>.

III. CURRICULUM AND INSTRUCTION

A. Course/Program Placement

Course Placement

Students will be placed into high school courses based on mastery of the appropriate standards in accordance with the student's Customized Learning Path. Consistent with school board rules and in accordance with state statute (1012.28 (5) F.S.), the Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes.

Students will be provided the opportunity to accelerate towards college and/or career. Every effort will be made for a student to take at least one college level course and/or earn an industry certification by graduation.

Course Prerequisites and Corequisites

Many courses listed in the St. Johns County Course Catalog have prerequisites and corequisites. These prerequisites and/or corequisites must be honored unless student petition and the ensuing conversation with a school counselor indicate that an exception needs to be made based on data and a student's Customized Learning Path.

Enrollment in Sequential Courses

Subject-area courses that depend on sequential information are expected to be taken in sequential order. In such courses, a student who fails to pass may not be allowed to enroll in the next higher course level until the failed course has been remediated in an approved program successfully, by retaking the course during the regular school year, in Adult Education or in another traditional or virtual/online school. If a situation of hardship or illness exists which prevents a student from taking a course in sequence, the principal, or designee, may grant an exception.

Course Registration

Each spring or upon enrollment, students meet with a school counselor to select courses for the upcoming school year. Course placement is based on a review of pre and/or co-requisite courses, current grades, state assessment scores and teacher recommendations.

Course registration decisions include:

- Review of core courses
- Selection of elective options
- Choice of traditional or virtual model
- Request for a reduced schedule for seniors and juniors*

* Possible reasons to reduce a schedule during the junior and/or senior year include:

- Travel time to DE courses on the college campus
- Advanced schedule – full time college is typically 4 or 5 courses per semester
- Employment or internship
- Medical situation
- Graduation requirements can be satisfied and Algebra I EOC and FSA requirements have been met

Course Review

A Student Request Verification Form is available for review by parents/legal guardian and students in the Home Access Center (HAC) following course registration. Students may request a course change until the last day of school. Changing a course is at the discretion of the school based on student need and availability.

Schedule Correction Request

Once the student schedule is released, students may only request a schedule correction for the following reasons:

- Duplicate course
- Missing a course
- Misplaced/wrong level

Course Level Change

Students enrolled in a yearlong course, may request a course change at the end of the semester, only if all the following conditions have been met:

- grade of D or F
- completion of a parent conference
- demonstration of the student seeking consistent academic assistance

Students enrolled in a half-credit course, may request a course change at the end of the quarter, only if all the following conditions have been met:

- a grade of D or F
- completion of a parent/legal guardian conference
- demonstration of the student seeking consistent academic assistance

Please Note:

- All requests will be honored based on availability
- Placement based on FSA/EOC scores may supersede request

In the case of extenuating circumstances, a petition may be made on a case-by-case basis to the principal (or designee) for review of criteria to ensure proper course placement.

After 21 days, students who change their schedule will receive the Withdrew Passing (WP) or Withdrew Failing (WF) determined by their average in the course to that point. A student with a 54% at the time of withdrawal, would receive a WF while a student with an 84% at the time of withdrawal would receive a WP.

After 21 days, the grade earned in the honors/AP class follows the student to the next course, but teachers have flexibility to adjust the transfer grade based on demonstrated mastery of standards in the new course.

Withdrawing from an honors or AP course is also denoted with the WP or WF designation but cannot be done until after midpoint of the course.

Note-withdrawing from dual enrollment courses is governed by the college deadlines, not school policy.

Parent/Legal Guardian Role with Placement Decisions

State law provides the authority for placement of students with the school district. Placement is based on professional educators' evaluations of how well the student is meeting the levels of performance for student progression. Such evaluations consider whether or not the student has the knowledge and skills to move on successfully to the more difficult work of the next grade or course.

Parents/legal guardians may discuss a placement with school officials and ask for an explanation of the placement, and they may review the evidence the school used to make the placement. However, the Superintendent has designated the principal as the final authority in placement decisions ([1012.28\(5\), F.S.](#)).

Student Petitions for Change in Course Placement

If a student believes that he/she has been placed in a course inappropriate for his/her Customized Learning Path (CLP), the student may petition for a course placement review. Course placement reviews will be handled by the Guidance Department at each school. A school counselor will meet with the petitioning student and review evidence of mastery. Together, the school counselor and the student will determine if the recommended course placement is appropriate for the student's CLP or if the student's petition for another course will be honored based on data.

Appeal procedure: In the event the student and the school counselor have differing opinions; the petition will be forwarded to the school principal who will decide. If the student still believes his/her placement is inappropriate, the student may meet with the program specialist for the respective subject area who will examine all mastery evidence and advise the student of district policy. However, the principal of the school is the final authority for placement decisions.

Enrollment in Off-Campus Courses

Students are expected to take courses offered on their school campus. If a student's customized learning path (CLP) indicates the need for the student to take a course at another location in a high school, college or virtual setting, the student must request permission from the principal in writing, citing the need for the course to be taken in an alternate setting. The principal or designee, upon review of the student's custom CLP, shall grant or deny permission for the student to leave campus.

Alternative Program Placement

A student shall be identified as eligible for an alternative program placement based on one or more of the following criteria:

- The student is academically unsuccessful as evidenced by low test scores, retention, failing grades, low GPA, falling behind in earning credits, or not meeting state or district levels in reading, math, writing or science.
- The student has a pattern of excessive absenteeism or has been identified as a habitual truant.
- The student has a history of disruptive behavior in school or has committed an offense that warrants out-of-school suspension or expulsion from school according to the district code of student conduct.

Alternative Placement for Students Retained Two or More Years

An alternative placement shall be offered for a student who has been retained two or more years. The alternative placement shall provide the student with intensive, differentiated instruction designed to remediate the student's academic deficiencies and shall include opportunities for the student to be placed in small group instructional settings. The alternative placement shall, under most circumstances, be at the student's home-zoned school but may involve placement at a district-designated site. The alternative placement may not be a placement in a regular program at a higher grade.

Placement of Pregnant, Married or Parenting Students [1003.21](#); [1003.54 F.S.](#)

Students who are married or pregnant shall not be prohibited from attending school. These students and students who are parents shall receive the same educational instruction or its equivalent as other students but may voluntarily be assigned to a class or program suited to their special needs.

Pregnant or parenting teens may participate in a teenage parent program. Pregnant students may attend alternative education programs or adult education programs, provided that the curriculum allows the student to continue to work toward a high school diploma.

B. High School Credit**Definition of High School Credit** [1003.436\(1\)\(a\)\(b\) F.S.](#)

One high school credit is defined in statute as a minimum of 135 hours of bona fide instruction in a designated course of study, which contains student performance standards. Courses taught in a block must contain a minimum 120 hours of bona fide instruction in a designated course of study. One high school credit is the equivalent of six (6) semester hours of college credit. One-half credit is defined as one-half of these requirements or three (3) semester hours of college credit.

Credit Acceleration Program [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 s. [1008.22](#), an Advanced Placement Examination, or a College Level Examination Program (CLEP). Notwithstanding s. [1003.436](#), 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.

The requirements and eligibility process are as follows:

- The EOC will be administered only at the times established by the state assessment calendar.
- The score necessary to earn credit will be determined by the state and applied in all situations.
- Only credit (no grade) will be earned by meeting the passing score on the EOC.
- If a student takes the EOC and does not earn credit, the student will not be eligible to apply for further CAP testing for the same course until additional preparation has been documented and evaluated.
- Guides to the Algebra 1, Geometry, and Biology EOCs provide sample questions and resources and are accessible online at <http://www.stjohns.k12.fl.us/isse/> and at all middle and high schools.

Credit System and Grade Averaging for Credit [1003.436\(2\) F.S.](#)

The school district maintains a one-half (.5) credit earned system; full courses will reflect two .5 credit awards. A student enrolled in a full-year course will receive one-half (.5) credit if the student successfully completes either the first or second half of the course but fails the other half and the averaging of the grades obtained in each half would *not* result in a passing grade. A student enrolled in a full-year course shall receive full credit 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 *but* the averaging of the numerical grades in each half results in a passing grade. A full-year course of study may be completed in one semester in block classes and in certain dual enrollment classes. Students must meet additional School Board requirements successfully, such as class attendance, and other indicators of performance.

Course Merging for Multiple Credits in a Single Instructional Period

Schools wishing to combine two courses for multiple credit in a single instructional period must submit a request to the Director for Secondary Instructional Services who will analyze the course modifications to ensure that the course requirements and appropriate standards for each course integrated are included in the combination and that the combined course is taught by an instructor with appropriate certifications. Upon review by the Curriculum and Instruction Department, the request to combine courses must be approved by the School Board.

Credit for High School Courses taken prior to Grade 9 [1003.436\(1\) F.S.](#)

High school level courses taken prior to grade 9 may be used to satisfy high school graduation requirements and Florida Bright Futures Award requirements.

Middle school students who have taken high school courses may receive grade forgiveness if they have earned a grade or the numerical equivalent of a C, D or F. In such cases, the district forgiveness policy must allow the replacement of the grade with a grade or the numerical equivalent of a C or higher, earned subsequently in the same or comparable course. For a grade of A or B, the course and grade cannot be forgiven, will appear on the student's high school transcript, and will be used in the calculation of high school grade point average and for Bright Futures.

Students seeking high school credit for courses taken in a private middle school may be granted credit if (1) the private school is listed with the Florida DOE as a private school with a school number and (2) the credit and course grade are reflected on an official transcript from the school. If the high school course has a state EOC assessment, the student must take the EOC to receive credit. Students with disabilities may qualify for a waiver of the EOC requirement. Please see [page 56](#) for more information.

College Credit by Examination [1007.27\(6\) F.S.](#)

College credit by examination is the program through which secondary and postsecondary students generate postsecondary credit based on the receipt of a specified minimum score on nationally standardized general or subject area examinations (AP, IB, AICE). Minimum scores required for an award of credit shall be delineated by the State Board of Education and the Board of Governors in the statewide articulation agreement. There is no guarantee that a college will accept credits earned through this program.

Volunteer and Non-Academic Activity Credit

All high school students participate in the *Character Counts!* character development program and are encouraged to take part in service learning/community service volunteer opportunities. In addition, extracurricular athletic activities are based on the *Victory with Honor* character development program.

A student may earn .5 credit in social studies (2104330) and .5 credit elective for Voluntary School Community Service (0500370). A minimum of 100 hours of paid or nonpaid, voluntary community or school service is required for each .5 credit. Any hours accumulated beyond the minimum course requirement may be used for Bright Futures. The school principal (or designee) is responsible for approving specific volunteer activities.

Examples of recommended categories of community service/volunteer hours include:

- service to a governmental agency,
- service to a not-for-profit local, national, or international organization,
- service to a school or school organization,
- service to a religious organization, or
- other as approved by the principal (or designee).

All service/volunteer activities should be documented on the letterhead of the organization and presented to the appropriate person designated at each school. As was stated above, the principal (or designee) is responsible for approval of submitted community service/volunteer hours.

There are two classes of community service/volunteer activities: community service and service learning. Both qualify for community service/volunteer hours.

- **Community Service**-Student community service is defined as community service activities that are non-curriculum based and are recognized by and/or arranged through the school. The community service:
 - ❖ generally, does not include explicit learning objectives or organized reflection or critical analysis activities,
 - ❖ may include activities that take place off school grounds or may happen primarily within the school,
 - ❖ may be carried out as school-wide events, separately organized school programs, or projects conducted by school-sponsored clubs (i.e., Girls/Boys Clubs, National Honor Society), and
 - ❖ may not be earned for service required as part of a court action.

Examples of community service activities could include cleaning up a local park, visiting the elderly, or collecting and distributing food to those in need.

- **Service Learning**—Service learning is defined as curriculum-based community service that integrates classroom instruction with community service activities. The service must:
 - ❖ be organized in relation to an academic course or curriculum,
 - ❖ have clearly stated learning objectives,
 - ❖ address real community needs in a sustained manner over a period of time, and
 - ❖ assist students in drawing lessons from the service through regularly scheduled, organized reflection or critical analysis activities, such as discussions, presentations, or directed writing.

An example of service-learning could be students in a science class studying the environment and helping preserve the natural habitat of animals living at a local lake. Through classroom studies, the students learn about the environment. The students keep the area around the lake clean, post signs providing information to the public, and study soil and water composition as well as the impact of industrial development on wildlife. Throughout the project, students write about their experiences in journals and participate in class discussions about the project and its effect on their lives and the local community.

The Florida Bright Futures Scholarship Program prohibits service/volunteer activities that lead to personal gain in the form of awards such as merchandise, course credit, or money and requires students to identify a civic issue or professional area of interest as part of their volunteer service plan (1009.534 F.S.). Volunteer work may include an internship with a business, government, or nonprofit organization or activity on behalf of a candidate for public office. Students may begin to accumulate service hours upon the completion of grade 8 – throughout the summer following grade 8 and, in the year(s) to follow. For details of the Eligibility Requirements for the Florida Bright Futures Scholarship Program, information is available on the Florida Department of Education web site at <http://www.floridastudentfinancialaid.org/ssfad/bf/> or toll-free: 1-888-827-2004.

Awarding of New Credit

Students should seek counseling from guidance department personnel prior to pursuing new credit outside of their zoned school. Curriculum is reviewed to ensure course alignment prior to course approval. New credit shall be awarded by a St. Johns County high school for pre-approved high school courses taken in an accredited public, private or virtual school by students provided EOC assessment requirements have been met. For a list of accreditation agencies see <http://www.fldoe.org/schools/school-choice/private-schools/accreditation.stml>.

Credits and grades shall be granted at face value when submitted on an official transcript. An official transcript sent by mail or electronically signed by a school administrator, must be on school letterhead and/or embossed with the school seal. An official transcript must clearly identify the school, the student, course number, date(s) course taken, credit earned and grade in each course. Students who transfer with credits from a private school in which the course title does not correspond with a course title found in the Florida Course Code Directory, will be awarded credit using the appropriate Transfer credit found in the Florida Course Code Directory.

An unofficial transcript is one that is hand-delivered by a student or parent/legal guardian, is delivered to a school administrator in an open envelope or is on plain paper.

Validation of Transfer Credit through Scholastic Performance - State Board Rule [6A-1.09941, F.A.C.](#)

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:

- The student shall be placed at the appropriate, sequential course level. Performance at a minimum of 2.0 after the first half of a grading period in the course will validate the student's prior performance in that subject area.
- Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure.

Alternate Validation Procedure

If validation based on performance as described above is not satisfactory, then any 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/legal guardian and approved by the principal,
3. Satisfactory performance in courses taken through dual enrollment or at other public or private accredited schools,

Demonstrated Proficiency Validation

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..

This process does not eliminate the Algebra 1 EOC assessment requirement. (See Assessment for new/transfer students.)

Appeal Process - Awarding of New Credit

If the school review panel determines that credit cannot be awarded, the student may appeal the decision. The Appeal Panel shall be made up of the following educators:

- Director for Secondary Instructional Services,
- member of the school review committee,
- content area curriculum specialist(s) for the subject(s) in question.

The Appeal Panel shall review the student portfolio, end-of-course assessment results, committee notes and recommendations and make a determination about the awarding of credit. The Appeal Panel shall provide a copy of its findings to the student, and a copy shall be maintained in the student's cumulative record.

Exclusions from Earning Credit

No student may be granted credit toward high school graduation for enrollment in the following programs or courses:

- more than a total of nine (9) elective credits in remedial programs,
- more than one credit in exploratory career education courses,
- more than 3 credits in practical arts family and consumer sciences courses, or
- any Level I course, unless the student's assessment indicates a more rigorous course would be inappropriate, in which case a written assessment of the need must be included in the student's IEP or in a student performance plan signed by the principal, school counselor, and the parent/legal guardian or the student if the student is 18 years of age or older.

Dual Enrollment Semester-Long Courses Approved for One Full High School Credit [1003.436\(1\)\(b\) F.S.](#)

Certain semester-long dual enrollment courses earn one full high school credit (ENC1101, and ENC1102 for example). A list of dual enrollment courses offered in St. Johns County high schools can be found in the St. Johns County High School Course Catalog at <http://www.stjohns.k12.fl.us/cs/catalogs/>. Additional information is available at <https://www.fldoe.org/core/fileparse.php/5421/urlt/AcademicList.pdf>.

Honors and Advanced Courses of Study [1002.3105 F.S.](#), [1003.4281 F.S.](#)

Each high school offers Academically Challenging Curriculum to Enhance Learning (ACCEL) options: whole-grade and mid-year promotion, subject matter acceleration, virtual instruction in higher grade-level subjects, the Credit Acceleration Program, and early graduation. Specific options and details for each student are available from the school counselor at the school.

Honors or Advanced Course Definition

The following types of courses are deemed honors or advanced level and are subject to the placement criteria cited:

- preliminary International Baccalaureate (Pre-IB) courses,
- International Baccalaureate (IB) courses,
- International General Certificate of Secondary Education (IGCSE) courses,
- Advanced International Certificate of Education (AICE) courses,
- Dual Enrollment (DE) courses,
- Advanced Placement (AP) courses,
- honors level courses designated in the SJCS High School Course Catalog, or
- honors level and AP courses offered by St Johns Virtual School or Florida Virtual School that are taken as part of a student's Customized Learning Path (CLP).

Honors or Advanced Course Placement

The St. Johns County School District criteria for honors or advanced course placement are any **one** of the following:

- ❖ **Grades - A grade of C or better in the previous honors course or a grade of A in the previous standard course**
- ❖ **FSA - Level 4 or 5 in appropriate area and not less than a Level 3 in any area**
 - on Mathematics FSA for placement in honors mathematics classes
 - on Reading FSA for placement in honors English, social studies and science or foreign language
- ❖ **PSAT – A score of 480 or higher on the appropriate assessment**
 - Math score for mathematics honors class placement
 - Reading and/or language for English, social studies, science and foreign languages honors class placement
- ❖ **PLAN – A score of 170 (English), 210 (mathematics) or higher on the appropriate assessment**
 - Math score for mathematics honors class placement
 - Reading and/or language for English, social studies, science and foreign languages honors class placement
- ❖ **Norm Referenced Test - Stanine of 7, 8, or 9 on an appropriate assessment**
 - Math score for mathematics honors class placement
 - Reading and/or language for English, social studies, science and foreign languages honors class placement

Please Note: Students with level 1 or 2 on their ELA-FSA will be placed in courses that provide targeted or intensive reading interventions and the students may not qualify for an honors level course.

Acceleration Mechanisms - Articulated Acceleration [1007.27\(1\) F.S.](#)

Articulated acceleration will serve either to shorten the length of 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 to increase the depth of study available for a particular subject. This shall include, but shall not be limited to, the following:

- Dual Enrollment (DE) courses and early admission,
- Advanced Placement (AP) courses,
- credit by examination
- International Baccalaureate (IB) courses and Preliminary IB courses,
- Advanced International Certificate of Education (AICE) courses and International General Certificate of Secondary Education (IGCSE),
- Credit earned through Florida Virtual School shall provide additional opportunities for early graduation and acceleration.
- credit by examination

Accelerated students who have met graduation requirements may defer graduation and continue to take DE/AP/IB/AICE courses until their cohort year group graduates.

Enrollment in Advanced Placement Courses [1007.27\(6\) F.S.](#)

Advanced Placement (AP) is the enrollment of an eligible secondary student (virtual or brick and mortar) in an Advanced Placement course administered by the College Board. Students are expected to take an AP exam at the end of each AP course. The student will receive the AP weighted credit regardless of the AP test score. Schools will impose the \$94 exam fee plus the additional \$40 unused or canceled exam fee when students who are registered for the examination do not participate. Additionally, fees will be imposed for unused/canceled exams (per College Board policy) by schools if a student drops an AP course at the semester.

If a student only completes one semester of an AP course, they will receive weighted credit for that semester. For example, if a student comes to our district having completed semester 1 of an AP course and then does not continue that course the second semester, they will still receive the .5 credit for the course code and the .5 weighting. The transcript should reflect the courses the student actually sat in each semester; for example, Semester 1-AP, Semester 2 Honors. The two together will satisfy one credit.

AICE, AP, and IB courses are designed to earn college credit as well as meet high school graduation requirements. As such, materials and discussions for these courses may reflect topics not typically included in SJCS D courses. Due to the dual credit nature of these courses, content and materials may not be modified.

Awarding of Advanced Placement Credit

Students who score a minimum of 3 on a 5-point scale may receive college credit. Students who score a 4 or 5 on certain examinations also benefit from course equivalency credit. A course equivalency chart may be found at <https://www.floridashines.org/>.

Criteria for Placement in the Advanced Scholars Program (ASP)

Advanced Scholars Program students must meet the criteria for honors level course placement.

Criteria for Placement in the International Baccalaureate (IB) Honors Courses and Preliminary International Baccalaureate (Pre IB) Honors Courses

IB and Pre-IB students at Nease High School and Pedro Menendez High School must meet the criteria for honors level course placement, apply and be accepted to the program.

Criteria for Placement in the Advanced International Certificate of Education (AICE) Honors Courses and International General Certificate of Secondary Education (IGCSE) Courses

AICE and IGCSE students at Beachside High School and St. Augustine High School must meet the criteria for honors level course placement, apply and be accepted to the program.

Awarding of Postsecondary Credit for International Baccalaureate (IB) and Advanced International Certificate of Education (AICE) Courses

Postsecondary credit for an IB or AICE course may be awarded to students who score at the designated levels on exams offered by the International Baccalaureate (IB) Program or Cambridge International Examinations (AICE).

Dual Enrollment Courses [1007.271\(1\)F.S.](#), [1007.271\(4\)F.S.](#)

The dual enrollment program is defined as enrollment of an eligible secondary (grades 6-12) student or home education student in a postsecondary course, or courses, creditable toward high school completion and a career certificate or an associate or baccalaureate degree. The High School Subject Area Equivalency List is located at <https://www.fldoe.org/core/fileparse.php/5421/urlt/AcademicList.pdf>.

Through an articulation agreement, SJCS students attend dual enrollment courses at St. Johns River State College (SJRS). A student may request an exception to the SJRS attendance requirement by filing a dual enrollment waiver. Steps for obtaining a dual enrollment waiver include the following:

- Upon consultation with the school counselor, the student must complete a Dual Enrollment Waiver Request Form provided by the school counselor. Completing the petition process does not guarantee approval of the waiver.
- The student must write a statement requesting an exception be made to the policy requiring his/her participation in Dual Enrollment at SJRS, which serves the St. Johns County School District. In this statement, an explanation must be given describing the rationale for the request.
- The school counselor must submit the waiver request form to the principal for approval/disapproval.
- If approved, the principal must submit the waiver to the Director for Secondary Instructional Services for approval.
- The Director for Secondary Instructional Services must submit the approved waiver to the Director of Dual Enrollment at SJRS.

Dual enrollment courses may be taken during school hours, after school hours and during the summer term. A student shall be granted credit toward high school graduation requirements for appropriate courses taken through dual enrollment. Without prior approval, there is no guarantee that high school credit will be granted for non-SJRS courses.

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.

Dual enrollment shall be offered on the high school campus whenever possible. Students should take DE courses on their zoned high school campus if they are offered there, as opposed to the SJRS campus. Taking a dual enrollment course through a 4-year state university is not an option if the course is offered on the local high school campus or SJRS. A waiver would be needed when the advanced studies progression of the student requires a

third-year college curriculum. The district has an articulation agreement with UNF for these very unusual circumstances.

According to the Florida Department of Education Office of Articulation, dual enrollment science courses taken with a corresponding laboratory course will be awarded 1.0 high school science credit. Dual enrollment science courses taken without a laboratory component will be awarded 0.5 high school credit.

Dual enrollment courses receive the same weighting for GPA calculation as International Baccalaureate (IB), Advanced International Certificate of Education (AICE), and Advanced Placement (AP).

The Dual Enrollment Transfer Guarantee is to be distributed to all dual enrollment students and their parents/legal guardian. It is available at <https://info.fldoe.org/docushare/dsweb/Get/Document-6472/hb7059tapb.pdf>. For more information, please visit the Florida Department of Education Dual Enrollment at <https://www.fldoe.org/policy/articulation/dual-enrollment-agreements.stml>.

Prerequisites for Dual Enrollment [1007.271 F.S.](#)

- Students must first meet district qualifications for honors course placement to be considered for dual enrollment.
- Students must demonstrate readiness for college-level coursework if the student is to be enrolled in college courses.
- *Career* dual enrollment shall be available for secondary students seeking a degree and industry certification through a career education program or course.
- Public school students must have a 3.0 unweighted GPA for *college-credit* dual enrollment courses, or a 2.0 unweighted GPA for *career* dual enrollment courses.
- Exceptions to the required grade point averages may be granted on an individual student basis if the educational entities agree, and the terms of the agreement are contained within the dual enrollment articulation agreement.
- Participation in the *career* early admission program shall be limited to students who have completed a minimum of four semesters of full-time secondary enrollment, including studies undertaken in the ninth grade.
- A High School GPA may not be required for home education students to participate in dual enrollment courses who meet the minimum score on a common placement test or other qualifying placement test adopted by the State Board of Education which indicates that the student is ready for college-level coursework.

To continue participation in *college-credit* dual enrollment, students must maintain a 3.0 unweighted high school GPA and the minimum postsecondary GPA established by SJRSC. To continue participation in *career* certificate dual enrollment courses, students must maintain a 2.0 unweighted high school GPA.

Regardless of meeting student eligibility requirements for continued enrollment, a student may lose the opportunity to participate in a dual enrollment course if the student is disruptive to the learning process such that the progress of other students or the efficient administration of the course is hindered.

Dual enrollment courses taught on the high school campus may not be combined with any non-college-credit high school course.

Students must have the minimum of these scores to be considered college ready. They may mix and match their best score from these tests. Test scores must be less than two years old.

| Qualifying Placement Test Scores to Enroll in Dual Enrollment English and Math at St. Johns River State College | | | |
|--|--------------------------------|--------------------------------------|---------------------------------|
| | English Composition (ENC 1101) | Math-Intermediate Algebra (MAT 1033) | Math-College Algebra (MAC 1105) |
| ACT | Reading 19 | Math 19 | Math 21 |
| SAT | Reading 24 | Math 24 | Math 25 |
| PERT | Reading 106 Writing 103 | Math 114 | Math 123 |

Dual enrollment and early admission students are exempt from the Florida College System degree admissions requirements ([1007.263 F.S.](#)) More information is available at <http://www.sjstate.edu/dual.html>.

AICE, AP, and IB courses are designed to earn college credit as well as meet high school graduation requirements. As such, materials and discussions for these courses may reflect topics not typically included in SJCSO courses. Due to the dual credit nature of these courses, content and materials may not be modified.

Dual Enrollment Articulation Agreement [1007.271 F.S.](#)

The superintendent of schools and president of the Florida College System shall complete a dual enrollment articulation agreement prior to fall registration each year. The agreement shall include, but not be limited to, the following components:

- a plan for the Florida College System to provide guidance services to participating students on the selection of courses in the dual enrollment program,
- the process by which students and their parents/legal guardians exercise their option to participate in an articulated acceleration program,
- high school credits earned for completion of each dual enrollment course,
- postsecondary courses that meet the criteria to be counted toward meeting graduation requirements,
- eligibility criteria for student participation in dual enrollment courses and programs,
- institutional responsibilities regarding student screening prior to enrollment and monitoring student performance,
- identification of the instructional quality criteria by which dual enrollment courses and programs are to be judged,
- delineation of institutional responsibilities for assuming the costs for dual enrollment courses and programs, including responsibilities for student instructional materials,
- delineation of responsibility for providing student transportation if the dual enrollment is conducted at a facility other than a high school campus, and
- process for converting college credit hours earned through dual enrollment and early admission programs to high school credit based on mastery of course outcomes.

Student Materials for Dual Enrollment Courses [1007.271\(13\) F.S.](#)

Students enrolled for dual enrollment courses through a district high school are exempt from the payment of registration, tuition, online instructional materials access code and lab fees. Core subject textbooks assigned for use within dual enrollment courses shall be made available free of charge to public and homeschooled dual enrollment students. Due to the re-use of dual enrollment materials, it is imperative that dual enrollment students return their books on time. There will be a \$10/book per day late fee for books not returned at the designated time.

Home education students may enroll in a dual enrollment course at their zoned high school with the principal's approval. They may take the course at the college if it is not available at the zoned high school. Each college must enter into a Home Education Articulation Agreement with each student seeking enrollment in a dual enrollment course. Private school students may not enroll in our school district for a dual enrollment course to obtain exemptions from fees.

Student Transportation for Dual Enrollment Courses

Students taking dual enrollment courses on a postsecondary campus or on a high school campus outside of regular school hours must provide their own transportation.

Dual Enrollment and the Three-Year 18-Credit ACCEL Graduation Program Students

Students enrolled in three-year 18-credit ACCEL graduation program may be eligible for dual enrollment credit. However, all dual enrollment courses must be taken prior to the completion of the 18 required credits.

Funding

No student may be counted for funding through both a dual enrollment and advanced placement program.

Students who will graduate prior to completion of a dual enrollment course may not register as a dual enrollment student. An eligible student may enroll and pay tuition and fees. ([1007.271 F.S.](#))

Instructional Time for Dual Enrollment [1007.271\(2\) F.S.](#)

Instructional time for dual enrollment may vary from 900 hours; however, schools may only report a dual enrollment student for a maximum of 1.0 FTE. Each semester of instruction (.5 credit) that is eligible for high school and dual enrollment credit shall be reported as 75 membership hours for purposes of FTE calculation.

Enrollment in College Courses for College Credit Only

Students enrolled in postsecondary instruction not creditable toward a high school diploma shall be required to assume the cost of instructional materials and fees.

Placement Criteria for Dual Enrollment at First Coast Technical College

Students wishing to be placed in dual enrollment classes at First Coast Technical College must fulfill the following requirements:

- be in grades 10, 11 or 12,
- have a 2.0 or higher GPA upon entry
- be on track for graduation
- complete the dual enrollment/registration form including all required signatures
- complete required entrance assessments
- maintain a grade of C or above average in selected dual enrollment program(s)

Placement Criteria for Dual Enrollment – Associate Degree at St. Johns River State College [1007.271\(3\) F.S.](#)

Students in grades 6-12 wishing to enroll as dual enrollment students (AA or AS degrees) at St. Johns River State College first must meet St. Johns County School District Honors Criteria. In addition, students must meet the following requirements:

- demonstrate readiness for college or career level course work
- be seeking an associate in science college degree, or an associate in arts college degree
- have a minimum 3.0 unweighted cumulative GPA,
- have demonstrated academic, social and emotional maturity to ensure success in college level study
- have a school counselor's and principal's approval
- be limited to 10 hours of college credit enrollment per college semester
- maintain a grade of C or better in each class to remain in the dual enrollment program
- be aware that receiving a grade of D or F, or withdrawing (W) for any course results in ineligibility to remain in the dual enrollment program
- provide acceptable results from the American College Test (ACT), the Scholastic Aptitude Test (SAT), the Postsecondary Education Readiness Test (PERT) or another standardized placement test for college level English and math. ([See Qualifying Placements Chart on page 19](#)).

Eligible dual enrollment students are exempt from the payment of registration, tuition, online access fees and laboratory fees.

Dual Enrollment and Early Admission students are encouraged to meet regularly with college advisors and to develop a post-secondary plan and major during information and orientation sessions. Dual Enrollment and Early Admission students will be required to meet with a college advisor after completion of 20-30 college credits.

Dual Enrollment Credit Limitations

Eligible students may earn up to 10 dual enrollment credits per college semester for each fall and spring semester (as defined by the Florida College System semester). Students whose Customized Learning Path (CLP) indicates the need for two science courses, two labs, and a 3 credit DE course for a total of 11 credits in one semester may petition for permission to take 11 credits. The principal or designee, in coordination with dual enrollment coordinator at the Florida College System, shall approve or disapprove the petition.

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.

Early Career High School/Dual Enrollment Option [1007.271\(4\) F.S.](#)

Early Career is a Program of Choice for secondary students as a curricular option for secondary students seeking a career certificate and industry certification through a career education program or course, adopted pursuant to s. [1008.44](#), which count as credits toward the high school diploma.

Placement Criteria for Early Career High School/Dual Enrollment - Career Certificate at First Coast Technical College

Students wishing to enroll in the dual enrollment career certificate program at First Coast Technical College must meet the following requirements:

- demonstrate readiness for career level course work
- have a minimum 2.0 unweighted grade point average
- take a series of elective credits rather than isolated career courses

Exceptions to the required GPAs may be granted if the school and Florida College System agree and the terms of the agreement are contained within the dual enrollment articulation agreement.

Early College High School/Dual Enrollment Option [1007.273 F.S.](#)

Early College is a Program of Choice for secondary students to undertake college-level courses and earn an associate degree simultaneously with the high school diploma ([1008.44F.S.](#)). Florida Statute [1007.271](#) establishes that dual enrollment is the enrollment of an eligible secondary student in a postsecondary course creditable toward high school completion and either a career certificate or an associate or baccalaureate degree.

Early Admission to College [1007.271\(10\) F.S.](#)

Early admission is a form of dual enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis in courses that are creditable toward the high school diploma and the associate or baccalaureate degree. A student must enroll in a minimum of 12 college credit hours per semester or the equivalent to participate in the early admission program. After having earned 17 credits, a student may be excused from the last two semesters of his/her high school experience if he/she is accepted for admission by an accredited college or university. The student must meet the following requirements:

- have an unweighted GPA of 3.0 or better
- perform acceptably on the entry level placement instrument designated by the postsecondary institution
- obtain a written recommendation from the school principal or his/her representative

A student under this program shall have the rights and privileges of the Dual Enrollment Program if an agreement exists with that college. If a student plans to use the Early Admission option at a school with which there is not a current agreement with St. Johns County Schools, the student must obtain approval for early admission from the superintendent and the School Board.

A student under this program may be awarded a diploma when the student has completed two college semesters as a full-time student participating in eligible courses and earning no less than 24 semester hours and maintaining at least a C average. After the conclusion of each college semester, it is the student's responsibility to furnish the school with an official college transcript of work completed.

A student who is enrolling as an Early Admissions student who has passed the AP/Language/Literature test(s) and/or the AICE exam with a high enough score may earn Composition I, II and/or III credit and will be able to use the credit(s) as a replacement for English IV credit. This does not apply to an IB student since IB tests are taken in the senior year, and credit is not awarded until late summer after graduation. The student should check with the college or university he/she plans to attend to verify that the credit(s) received from AP or AICE exams will be accepted.

Early Admission students shall retain any honors earned in high school prior to early admission to college with one exception: Students under this program cannot receive additional honors such as valedictorian or salutatorian. Early admissions students who are dually enrolled shall be granted senior privileges.

C. Programs of Choice

A Program of Choice is defined as a multi-year, specialized program that is available to high school students from across the district. Programs of Choice outlined below include St. Johns County Center for the Arts, Junior Officer Reserved Training (JROTC), Advanced Academics and Career Academies of St. Johns. These programs are accessed through an application process. Directions on the applications process is emailed to families via SchoolMessenger. Information is also available on the Career Academy website at <http://academies.stjohns.k12.fl.us/registration/>. Paper applications are available from the school counselors at each middle school.

Students who are accepted to and attend a school outside of their school zone will not be provided transportation.

| <u>St. Johns County Center for the Arts</u> | <u>High School</u> |
|---|----------------------------|
| St. Johns County Center for the Arts | St. Augustine High School |
| <u>Junior Reserve Officer Training</u> | <u>High School</u> |
| Air Force JROTC | Bartram Trail High School |
| Army JROTC | St. Augustine High School |
| Navy JROTC | Allen D. Nease High School |
| <u>Advanced Academics</u> | <u>High School</u> |
| Advanced International Certificate of Education (AICE) | Beachside High School |
| Advanced International Certificate of Education (AICE) | St. Augustine High School |
| International Baccalaureate (IB) | Allen D. Nease High School |
| International Baccalaureate (IB) | Pedro Menendez High School |
| Early College Program | Pedro Menendez High School |
| Early College Program | Tocoi Creek High School |
| <u>Career Academies of St. Johns</u> | <u>High School</u> |
| Communications Academy | Allen D. Nease High School |
| Stellar Academy of Engineering | Allen D. Nease High School |
| Academy of Hospitality and Tourism | Allen D. Nease High School |
| Design Academy | Bartram Trail High School |
| Information Technology Academy | Bartram Trail High School |
| VyStar Academy of Business and Finance | Bartram Trail High School |
| Academy of Global Logistics and Supply Chain Management | Beachside High School |
| Academy of Information Technology | Beachside High School |
| Academy of Veterinary and Biomedical Sciences | Beachside High School |
| Academy of Emerging Technology | Creekside High School |
| Academy of Engineering & Environmental Sciences | Creekside High School |
| St. Johns County Academy of Future Teachers | Creekside High School |
| Academy of Architectural and Building Sciences | Pedro Menendez High School |
| Flagler Health+ Academy of Future Health Care Professionals | Pedro Menendez High School |
| VyStar Academy of Business and Finance | Pedro Menendez High School |
| Academy of Information Technology | Ponte Vedra High School |
| Academy of Biotechnology and Medical Research | Ponte Vedra High School |
| Academy of International Business and Marketing | Ponte Vedra High School |
| Academy of Aviation and Aerospace | St. Augustine High School |

| | |
|---|---------------------------------|
| St. Johns County Academy of Future Teachers | St. Augustine High School |
| Academy of Law and Homeland Security | St. Augustine High School |
| Academy of Coastal and Water Resources | St. Johns Technical High School |
| Academy of Culinary Arts | St. Johns Technical High School |
| Academy of Innovation in the Built Environment | Tocoi Creek High School |
| Academy of Leadership in Emerging Technology | Tocoi Creek High School |
| Flagler Health+ Academy of Future Health Care Professionals | Tocoi Creek High School |

Career Academies

Each high school offers career academies, often referred to as “career and technical education.” They are defined as strategic career-oriented educational training opportunities. Each career academy program integrates a rigorous and research based academic curriculum through an industry-driven career curriculum theme. The academic focus of individual career academies is determined cooperatively among the school district, postsecondary institutions, local workforce boards and the local Chamber of Commerce.

Students enrolled in career academy programs work toward a standard high school diploma with the same opportunities for accelerated coursework as other programs. Many career academy programs offer the opportunity to earn industry certification(s). Some of the career academy programs also offer the option of obtaining post-secondary college credit(s).

The Career Academy model contains three critical structural elements:

- a small learning community, comprising a group of students within the larger high school who take classes together for at least three years, taught by a team of teachers from different disciplines,
- a college preparatory curriculum with a career theme, enabling students to see relationships among academic subjects and their application to a broad field of work, and
- partnerships with employers, the community, and local colleges, bringing resources from outside the high school to improve student motivation and achievement.

The goals of St. Johns County Career Academies are to:

- Ensure student success – All St. Johns County career academy graduates will possess the skills and tools necessary to be successful in college, career and the global economy.
- Build strong teams – St. Johns County career academies will develop teacher teams and student teams creating a smaller learning community with a focus on achieving student success through implementation of the National Standards of Practice for Career Academies (the highest level of credential for a career academy).
- Provide relevant curriculum and assessment – The academy team will develop and implement project-based curricula that engage students in real-world relevance focused around the career theme.
- Ensure meaningful business engagement – The academy team will seek to develop business engagement to the highest level with a focus on student success.

To accomplish these goals, each career and professional academy must:

- provide a rigorous, standards-based academic curriculum integrated with a career curriculum,
- enhance each student's capacity to excel,
- include an emphasis on work habits and work ethics,
- include one or more partnerships with postsecondary institutions, businesses, industry, employers, economic development organizations, or other appropriate partners from the local community,
- provide creative and tailored student advisement, including parent participation and coordination with middle schools, to provide career exploration and education planning,
- provide a career education certification on the high school transcript,
- provide instruction in careers designated as high growth, high demand, and high pay by the local Workforce Development Board, the Chamber of Commerce, or the Agency for Workforce Innovation,
- deliver academic content through instruction relevant to the career, including intensive reading and mathematics intervention with an emphasis on strengthening reading for information skills,

- offer applied courses that combine academic content with technical skills,
- provide instruction resulting in competency, certification, or credentials in workplace skills, including, but not limited to, communication skills, interpersonal skills, decision making skills, the importance of attendance and timeliness in the work environment and work ethics,
- include an evaluation plan developed jointly with the aligned industry certification and include a self-assessment tool based on standards, such as the Career Academy National Standards of Practice, and outcome measures including, but not limited to, graduation rates, enrollment in postsecondary education, business and industry satisfaction, employment and earnings, achievement of industry certification, awards of postsecondary credit, and FSA achievement levels and learning gains.
- Students who demonstrate proficiency on approved Gold Standard Career Pathway Industry Certifications for which there is a current articulation agreement, may be eligible to receive articulated credits from post-secondary institutions. [1003.02 F.S.](#)

Middle school students may obtain information about the Programs of Choice in many ways. Every middle school advertises the Middle School Blitz, high school academy specialists visit the middle schools on advertised days, school counselors provide information, and the district advertises the High School Showcase, where all of the programs are available for review. Each high school holds an “Academy Night” at their school to provide more in-depth knowledge about the Programs of Choice for that school. Families may also visit the Career Academy website (<http://academies.stjohns.k12.fl.us/>) online for additional information.

Due to the variety of programs offered at each school and flexible assessment schedule, Florida Virtual School students, St. Johns Virtual School students and Homeschool Education students who wish to learn more about participating in Career Academies and available Industry Certification Assessments should contact the Career and Technical Education Department at 904-547-4870.

Programs of Choice- Policies and Procedures

Student must be a resident of St. Johns County

Students who are accepted to and attend a school outside of their school zone will not be provided transportation.

1. Acceptance into a Program of Choice automatically provides an out-of-zone waiver for students to attend a school other than their zoned school. No separate actions need to be taken to receive an out-of-zone waiver. **Students who are accepted to and attend a school outside of their school zone will not be provided transportation.**
2. Completed applications must be submitted by the established due dates. Late applications will be considered during a specified timeline which is advertised on the late application form and only after all other placement decisions have been made. Late applicants will not be placed on a waiting list.
3. Each school will determine the number of student seats available in each Program of Choice and may deny entry solely based on seats available. A lottery system is available to ensure students have equal access to a Program of Choice. Students may be placed on a waiting list and accepted as seats become available until the first day of school. Late applicants will not be placed on a waiting list.
4. Rising 11th and 12th grade students are ineligible for applications and out-of-zone waivers to a new Program of Choice.
5. Each Program of Choice sets expectations for academic progress, attendance, and behavior. Should an out-of-zone transfer student not meet such expectations the following actions will ensue:
 - The principal of the out-of-zone Program of Choice school may initiate action to rescind a student’s out-of-zone waiver for failing grades, excessive school absences or tardiness and/or recurrent discipline problems.
 - Prior to rescinding a student’s out-of-zone waiver, the principal or designee shall notify the student’s parent/legal guardian, in writing, citing the reason for potential revocation of the out-of-zone waiver.
 - The parent/legal guardian shall be permitted a reasonable time and opportunity to address or correct the situation.
 - If not corrected in a reasonable amount of time, the principal or designee will make a recommendation to the Superintendent for revocation of the student’s out-of-zone waiver. In most

instances the revocation will be effective at the end of the semester after grades have been awarded.

6. Mid-Year transfers to a new Program of Choice are not allowed.
7. In the event that a student opts to drop out of, or ceases to be enrolled in, a Program of Choice in a school for which the student is not zoned, the student will be required to return to his/her home zoned school at the start of the new semester once credit has been awarded.
8. Students may apply for multiple programs of study; however, students may only attend academies and or Programs of Choice at *one* school. Students may not apply for a Program of Choice at an out-of-zone school if the program exists at the student's zoned high school. *This policy went into effect December 2015.*
9. Students who are denied entry to a Program of Choice may request a review of the decision to the Associate Superintendent for Curriculum and Instruction if there is availability in the Program of Choice being requested. If there is no availability in the requested Program of Choice, the denial is final. The decision of the Superintendent is final.
10. The parents/legal guardians of students attending an out-of-zone school are required to provide transportation for the student to and from the out-of-zone school.

New Students entering the St. Johns County School District

Any student entering 9th or 10th grade not previously enrolled in a St. Johns County public school within the prior school year is eligible to apply for any Program of Choice in the St. Johns County School District up until the student's first day of entry. Applying does not guarantee acceptance into the Program of Choice. Students entering the St. Johns County School District enrolled in the 11th or 12th grade who were previously enrolled in an equivalent Program of Choice at his/her previous school may apply for the equivalent Program of Choice, regardless of school zone, up until the first day of entry.

For more information on Programs of Choice see <http://academies.stjohns.k12.fl.us/>.

School-to-Work Transition

All schools (elementary, middle, and high) shall document the manner in which they have prepared students to enter the workforce, including information regarding the provision of accurate, timely career and curricular counseling to students. This information shall include a delineation of available career opportunities, educational requirements associated with each career, educational institutions that prepare students to enter each career, and student financial aid available to enable students to pursue any postsecondary instruction required to enter that career. Schools shall also delineate school procedures for identifying individual student interests and aptitudes, which enable students to make informed decisions about the curriculum that best addresses their individual interests and aptitudes while preparing them to enroll in postsecondary education and enter the workforce. Beginning in grade 6, this information shall include recommended high school coursework that prepares students for success in college-level work. The information shall be made known to parents/legal guardians and students annually through inclusion in the school's handbook, manual, or similar documents or other communications regularly provided to parents/legal guardians and students. Students whose cumulative grade point average drops below a 2.0 are required to receive in-person academic advising that includes information on career education programs by a certified school counselor or the school principal or his or her designee during any semester the student is at risk of dropping out or has a cumulative grade point average below 2.0. [1003.491, F.S.](#)

Restrictions

A school may not require a student to participate in any school-to-work or job training program. A school may not require a student to meet occupational standards for grade-level promotion or graduation unless the student is voluntarily enrolled in a job-training program.

D. Graduation: Diplomas, Requirements, Options & Guidelines

Graduation Programs for Students in General Education Programs [1003.4282 F.S.](#)

Beginning in 2011-2012, [HB 1255](#) requires that each school provide students in grades six through twelve and their parents/legal guardians with information concerning the three-year and four-year high school graduation options. The selection of one of the graduation program options that follow may be completed by the student and parent/legal guardian at any time and is exclusively up to the student and parent/legal guardian.

Students may choose from one of five State options to earn a diploma:

- a four-year 24-credit standard program, with optional participation in:
 - Scholar Designation
 - Merit Designation
- an International Baccalaureate (IB) curriculum
- an Advanced International Certificate of Education curriculum
- a three-year 18-credit ACCEL program (Academically Challenging Curriculum to Enhance Learning)
- An 18-credit Career and Technical Education Graduation Pathway

All of the graduation paths include opportunities to take rigorous academic courses to prepare students for their future academic and career choices.

Students whose cumulative grade point average drops below a 2.0 are required to receive in-person academic advising that includes information on career education programs by a certified school counselor or the school principal or his or her designee during any semester the student is at risk of dropping out or has a cumulative grade point average below 2.0. [1003.491, F.S.](#)

All students are required to take a full schedule of courses until the credits required for graduation have been earned. Students who have met all graduation requirements are encouraged to continue to pursue academic courses that will best prepare them for postsecondary success. The principal of the school may grant an exception in certain circumstances. Consistent with school board rules and in accordance with state statute 1012.28(5) F.S., the Superintendent has designated the principal of the school as the final authority in the placement of students in programs and classes.

All students, regardless of the graduation program, must still earn a 2.0 grade point average on a 4.0 scale and achieve passing scores (or concordant or equivalent scores) on the Grade 10 FSA in reading and the Algebra I End-of-Course (EOC) assessment in order to graduate with a standard diploma ([1003.4282 F.S.](#))

Requirements for the receipt of a standard high school diploma include one credit in United States History and one-half credit in United States Government. Students enrolled in a United States Government course are required to participate in the Florida Civic Literacy Exam, per section 1008.4282(3)(d), F.S.: Beginning with the 2021-2022 school year, students taking the United States Government course are required to take the assessment of civic literacy identified by the State Board of Education pursuant to s. 1007.25(5). Students earning a passing score on the assessment are exempt from the postsecondary civic literacy assessment required by s. 1007.25(5).

Diploma Options

24-Credit Program [1003.4282 F.S.](#)

This program takes the traditional four years to complete high school and requires students to take at least 24 credits in core content areas. Foreign language credit is not required for this program, although it is recommended for Florida college preparation and is required for admission to Florida's state universities. At least one of the courses to meet graduation requirements must be an online course. Additionally, a financial literacy course is available to all students via St. Johns Virtual School.

Students may fulfill the online course graduation requirement by taking a virtual course in middle or high school, and per [1003.4282\(4\)\(b\) F.S.](#) students may also fulfill this requirement by: completion of a course in which a student earns a nationally recognized industry certification in information technology that is identified on the Career and Professional Education Act (CAPE) Industry Certification Funding List ([1008.44, F.S.](#)) or passage of the information technology certification without enrollment in or completion of the corresponding course(s). (<http://www.fldoe.org/academics/career-adult-edu/cape-secondary/cape-industry-cert-funding-list-current.shtml>).

The 24-credit program is designed for a variety of students with differing academic abilities. The standard diploma prepares and may qualify the student for a variety of post high school opportunities, including a military career, entry-level or apprentice jobs, admission to a technical school, admission to a Florida College System, or admission to a four-year college or university.

Students who complete a minimum of 24 credits in courses designated as meeting the specified requirements, achieve a cumulative grade point average (GPA) of a 2.0 on a 4.0 scale, and earn a passing score on the statewide assessments required for high school graduation have an option to graduate in fewer than eight semesters (four years) as specified in [1003.4281 F.S.](#)

A student who graduates from high school midyear may receive an initial Bright Futures Scholarship Award. The student must apply no later than December 31 of the student's graduation year in order to be evaluated for and, if eligible, receive an award for the current academic year. Additional information is available on the Florida Department of Education web site at <http://www.floridastudentfinancialaid.org/ssfad/bf/> or toll-free: 1-888-827-2004. Senate Bill (SB) 190.

Two additional diploma designations are available: Scholar and Merit. Specific requirements are detailed on [page 29](#) of this document, in the graduation requirements by cohort year in the appendix, and at <http://www.stjohns.k12.fl.us/cs/>.

International Baccalaureate (IB) Program [1007.27\(8\) F.S.](#)

IB is a rigorous pre-university course of study, leading to internationally standardized examinations. The IB curriculum requires coursework in six areas: (1) Language A1; (2) Language A2; (3) Individual and Societies; (4) Experimental Sciences; (5) Mathematics; and (6) Arts and Electives.

Over the course of the two-year IB Diploma Program, students successfully complete 10 credits chosen from the six subject groups, complete an extended essay, follow a theory of knowledge course, and participate in creativity, action, and service (a minimum of 100 community service hours).

AICE, AP, and IB courses are designed to earn college credit as well as meet high school graduation requirements. As such, materials and discussions for these courses may reflect topics not typically included in SJCS courses. Due to the dual credit nature of these courses, content and materials may not be modified.

Students can choose many varieties of subject options; examples of the many combinations chosen by students are shown below. (SL-standard level, HL-higher level)

| | | |
|---|--|---|
| HL English A: Literature SL French B HL Economics HL Chemistry SL Physics HL Mathematics | HL French B HL Social/cultural anthropology HL Chemistry SL Mathematics SL Theatre | SL Spanish ab initio HL English: Literature HL German B HL Geography SL Biology SL Mathematics |
|---|--|---|

IB diploma candidates must demonstrate their mastery of coursework by passing a battery of comprehensive written, and in some cases oral, examinations in the six subject groups. Taking the IB exams is a program requirement. IB students are exempt from payment of any fees for administration of the IB examinations regardless of whether or not a passing score is achieved, however schools will impose a fee of the cost of the IB examination, plus 5%, when students who are registered for the examination do not participate. In addition, if a candidate does not participate in the exam for other than approved exceptional reasons, they default to the standard diploma requirements.

The course of study is delineated in the State Course Code Directory and supersedes the requirements of other programs. The State Board of Education has established rules that specify the cutoff scores on IB examinations that will be used to grant postsecondary credit at Florida College Systems and universities. IB students can earn up to 30 credits toward a college degree by successfully passing exams. For additional information, see www.ibo.org.

IB students enrolled in high school are exempt from the following courses:

- HOPE,
- economics,
- performing/practical arts, and
- the online course requirement.

Note: If a student exits the IB program, these courses will be required for a standard diploma.

Advanced International Certificate of Education (AICE) and International General Certificate of Secondary Education (IGCSE/Pre-AICE) Programs [1007.27\(9\) F.S.](#)

AICE and IGCSE programs are rigorous pre-university courses of study, leading to internationally standardized examinations under the auspices of Cambridge International Examinations. AICE diploma candidates must demonstrate their knowledge of the coursework by passing a battery of comprehensive written, and in the case of foreign language, oral examinations, which are sent to Cambridge University for grading. AICE students are required to select seven tests, at least one test from each of three major subject groups: Math and Science, Languages, and Arts and Humanities, one course from the Core (AICE Global Perspectives), and the remaining three examinations from any of the four subject areas the student chooses.

AICE, AP, and IB courses are designed to earn college credit as well as meet high school graduation requirements. As such, materials and discussions for these courses may reflect topics not typically included in MCSD courses. Due to the dual credit nature of these courses, content and materials may not be modified.

This is not a definitive list of subjects. For more information, see www.cie.org.uk.

| Group 1: Math and Science | Group 2: Languages | Group 3: Arts and Humanities |
|---------------------------|---|------------------------------|
| Biology | English | Art & Design |
| Chemistry | French | History |
| Environmental Management | Spanish | Literature |
| Mathematics | | Psychology |
| Physics | Group 4: Interdisciplinary and Skills-based subjects | |
| Psychology | Thinking Skills | Core: |
| | General Paper | Global Perspectives |

The course of study is delineated in the State Course Conde Directory and supersedes the requirements of other programs. AICE students must complete the AICE curriculum, including a minimum of seven AICE courses to satisfy Florida's high school diploma requirements. Students who earn the AICE Diploma Award from Cambridge, by passing at least seven AICE examinations, and complete 100 hours of community service, will qualify for the Florida Bright Futures Academic Scholar Award, the higher level of that scholarship. AICE students are exempt from the payment of any fees for administration of the AICE examinations regardless of whether or not a passing score is achieved. Schools will impose a fee of the cost of the AICE examination, plus 5%, when students who are registered for the examination do not participate.

AICE students may earn up to 30 credits toward a college degree by successfully passing exams. The specific course for which a student receives credit shall be determined by the postsecondary institution that accepts the student for admission. The State Board of Education has established rules that specify the cutoff scores on AICE examinations that will be used to grant postsecondary credit at Florida College Systems and universities.

Students who complete the Cambridge AICE program are exempt from the following courses:

- HOPE,
- economics and government,
- performing/practical arts, and
- the online course requirement.

Note: If a student exits the AICE program, these courses will be required for a standard diploma.

18-Credit ACCEL Program [1003.4282 F.S.](#), [1002.3105 F.S.](#)

The requirements of this program are identical to the 24-credit standard diploma program option except:

- 1 credit in PE is not required
- 3 electives are required instead of 8
- Online course is not required
- 18 total credits (student may earn additional credits)

This diploma program may be completed in three years, but students may take longer to complete it. All other graduation requirements for a 24-credit standard diploma must be met. See graduation requirements in the appendix or at: <http://www.stjohns.k12.fl.us/cs/>.

18-credit ACCEL Graduation Program Guidelines [1002.3105 F.S.](#)

Students selecting the 18-credit program shall be treated equally with students graduating via the minimum 24-credit general high school graduation program in all ways, including eligibility for valedictorian, salutatorian, Talented 20, and Bright Futures. Schools wishing to recognize a valedictorian and a salutatorian from each graduation program must first present a request to the St. Johns County High School Task Force who will forward their recommendation to the Deputy Superintendent for Curriculum and Learning. Students enrolled in the 18-credit graduation program shall not be excluded from activities traditionally provided for graduating students during their anticipated graduation year. These activities include but are not limited to the following: Star Banquet, Character Counts! Awards, Baccalaureate, senior trip, prom and inclusion in the high school yearbook.

Schools shall not establish requirements for the 18-credit high school graduation program in excess of the requirements in statute [1003.4282F.S.](#)

A student choosing the 18-credit graduation program must attend high school as a full-time student for three full school years, which may include virtual school.

Students who choose the 18-credit graduation program may still qualify for acceleration programs (e.g., Advanced Placement, dual enrollment, International Baccalaureate and AICE) and for a Florida Bright Futures Scholarship if they meet the eligibility and/or admissions requirements for those programs and scholarships. They can participate in the National Merit Scholarship Program if they take the PSAT/NMSQT in either the next-to-last year or the last year they are enrolled in high school. Those who take the PSAT/NMSWT in their last year of high school will be entering competition for awards to be offered as they are completing their first year of college. Students who plan to apply to an out-of-state or private in-state college or university and who are interested in the 18-credit graduation program should contact those institutions as early as possible for specific admissions requirements.

Selection of an accelerated high school graduation program may be completed by a student at any time and is entirely up to the student and parent/legal guardian. Students who fail to select the 18-credit graduation program shall be considered to have selected the 24-credit graduation program.

Prior to selecting the 18-credit graduation program, designated school personnel shall meet with each student and the student's parent/legal guardian to provide an explanation of the relative requirements, advantages, and disadvantages of this graduation option.

18-Credit Career and Technical Education Graduation Pathway [S.1003.4282](#)

Beginning with the 2019-2020 school year, 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. To earn a standard high school diploma through this pathway option, a student must:

- Successfully complete a minimum of 18 credits.
- Have a minimum, cumulative GPA of at least a 2.0 on a 4.0 scale.
- Meet the requirements of
 - 4 English credits (including the statewide grade 10 Reading assessment or the grade 10 ELA assessment, or earn a concordant score)
 - 4 Math credits (including the statewide Algebra I EOC assessment, or earn a comparative score)

- 3 Science credits
- 3 Social studies credits
- Complete two credits in career and technical education. The courses must result in a program completion and an industry certification.
- 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.

Additional Diploma Options

The State Board of Education authorizes three additional diploma options:

- the Florida High School Performance-Based Diploma
- the General Education Development Diploma
- the Adult High School Diploma

State of Florida High School Performance-Based Diploma

The Department of Education shall award a State of Florida High School Performance-Based Diploma pursuant to [1003.435 F.S.](#), to a candidate who meets all of the requirements of the Performance-Based Exit Option Model, as prescribed herein.

Eligibility and Admission Components

- The Performance-Based Exit Option Model is not to be a preferred or accelerated means of completing high school. Thus, this model is not a vehicle for the early exit of students and may only be exercised for students who are off track to graduate with their kindergarten cohort due to being overage for grade, behind in credits or having a low Grade Point Average (GPA).
- Students participating in the Performance-Based Exit Option Model may not graduate prior to their kindergarten cohort.
- Participation in this model is voluntary and requires parental notification and consent.
- Entry and exit policies must conform to state compulsory attendance requirements, as well as district daily attendance policies.

To be eligible to participate in the Performance-Based Exit Option Model, a student must, at a minimum, be:

1. At least sixteen (16) years old and currently enrolled in a PK-12 program.
2. Enrolled in and attending high school courses that meet high school graduation requirements as specified in Section [1003.428 F.S.](#) or [1003.43 F.S.](#), whichever is applicable;
3. In jeopardy of not graduating with their kindergarten cohort because they are overage for grade, behind in credits, or have a low GPA;
4. Assessed at a seventh-grade reading level or higher at the time of selection (ninth grade or higher at the time of GED testing), as documented by the Test of Adult Basic Education (TABE) reading component or other assessment to determine grade level proficiency.

General Educational Development (GED) Diploma

Any student who is at least 18 years old and who has not earned a standard diploma may earn a State of Florida Diploma by passing the Tests of General Educational Development (GED). The GED consists of separate tests in English, social studies, science, literature, and mathematics. Students must also write a 200-word essay.

Any candidate for the General Educational Development (GED) Test shall be at least 18 years of age on the date of the examination, except in extraordinary circumstances, as determined by the superintendent or designee. Candidates who receive an age waiver, due to extraordinary circumstances, must be at least 16 years of age on the date of the examination. No person under the age of 16 may take the GED examination. Applicants may obtain an Age Waiver Application for GED Testing from the Adult Education Department at First Coast Technical College, 904-547-3433.

When a student enrolled in regular high school successfully passes the GED test, the following rules apply:

- The regular high school program is terminated immediately.

- The student is no longer eligible to participate in any high school function or activity reserved for students. Activities include, but are not limited to, the following:
 - graduation exercise,
 - prom, and
 - athletic events, etc.

Adult Student High School Diploma [1003.4286 F.S.](#)

Pursuant to rules adopted by the State Board of Education in consultation with the Department of Military Affairs, the Commissioner of Education may award a standard high school diploma to an honorably discharged veteran who has not completed high school graduation requirements. Information on Adult Education is available at <http://fctc.edu/programs/>.

E. Additional High School Completion Information

Standard High School Diploma Designations [1003.4285 F.S.](#), [1003.432 F.S.](#)

Each standard high school diploma shall include, as applicable:

- a Merit designation - In addition to the requirements of s. [1003.4282](#), in order to earn the Merit designation, a student must attain one or more industry certifications from the list established under s. [1003.492](#)
- a Scholar Designation for 9th grade cohorts 2014-2015 and forward – in addition to meeting the 24-credit standard high school diploma requirements, a student must:
 - ❖ earn 1 credit in Algebra 2 or an equally rigorous math course [1003.4285, F.S\)](#) [see appendix](#)
 - ❖ pass the Geometry EOC
 - ❖ earn 1 credit in Statistics or an equally rigorous math course [1003.4285, F.S\)](#) [see appendix](#)
 - ❖ pass the Biology EOC*
 - ❖ earn 1 credit in Chemistry or Physics
 - ❖ earn 1 credit in a course equally rigorous to Chemistry or Physics
 - ❖ pass the U.S. History EOC*
 - ❖ earn 2 credits in the same world language
 - ❖ earn at least 1 credit in AP, IB, AICE or a dual enrollment course

*For the Scholar Designation, a student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB, or AICE Biology I or U.S. History course and (1) takes the respective AP, IB, or AICE assessment and (2) earns the minimum score to earn college credit.

- A Florida Seal of Biliteracy ([1003.432 F.S.](#)) – beginning in the 2016-2017 and forward – denoting attainment of a high level of competency in listening, speaking, reading, and writing in one or more foreign languages in addition to English, which is signified on the high school diploma and transcript as either a Gold Seal of Biliteracy or a Silver Seal of Biliteracy. A student must satisfy the following criteria:
 - ❖ Silver Seal of Biliteracy
 - earn four foreign language course credits in the same foreign language with a cumulative 3.0 GPA, or
 - achieve a score of 600 or higher on the Scholastic Achievement Test (SAT) II foreign language exam or
 - pass a foreign language Advanced Placement exam (including American Sign Language) with a score of 3 or higher
 - ❖ Gold Seal of Biliteracy
 - earn four foreign language course credits in the same foreign language with a cumulative 3.0 GPA, and Level 4 or higher on the Grade 10 English Language Arts (ELA) Florida Standards Assessment (FSA), or
 - achieve a score of 700 or higher on the Scholastic Achievement Test (SAT) II foreign language exam, or
 - pass a foreign language Advanced Placement exam (including American Sign Language) with a score of 4 or higher

Additional exam options and performance levels are designated in State Board Rule [6A-1.09951](#).

Graduation Requirements for Transfer Students [1003.433\(1\) F.S.](#), [1003.4282\(8\) F.S.](#)

Grade 11 and grade 12 students who enter a district high school from out-of-state or from a foreign country shall not be required to spend additional time in a district high school in order to meet the high school course requirements of the school district, if the student has met all the requirements of the district, state, or country from which they transferred. Such students who are not proficient in English shall receive immediate and intensive instruction in English language acquisition. Transfer students, however, must earn a 2.0 cumulative GPA and pass the grade 10 FSA/alternative assessment in reading or achieve scores on the SAT or ACT concordant with FSA levels to receive a standard diploma. They must also meet the requirement to pass the state Algebra 1 End-of-Course assessment. If the transcript shows an Algebra I credit, then the student must pass the assessment unless:

- the student earned a comparative score, or
- passed an out-of-state Algebra 1 standardized assessment.
(list: https://nces.ed.gov/programs/statereform/tab2_3.asp
https://nces.ed.gov/programs/statereform/tab2_24.asp)

Military Dependent Transfer Students [1000.36 F.S.](#)

The Interstate Compact on Educational Opportunity for Military Children specifies what local the education agency (LEA) must do to facilitate the on-time graduation of children of military families in Article VII:

- A. LEA 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 graduation 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 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, the provisions of Article VII Section C 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 LEA after all the alternatives have been considered, the sending and receiving LEAs must ensure the receipt of a diploma from the sending LEA, if the student meets the graduation requirements from the sending LEA. 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 Sections A and B of Article VII.

High School Awards and Honors

If a school chooses to delineate honor graduates, the following criteria shall be used based on weighted grade point average (GPA) calculated at the end of the seventh semester with no rounding up:

- Summa Cum Laude: students with a weighted GPA of 4.5000 or above,
- Magna Cum Laude: students with a weighted GPA of 4.0000 to 4.4999,
- Cum Laude: students with a weighted GPA of 3.5000 to 3.9999.

Valedictorian and Salutatorian Awards

If a school decides to award Valedictorian and Salutatorian status, the following criteria must be met:

- Senior class rank (Valedictorian & Salutatorian inclusive) shall be based on a 5.0 weighted grade point average on all courses taken for high school credit. Calculations of GPAs for valedictorian and salutatorian shall be made at the conclusion of the seventh semester.
- A high school transfer student shall be given quality point weighting for any course acceptable for transfer if that course is deemed comparable to a course in St. Johns County that receives a quality point weighting. All courses that carry weight on the grade point average should be labeled on the transfer student record as honors, dual enrollment, advanced, advanced placement, accelerated, or some other description that denotes an honors level class. The principal or designee shall make the determination as to which transfer courses qualify for quality points.
- Students graduating from a three-year 18-Credit Graduation Program are eligible for valedictorian and salutatorian status. The conclusion of the seventh semester is the deadline for an 18-credit graduation program student to select to graduate and compete for valedictorian or salutatorian status or continue to complete the 24-credit diploma.

- A student who transfers to St. Johns County during the last two years prior to graduation is not eligible to be named sole Valedictorian or Salutatorian. However, that student is eligible to be Co-Valedictorian or Co-Salutatorian based on the following criteria:
 - If ranked first in the senior class based on the cumulative weighted GPA, the transfer student would be named Co-Valedictorian along with the second ranked student. The third-ranked student would be named Salutatorian
 - If ranked second in the senior class, the transfer student would be named Co-Salutatorian along with the third-ranked student.
- A student must complete their LAST four full semesters in St. Johns County consecutively to be eligible to be named sole Valedictorian or Salutatorian. A new student who registers before school starts for his/her junior year is eligible for sole Valedictorian/Salutatorian. However, if a student transfers to St. Johns County during his/her junior or senior year, he/she falls under the above criteria for Co-Valedictorian or Co-Salutatorian.

Florida Bright Futures Scholarship Program

In 1997, the Florida Legislature created the Florida Bright Futures Scholarship Program and declared it to be the first education program funded each year from the Florida Lottery. This scholarship program rewards students for their academic achievements during high school by providing funding for them to pursue further educational and career goals. The program is voted on by the State Legislature each year. As a result, changes often occur in the program. Additional information is available on the Florida Department of Education web site at <http://www.floridastudentfinancialaid.org/ssfad/bf> toll-free: 1-888-827-2004.

Voluntary Public Service [1009.531 F.S.](#)

Voluntary Public Service (VPS) hours are required for all Bright Futures Scholarship Awards - Florida Academic Scholars, Florida Medallion Scholars and Gold Seal Vocational Scholars: 100, 75 and 30 hours respectively. Students may begin logging community service hours the summer before the student enters ninth grade. Community service hours should be documented by logging the hours on the SJCS District Community Service Verification Form and attaching verification letters that are on letterhead of the place where the hours were served. A SJCS District Voluntary Public Service Verification Form and verification letters should be submitted to the guidance office at the end of each school year for grades 9-11 and at the end of each semester for grade 12.

Below are some examples of Voluntary Public Service:

- Service to a government agency
- Service to a not-for-profit local, national, or international organization
 - When training meetings are required prior to the actual service, a student can receive credit for up to 2 hours of training in addition to the hours for the service.
- Service to a school or school organization – in which credit is not being awarded
- Service to a religious organization
- Participation in not – for – profit Fine Arts performances or exhibitions
 - When hours are being earned in which rehearsal time is required, a student can receive credit for up to 3 hours of rehearsal time for every hour of performance time.
- VPS hours are not earning high school credit
- Non-paid internships at a not-for-profit organization with prior school official approval
- Career Academy non-paid internships

Below are some examples of hours that are not considered eligible for Voluntary Public Service:

- Family related activities
- Hours in which students are compensated either monetarily or materially
- School related activities that have required attendance and/or are a part of the course requirement to earn credit
- Attendance at meetings which are required as part of membership in a club or organization
- Activities that cannot be documented on business letterhead
- Volunteer services for a for-profit business

Students are encouraged to choose a variety of opportunities or services when selecting and completing their voluntary public service hours.

[1009.531 F.S.](#) requires students to identify a civic issue or professional area of interest as part of their volunteer service plans and expands volunteer work to include an internship with a business, government or nonprofit organization, or activity on behalf of a candidate for public office. For additional information, contact the high school guidance office.

Certificate of Completion [1002.3105\(5\) F.S.](#)

Students who are unable to meet graduation requirements for a 24-credit will receive a Certificate of Completion. A Certificate of Completion is not a diploma. It certifies that a student attended high school but fails to:

- Pass the assessments required under 1008.22(3) F.S., the FSA/FCAT in reading grade 10 and the Algebra 1 EOC assessment, or
- Achieve a 2.0 GPA

A student who is otherwise entitled to a Certificate of Completion may elect to remain in high school as a full-time or part-time student for up to one additional year and receive instruction to remedy the deficiency(ies). A student who has received a standard Certificate of Completion, who subsequently meets the requirements for a standard diploma, shall be awarded a standard diploma whenever the requirements are completed.

Participation in the Graduation Ceremony

To be eligible to participate in the graduation ceremony, a student must meet one of the following requirements:

- completion of all graduation requirements (student will receive diploma),
- completion of all graduation requirements except passing the Grade 10 ELA FSA or Algebra 1 EOC assessment (student will receive a Certificate of Completion).

F. Course Substitutions and Exemptions [1003.4282](#)

For a complete list of secondary course substitutions, see the FLDOE memo at <http://www.fldoe.org/core/fileparse.php/7764/urlt/SSP1718FAQ.pdf>.

Physical Education Requirement*

Florida statute requires students to take one (1) credit of physical education in high school, which must include the integration of health. This course requirement can be satisfied when students successfully complete Health Opportunities through Physical Education (HOPE), a one-year course. In addition to HOPE, there are various Physical Education courses offered as electives, but none are required for graduation. HOPE does not have to be taken during a student's ninth grade year but is encouraged.

The only alternative options approved by the State of Florida to meet the one credit Physical Education/HOPE requirement are as follows: **

- Students who participate in an interscholastic sport at the junior varsity or varsity level for two full seasons have the option to waive the one-credit requirement for HOPE. This also includes competitive cheerleading in high schools that compete in events sanctioned through the Florida High School Athletic Association (FHSAA). A full season is defined as, attendance and participation in both the practices and competitive events from the first day allowable by the FHSAA to the elimination of the team from the FHSAA tournament competition. Students who choose to waive the physical education requirement by participating in an interscholastic sport, which includes competitive cheerleading, must complete additional credits in elective courses to meet the 24 credits required by the state for graduation.
- Completion of two full years in a Reserve Officer Training Corps (R.O.T.C.) class, a significant component of which is drills, may satisfy the one-credit requirement in physical education/HOPE ([HB 7031-2014 page 50](#)). Students using this to satisfy the course are still required to complete 24 credits for the standard diploma.***

*It is important to note that students who choose to waive the HOPE course with participation in athletics, or who choose to satisfy the credit with JROTC will not receive comprehensive Health or Physical Education. Therefore, they will receive little or no exposure to a variety of health concepts. The description of the HOPE course and the associated stated standards are located online at CPALMS at www.cpalms.org.

****** There are no waivers for medical reasons. The HOPE course is designed to be adapted to meet students' individual needs. To ensure students receive proper modifications, physical education teachers should be included in IEP or 504 plan discussions. In the event of a temporary medical concern, the teacher will modify instruction to accommodate the student's level of ability.

******* The successful completion of two years of JROTC can also be used to satisfy the one-credit graduation requirement for fine and performing arts.

Transfer Students

Students who transfer from another Florida district or from out of state and who previously met the physical education requirement in their district must provide written documentation. The course code number, 1500990, should be entered by the school registrar and reflected on the student's transcript.

Exemptions from the Physical Education Requirement

- Students enrolled in the high school IB program and who successfully complete the requirements are exempt from the physical education graduation requirement.
- Students enrolled in the high school Cambridge AICE program and who successfully complete the requirements are exempt from the physical education graduation requirement

Performing and Fine Arts High School Graduation Requirement

[Section 1003.4282\(3\), F.S.](#), requires that students earn one credit in fine or performing arts, speech and debate, or a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination. Eligible practical arts courses can be found in the Florida [Course Code Directory](#).

Options for satisfying the Arts requirement are as follows:

- Reserve Officer Training Corps - Completion of two years in a (R.O.T.C.) class can satisfy the one credit in performing arts in addition to satisfying the physical education/HOPE one-credit requirement ([HB 7031-2014 page 50](#)). Students using this course to satisfy this requirement are still required to complete 24 credits for the standard diploma.
- Marching Band - Completion of one semester with a grade of "C" or better in a marching band 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.
- Students enrolled in high school IB program and who successfully complete the program requirements are exempt from meeting the Arts credit.
- Students enrolled in high school Cambridge AICE program and who successfully complete the program requirements are exempt from meeting the Arts credit.

Practical Arts Courses Substitutions

Some Practical Arts courses may be used to meet the Arts High School Graduation Requirement. [1003.428\(2\)\(a\)5, F.S.](#) The current list is available at <http://www.fldoe.org/core/fileparse.php/7746/urlt/1718PAcourses.pdf>.

Career Education Course Substitutions

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 certain non-elective course as outlined in Florida Course Code Directory. The career program that is substituted for a non-elective academic course shall be funded at the level appropriate for the career education program. Career education course substitutions may not count toward state university system admission requirements. Specific information on career course substitutions can be found in the Florida Course Code Directory at <http://www.fldoe.org/core/fileparse.php/7746/urlt/CCDNarrative1920.pdf>.

Section [1007.2616, F.S.](#), authorizes the substitution of up to one (1) mathematics credit and one (1) equally rigorous science credit toward high school graduation for a student receiving a passing score on an industry certification examination and using an eligible computer science course containing content related to the course for which it is substituting. In accordance with [s.1007.2616, F.S.](#), computer science courses are identified in the Course Code Directory. The list of computer science courses may be accessed at <http://www.fldoe.org/core/fileparse.php/7746/urlt/1920CompSci.pdf>.

The school district would determine which industry certification exams (passing scores) can yield course substitutions for mathematics and science. It is important to note that one qualifying industry certification attainment equates to one substitution credit. A student would need to earn two distinct industry certifications tied to college credit in order to earn the maximum two substitution credits (one for math, one for science). The eligible industry certifications that are tied to statewide college credit may be found at <http://www.fldoe.org/academics/career-adult-edu/career-technical-edu-agreements/industry-certification.shtml>.

Industry certifications approved for meeting mathematics and science high school diploma requirements are NOT accepted as one of the 4 math or 3 natural science credits required for SUS admission. Students may include information about any industry certification in their application; however, it will not be counted as one of the 18 credits for admission purposes.

For the online course graduation requirement, in addition to middle and high school virtual/blended courses, per [1003.4282\(4\)\(b\) F.S.](#) students may fulfill this requirement by:

- completion of a course in which a student earns a nationally recognized industry certification in information technology that is identified on the Career and Professional Education Act (CAPE) Industry Certification Funding List ([1008.44, F.S.](#)) or passage of the information technology certification examination without enrollment in or completion of the corresponding course(s). Currently, there are 47 industry certifications that will satisfy this requirement identified in the primary career cluster area on information technology on the CAPE Industry Certification Funding List at <http://www.fldoe.org/academics/career-adult-edu/cape-secondary/cape-industry-cert-funding-list-current.shtml>.

Awarding of Credit in English and World Language for Students Transferring from Out of the Country

Students transferring from out of the country may be granted credit for English if they took courses in their home language in their home country. They may also be granted credit for world language if they took courses in English in their home country.

Exemptions from Instruction [1003.42\(3\) F.S.](#)

Any student whose parent/guardian presents a written request to the principal shall be exempted from instruction on reproductive health or any disease, including HIV/Aids, its symptoms, development, and treatment. A student so exempted shall not be penalized by reason of the exemption. The exemption must be requested annually.

Students may be excused from conducting biological experiments upon written request of a parent/legal guardian. ([1003.47 F.S.](#)) Any student whose parent/legal guardian presents a written request to the principal shall be exempted from a proposed supplemental literary study, the content or presentation of which causes parent/legal guardian concern. The student so exempted shall be provided an alternative selection and shall not be penalized by reason of the exemption.

Reproductive Health and Disease Education Exemption [HB 545](#)

Requires each school district to publish notice on district's website concerning parent's right to exempt student from reproductive health and disease education; requires district school boards to annually approve instructional materials relating to reproductive health and disease education in an open, noticed public meeting; specifies that reproductive health and disease education instructional materials are to be made available for public review and comment under specific process.

G. Assessment and Instructional Support

Assessment Considerations for Dependent Children of Military Personnel [1000.36 F.S.](#)

A dependent child of a member of the United States Armed Forces who enters a district school in grade 12 from out of state or out of country and provides satisfactory proof of attaining a score on an approved alternate assessment that is concordant to a passing score on the grade 10 FSA, shall satisfy the assessment requirement for a standard high school diploma.

Workforce Preparation Assessment [1006.02\(4\) F.S.](#)

Before a student graduates from high school, schools shall assess the student's preparation to enter the workforce and provide the student and the student's parent/legal guardian with the results of the assessment. The Department of Education has determined that since FSA assesses certain education Goal 3 standards, which were developed from a U.S. Secretary of Labor's report on necessary skills for the workforce, the FSA may serve as this assessment.

PSAT Assessment for all 10th Graders

Each high school, including alternative sites and centers of the Department of Juvenile Justice, shall provide for the administration of the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), to all enrolled grade 10 students. However, a written notice shall be provided to each parent/legal guardian that shall include the opportunity to exempt his or her child from taking the PSAT/NMSQT.

Assessment Opportunities for Home Education Students

Opportunities to take state assessment tests (FSA, FCAT science, EOCs) are available to home education students. Arrangements can be made through the district's Guidance and Choice or Planning, Accountability and Assessment offices.

Assessment of Virtual Students [1002.37 F.S.](#)

Students enrolled in a SJVS/FLVS course which requires a state End-of-Course assessment (EOC) are required to take the EOC in their home zoned school.

Virtual schools must progress monitor language arts students scoring at Level 1 or Level 2 on the FSA in reading a minimum of two times per year ([State Board Rule 6A-6.054](#)).

Unless alternative arrangements are agreed upon, industry certification exams and other national, and statewide assessments must be taken at the school to which the student would be assigned according to district school board attendance areas

Assessment Opportunities for Private School Students

Private school students are eligible for state developed and other standardized assessments if they pre-register with their zoned public school.

No Assessment Exemptions Based on Attendance [1003.33\(2\) F.S.](#)

Schools shall not exempt students from academic performance requirements, such as final exams, 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.

Assessment of New/Transfer Students State Rule [6A-1.09941\(F.A.C.\)](#), [1003.4282 F.S.](#)

Students transferring into the district once the school year has begun shall be assessed immediately in reading and math to determine reading proficiency and to ensure proper course and remedial instruction placement.

If a student transfers into a Florida high school from out of country, out of state, a private school, or a home school, and the student's transcript shows credit received in Algebra 1 or an equivalent course the credit shall be honored. However, the student must pass the statewide, standardized Algebra 1 EOC assessment *in order to earn a standard high school diploma* unless the student earned a comparative score, passed a statewide assessment in Algebra 1 administered by the transferring entity, or passed the statewide mathematics assessment the transferring entity uses to satisfy the requirements of the Every Student Succeeds Act.

(list: https://nces.ed.gov/programs/statereform/tab2_3.asp
https://nces.ed.gov/programs/statereform/tab2_24.asp)

If a student's transcript shows a credit in high school reading or English Language Arts II or III, *in order to earn a standard high school diploma*, the student must take and pass the Grade 10 FSA ELA assessment or earn a concordant score.

If a transfer student's transcript shows a final course grade and course credit in Geometry, Biology I or U.S. 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. Transfer students must pass Florida's EOC assessments for the scholar designation (see cohort requirements in Appendix)

There are two options for students who enter school mid-year with a .5 credit in Algebra 1, Biology, Geometry, U.S. History or equivalent courses which have a state EOC assessment:

- **Option 1**
The parent/legal guardian/student may decide to keep the half credit and grade that is on their records. The state EOC would then be worth 30% of ONLY their second semester. The student would earn two half credits, one they came in with and the other from the second semester using the state EOC grade for 30% of the grade for only the second semester.
- **Option 2**
Quarters 1-4 are each worth 17.5% and the State EOC would be 30% of the final grade. The students would use the grades for the first two quarters only with no .5 credit awarded and take the state EOC for 30% of the final grade to earn a year (1.0) credit. The important point with this option is not to award the .5 credit for transfer grades for the first semester. If a full credit is not earned at the end of the year, we must still award the half credit they came with, as we cannot take away credits earned.

These options should be discussed with the parent/legal guardian when the student enters school:

If a student in an EOC course withdraws from the district and is going out of state and

If it is at the semester, the student is awarded .5 credit.

If a student in an EOC course withdraws from the district and goes out of state and then returns to SJCSJ the same year:

1. Student can keep the .5 credit and F is 30% of the second semester only, OR
2. Student can use the grades from the out of district school (trailed grades) and the EOC is 30% of the whole year.
3. The school gives the parent a letter to sign documenting their choice. The student never loses the original .5 credit.

Algebra 1 EOC Information

Because passing the Algebra 1 EOC is a graduation requirement, it is important to understand the possible scenarios for an Algebra 1 student:

| Course | EOC: | <i>The EOC is always 30% of the final grade.</i> |
|--------|--------|---|
| Passes | Fails | <ul style="list-style-type: none"> • The final course grade is included in the GPA • Credit in the course is awarded • The student must retake and pass the EOC or earn a comparative score to fulfil graduation requirements • Student is eligible to participate in any Summer Algebra 1 Programs offered • The final course grade is re-averaged once the EOC is passed |
| Fails | Passes | <ul style="list-style-type: none"> • The final course grade is included in the GPA • Credit in the course is awarded • If the student chooses to participate in grade forgiveness, the EOC grade must be used as 30% of the final grade. Should the student retake the EOC (optional), the highest EOC score will be used as 30% of the final grade. |
| Fails | Fails | <ul style="list-style-type: none"> • The final course grade is included in the GPA • The student must retake and pass the EOC to fulfil graduation requirements • Student is eligible to attend the Summer Algebra 1 Program • The final course grade is re-averaged once EOC is passed |

EOC Retake Policy

If the student passed the EOC, no retake is permitted without additional work in the recovery lab or with a teacher in a regular class.

If the student failed the EOC, retake is permitted:

- For grade forgiveness
- To meet graduation requirements

If a student is repeating the class, either brick and mortar, recovery lab or SJVS, the student may re-take the EOC. The highest EOC score will be used for grade calculation.

State and District Assessments [1008.22 F.S.](#)

A District Created Final Exam is administered at the end of each semester for select semester long courses and in the spring for yearlong courses. This assessment counts as 10 percent of the final grade for semester-long courses and 10 percent of the second semester grade for year-long courses. The district assessment calendar is available at <http://www.stjohns.k12.fl.us/planning/>.

See [Grade Calculations in High School Courses Table](#) and more information.

Participation in the statewide testing program, which consists of the FSA, State End-of Course (EOC) assessments and alternate assessments, is mandatory for all K-12 students attending public schools. The assessment of reading shall be administered annually in grades 3-10 and includes writing in grades 4-10, math in grades 3-8, and science in grades 5 and 8.

State End-of-Course (EOC) assessments for a subject shall be administered in addition to the comprehensive assessments required under [1008.22\(3\)\(1\) F.S.](#) All State EOC assessments are weighted 30% of the final grade.

- Students who entered grade 9 in 2014 and beyond who are enrolled in Algebra 1 or an equivalent must earn a passing score on the FSA Algebra 1 EOC to qualify for a standard diploma. [1003.4282](#), [1003.4285 F.S.](#)

The final course grade for all students enrolled in either standard or honors Algebra 1, Geometry, Biology and U.S. history, must be calculated using the State EOC assessment as 30% of the final grade. This does not apply to students enrolled in Advanced Placement (AP) U.S. history or Dual Enrollment (DE) American history or AP/DE biology courses.

- For the Scholar Diploma Designation, a student is exempt from the Biology I or U.S. history assessment if the student is enrolled in an AP, IB, or AICE biology I or U.S. History course and the student takes the respective AP, IB, or AICE assessment and earns the minimum score to earn college credit.

Required Assessment Scores [1003.4282\(3\)\(a\)](#)

To graduate from high school, students who entered grade 9 in 2014 and beyond must pass the Grade 10 FSA ELA or a standardized test that is concordant with a passing score on the FSA ELA, as defined by statute. Even if students have achieved a concordant score before the grade 10 assessment, all students enrolled in grade 10 are required to participate in the statewide assessments in accordance with [1008.22 F.S.](#)

Students entering grade 9 in 2011-2012 and thereafter must pass the Algebra 1 EOC assessment to qualify for a standard diploma. This requirement also applies to middle school students seeking high school course credit for Algebra 1. Additionally if students have achieved a comparative math score on PSAT/NMSQT, SAT, ACT, Geometry EOC and the PERT (only applicable to students who entered grade nine prior to the 2018-2019 school year) as an alternative to enrolling in and completing Algebra 1 or an equivalent course, they must take the Algebra 1 EOC Assessment in accordance with [1008.22 F.S.](#) Yearly, the Florida Legislature considers the authorization of the use of alternative assessment(s) for meeting high school graduation requirements.

For students entering grade 9 in 2010-2011 school year and thereafter, the passing score for all assessments required for high school graduation scholar designation or for the diploma requirement is the minimum scale score in Achievement Level 3.

See [Appendix E](#) for Graduation Requirements for Florida's State Assessments.

| Reading/ELA Assessment Requirement and Passing Score | | |
|--|---|---|
| School Year When Assessment Requirements Began for Students Entering Grade 9 | Assessment that Students Must Pass in Order to Graduate | Passing Score for the Required Assessment |
| 2014-2015 and beyond | Grade 10 FSA ELA | 350 |

| Algebra 1 EOC Assessment Requirement and Passing Score | | |
|--|---|---|
| Implementation Year | Assessment that Students Must Pass in Order to Graduate | Passing Score for the Required Assessment |
| 2014-2015 and beyond | FSA Algebra 1 EOC Assessment | 497 |

Concordant and Comparative Scores—A student can also meet assessment graduation requirements by earning a concordant or comparative score as specified in Rule 6A-1.09422, Florida Administrative Code (F.A.C.). Tables 3 and 4 below and on the following page show the concordant and comparative scores students may use to satisfy assessment graduation requirements.

Grade 10 ELA Concordant Scores

| Grade 10 FSA ELA or Grade 10 FCAT 2.0 Reading | |
|---|-----|
| Available for <i>all</i> students who entered grade 9 in 2010–11 and beyond: | |
| SAT Evidence-Based Reading and Writing (EBRW) ¹ | 480 |
| ACT English and Reading subtests ² | 18 |
| Available <i>only</i> for students who entered grade 9 prior to 2018–19: | |
| SAT EBRW ¹ | 430 |
| SAT Reading Subtest ³ | 24 |
| ACT Reading | 19 |

¹Administered in March 2016 or beyond. The combined score for the EBRW must come from the same administration of the Reading and Writing subtests.

²The average of the English and Reading subtests. If the average of the two subject test scores results in a decimal (0.5), 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.

³Administered in March 2016 or beyond. Students who entered grade 9 prior to 2018-19 may also use a concordant score of 430 on the SAT Critical Reading if administered prior to March 2016.

| Algebra 1 EOC Comparative Scores | |
|---|-----|
| Algebra 1 EOC (FSA or NGSSS) | |
| Available for <i>all</i> students who entered grade 9 in 2010–11 and beyond: | |
| PSAT/NMSQT Math ¹ | 430 |
| SAT Math ² | 420 |
| ACT Math | 16 |
| FSA Geometry EOC ³ | 499 |
| Available <i>only</i> for students who entered grade 9 prior to 2018–19: | |
| PERT Mathematics | 97 |

¹Administered in 2015 or beyond. Students who entered grade 9 in 2010–11 and beyond may also use a comparative score of 39 on PSAT/NMSQT Math if it was earned prior to 2015.

²Administered in March 2016 or beyond. Students who entered grade 9 in 2010–11 and beyond may also use a comparative score of 380 on SAT Math if it was earned prior to March 2016.

³Students eligible for either the FSA Algebra 1 EOC alternate passing score of 489 or the Geometry EOC passing score of 492, as defined by [Rule 6A-1.09422\(6\)-\(7\), F.A.C.](#), may use the alternate passing score of 492 on the FSA Geometry EOC as an Algebra 1 EOC comparative score. See the Scholar Diploma Designation section for eligibility criteria.

For more information about the FSA concordant and comparative scores, please see the Rule 6A-1.09422: Concordant and Comparative Scores FAQ. In accordance with section (s.) 1008.22, Florida Statutes (F.S.), all students enrolled in grade 10 are required to participate in the grade 10 ELA assessment and all students enrolled

in Algebra 1 or an equivalent course are required to participate in the Algebra 1 EOC assessment, regardless of whether they have a passing concordant or comparative score on file.

http://www.fldoe.org/core/fileparse.php/7764/urlt/Secondary_Student_Progression_FAQs.pdf, Additional guidance for FSA concordant scores is available at <http://www.fldoe.org/core/fileparse.php/7764/urlt/GradRequireFSA.pdf>.

Students holding a Certificate of Completion must meet concordant score requirements based on the test taken, since changes were made to the SAT content. As always, students may use a combination of SAT and ACT scores to meet the high school graduation testing requirements.

Instructional Support

Each student who does not meet specific levels of performance in English language arts and/or mathematics shall be provided with scientifically research-based interventions as indicated by additional diagnostic assessments used to determine the nature of the student's difficulty and areas of academic need. Instructional support shall continue until performance expectations are met as documented by demonstrating mastery, passing the state assessment (s) or graduating from high school.

Instructional Support during high school may not be in lieu of English and mathematics credits taken for graduation. When Intensive Reading (course # 1000410) or Intensive Mathematics (course # 1200400) is used for instructional support, it is counted as an elective.

Reading Support

Students reading below grade level will be eligible for two tiers of reading support. Eligibility will be determined by each school's collective evaluation of data which could include, but is not limited to, the following:

- FSA
- Progress monitoring tools
- Class grades, formative and summative assessments
- Teacher recommendation or anecdotal evidence

The following instructional assistance options are available for 11th and 12th grade students who have not achieved a level 3 on the Florida Standards Assessment (FSA) [1003.433 F.S.](#):

- FSA math/reading support at their school of enrollment,
- Participation in an accredited high school equivalency diploma preparation program during the summer,
- Or participation in an adult general education program.

Instructional Support Through Progress Monitoring [1008.25\(4\)\(a\) \(5\)\(a\) F.S.](#)

Students in grades 9-12 who score below Level 3 on ELA FSA and/or the Algebra 1 EOC assessment must be evaluated to determine the nature of the student's difficulty, areas of academic need, and strategies for providing academic support to improve the student's performance.

A student who is not meeting the state requirements for satisfactory performance in ELA and/or math must be covered by one of the following plans:

- a federally required student plan such as an individual education plan (IEP),
- a school-wide system of progress monitoring for all students, or
- individualized progress monitoring.

Instructional support shall be continued until a student's reading deficiency is remediated and shall include the following components:

- prescriptive and targeted instruction for specific skill development,
- variety of opportunities for repetitions (repeated exposures),
- smaller chunks of text or content,
- guided and independent reading practice,
- skill development and practice integrated into all activities,
- frequent monitoring, and
- criterion-based evaluation of success.

Content of Instructional Support

All instructional support shall include effective, research-based and standards-driven instruction. Each school shall use the materials listed in its section of the district's Comprehensive Reading Plan as resources for instructional support in reading. Any additional resources must be scientifically research-based and reviewed by the Curriculum Services Department prior to use.

Length of Instructional Support

Each student who does not meet minimum performance expectations for the statewide standardized assessments in English language arts and mathematics or the Algebra 1 EOC must continue instructional support until expectations are met or the student graduates from high school or is not subject to compulsory school attendance.

Parent Refusal for Support through Progress Monitoring and a Multi-Tiered System of Supports

The school district has the authority and responsibility to advise a student's course of study. Schools are held responsible for developing a MTSS in consultation with the parent/legal guardian, but parental approval is not required, nor can parents/legal guardians veto a MTSS. The school is held accountable for the student's success and may implement a MTSS without a parent's/legal guardian/s approval. Students whose progress monitoring is an IEP, however, must have parent/legal guardian approval of the plan.

If the parent/legal guardian refuses to participate in the support strategies detailed in the MTSS because he or she believes the strategies are unnecessary or inappropriate, the parent/legal guardian may appeal to the principal. The principal shall provide a hearing officer, and the hearing officer shall make a recommendation for final action to the principal. Consistent with school board rules and in accordance with state statute [\[1012.28 \(5\) F.S.\]](#), the Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes. For more specific requirements, refer to the district's Comprehensive Reading Plan on SJCS website <http://www.stjohns.k12.fl.us/cs/crp>.

Allocation of Instructional Resources

Allocation of supplemental instructional resources for students shall occur in the following priority:

- students who are deficient in reading, then
- students who fail to meet performance levels required for promotion.

Placement for Math Support [1003.4156\(1\)\(c\) F.S.](#), [1003.428\(2\)\(b\) \(2\)\(d\) F.S.](#)

Students who score at Level 1 or Level 2 on the 8th grade Mathematics FSA shall be provided support in math until such time as the student achieves a passing score on the Algebra 1 EOC assessment. Support may be provided as part of the student's regular math instruction or in applied, integrated or combined courses.

College Readiness [1008.25\(2\)\(a\) F.S.](#), [State BOE Rule 6A-10.0315](#)

High schools shall use all available assessment results including the results of statewide, standardized English language arts assessments and end-of-course assessments for Algebra 1 and Geometry, to advise students of any identified deficiencies and to provide appropriate postsecondary preparatory instruction before high school graduation.

The Postsecondary Readiness Competencies can be found on the Division of Florida College and Career Readiness website at <https://www.ccrscenter.org/ccrs-landscape/state-profile/florida>.

[State Board Rule 6A-10.0315](#) established approved placement assessments and cut scores for entry into college level coursework as provided in the table below.

| Placement Assessment | Writing Cut Score | Reading Cut Score | Math Cut Score |
|----------------------|-------------------|-------------------|----------------|
| Accuplacer/CPT | 83 | 83 | 72 |
| SAT-I | 440 | 440 | 440 |
| ACT | 17 | 19 | 19 |

Students who demonstrate readiness by achieving the minimum test scores established by the State Board and enroll in a Florida College System institution within two years of achieving such scores shall not be required to retest or enroll in remediation when admitted to any Florida College System institution.

Language arts academic credit courses to prepare students for college success include:

- Reading for College Success (1008350) - .5 credit semester course
- Writing for College Success (1009370) - .5 credit semester course
- English 4: College Prep (1001405) – 1 credit yearlong course.

Schools may schedule students for English IV: Florida College Prep (1001405), a 1-credit high school course which may be used as one of the four English courses required for graduation.

Full credit courses that are aligned to the Postsecondary Readiness Competencies and count toward graduation requirements in the subject area are:

- English IV: Florida College Prep (1001405)

The following information should be used to guide student enrollment in postsecondary preparatory instruction courses. Students scoring below the college-ready cut scores may benefit from developmental courses.

Course placement score ranges for the PERT:

**113 is the college-ready cut score for mathematics.*

| Reading | | | |
|--|---------------------------------------|-----------------|---|
| College Level Course | HS Level Course | PERT Scores | Credit |
| Lower level developmental education | Reading for College Success (1008350) | Scores 50-83 | .5 credit– counts toward English requirements |
| Higher level developmental education | Reading for College Success (1008350) | Scores 84-103 | .5 credit– counts toward English requirements |
| Freshman Composition Skills I (ENC 1101) | English 4: College Prep (1001405) | Scores 104*-150 | 1.0 credit – counts toward English requirements |

**104 is the college-ready cut score for reading.*

| Writing | | | |
|--|---------------------------------------|----------------|---|
| College Level Course | HS Level Course | PERT Scores | Credit |
| Lower level developmental education | Writing for College Success (1009370) | Scores 50-89 | .5 credit-counts toward English requirements |
| Higher level developmental education | Writing for College Success (1009370) | Scores 90-98 | .5 credit-counts toward English requirements |
| Freshman Composition Skills I (ENC 1101) | English 4: College Prep (1001405) | Scores 99*-150 | 1.0 credit–counts toward English requirements |

**99 is the college-ready cut score for writing.*

Because all of the above courses are academic credit courses that fulfill graduation requirements, all must comply with the class size requirements. These courses are aligned to the Postsecondary Readiness Competencies; the math courses are aligned to the Florida Standards for Mathematics.

Students scoring at or above the college-ready cut score are eligible to enroll in college-level courses. Students must meet college-ready cut scores in reading and writing to be eligible to enroll in the entry-level English course, ENC 1101.

H. Guidelines for Extracurricular Activities and Athletics

Participation in Interscholastic Extracurricular Student Activities

[1006.15 F.S.](#) addresses high school athletics and students who attend a school for a Program of Choice. Specifically, the legislation:

- defines the term “eligible to participate” to include, but not be limited to, a student participating in tryouts, off-season conditioning, summer workouts, preseason conditioning, in-season practice, or contests. The term does not mean that a student must be placed on any specific team for interscholastic or interscholastic extracurricular activities.
- prohibits a student from participating in a sport if the student participated in that same sport at another school during that school year unless the student meets specified criteria for exemption.
- authorizes a private school student to participate in a sport at public high school even if the private school is not a member of FHSAA and even if the private school offers the athletic program.
- allows a student who transfers during the school year to seek to immediately join an existing team if the roster for the specific interscholastic or interscholastic extracurricular activity has not reached the activity's identified maximum size and if the coach for the activity determines that the student has the requisite skill and ability to participate.
- Home education students participating in interscholastic and interscholastic extracurricular student activities; must register at the school prior to the home education student participating in the activity.

Regulations on student standards for participation in interscholastic and interscholastic extracurricular student activities are specified in [1006.15 F.S.](#), also known as the “Craig Dickinson Act.” The term “extracurricular” means any school-authorized or education-related activity occurring during or outside the regular instructional school day.

In order to participate in an interscholastic extracurricular student activity, a student must have a cumulative unweighted GPA of 2.0 or above in the previous semester or a cumulative GPA of 2.0 or higher on a 4.0 scale in the courses required by statute for high school graduation. A student who is academically eligible at the beginning of a semester will continue to be academically eligible for that entire semester. Likewise, a student who is academically ineligible at the beginning of a semester will continue to be academically ineligible for that entire semester. The student’s eligibility for each successive semester will depend upon his/her cumulative GPA at the conclusion of the previous semester. ([FHSAA 9.4.1.2](#))

A student may raise or lower his/her cumulative GPA by attending summer school or its graded equivalent if:

- The summer school or its graded equivalent is regularly scheduled and regularly organized under the direction of a district school board or private school
- All coursework taken by the student is completed before the first day of classes in the subsequent semester
- All courses taken by the student, in which he/she receives a grade, whether during the regular academic year of summer school, or its graded equivalent, must be used to calculate the student’s cumulative GPA. ([FHSAA 9.4.1](#))

Student participation is also governed by the district’s Code of Conduct for Athletic Participation and the policies of the Florida High School Athletic Association (FHSAA). Otherwise, qualified students with disabilities may not be excluded from participation in extracurricular activities on the basis of disability or the need for accommodations.

For 9th and 10th Graders

When the GPA of a student who is participating in an interscholastic extracurricular activity/team falls below 2.0 on a 4.0 scale in the courses required by statute for high school graduation, the school shall, in conjunction with the student and parent/legal guardian, write and monitor an academic performance contract until such time as the student’s cumulative GPA reaches 2.0 or higher. Students are still considered part of the interscholastic activity/team but are not permitted to participate in practices or competitions until their cumulative grade point average reaches 2.0 or higher. Participation in supplemental instruction programs is strongly recommended for students affected by this requirement. At a minimum, the contract must require that the student attend summer school between grades 9 and 10 or grades 10 and 11, as necessary.

For 11th and 12th Graders

During his or her junior or senior year, each student is required to have a cumulative grade point average of 2.0 or above on a 4.0 scale in the courses required by statute for high school graduation.

Courses in which a state End-of-Course (EOC) assessment is given, must be included in the cumulative GPA for eligibility. At the conclusion of the first semester, schools must include the grade the student earned in all EOC courses up to that point; this might necessitate a hand calculation of the GPA for student athletes if the course has not been concluded at the end of the first semester. Upon conclusion of the course or the school year, schools must include the final grade the student earned in all EOC courses, including the percentage of the grade from the EOC mandated by state statute. A student whose cumulative GPA falls below the minimum 2.0 due to the final results of the EOC courses will not subject the school to penalties due to that student's participation in contests during the previous semester(s) regarding the academic requirement.

[HB 797](#) passed in July 2011 allows middle or high school students who attend a non-FHSAA member private school with less than 125 students to play a sport not offered at their private school at the public school that is zoned for the address at which the student resides. The student must comply with all FHSAA regulations, including eligibility requirements regarding age and limits of eligibility, and local school regulations during the time of participation.

National Collegiate Athletic Association (NCAA)

College-bound student athletes will need to meet more rigorous academic rules to receive a scholarship at NCAA Division I colleges or universities. A student who enters a NCAA Division I college or university on or after August 1, 2016 (entered ninth grade 2012-2013), will need to meet new academic rules in order to receive athletics aid (scholarship), practice, or compete during their first year. The changes include the following:

- Minimum core-course GPA of 2.300 required
- Change in GPA and test-score index (sliding scale)
- Ten core courses required before the seventh semester of the senior year

A student who entered a NCAA Division II college or university after August 1, 2013, is required to complete 16 core courses.

For information on the rules, visit <http://web1.ncaa.org/hsportal/exec/links?linksSubmit=ShowActiveLinks>.

IV. GRADING AND NOTIFICATION PROCEDURES

A. Reporting Student Progress

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

Report cards provide the student and the student's parents/legal guardians with an objective evaluation of scholastic achievement with indicators of progress. Report cards shall clearly depict and evaluate the following:

- the student's academic performance in each class or course in grades K through 12 based on examinations as well as other appropriate academic performance items,
- the student's performance at his or her grade level,
- the student's conduct and behavior, and
- the student's attendance, including absences and tardies.

All schools shall use the district's approved report card as the primary means of reporting student progress. Schools wishing to adapt the district report card must petition for a waiver to do so and include the waiver in their School Improvement Plan.

Report cards shall be issued at the end of each grading period on uniform dates as adopted annually on the official school year calendar. Students do not have multiple opportunities to attempt summative assessments such as midterms and final exams.

Semester/final course grade changes should be made prior to credit being awarded for the semester/year. Approval by the principal is required.

Grades shall be issued to all students in attendance. Students transferring into the district after the midpoint of a reporting period may be assigned grades based on records/grades from the sending school.

Students with Disabilities

- A student's placement in an Exceptional Student Education (ESE) program may not be designated on the report card due to [FERPA \(Family Education Rights and Privacy Act\)](#).
- Students with disabilities must receive a report regarding progress toward IEP goals and objectives along with the report card. The final report card for the year shall contain a statement indicating end-of-the-year status or performance, or non-performance, at grade level; acceptable or unacceptable behavior and attendance and promotion or non-promotion.
- Students may not be discriminated against in grading because of their disability.
- Teachers may not unilaterally decide to use an individual grading system for a student with disabilities.
- A student with a disability shall not be penalized with a lower grade for using accommodations.

In very limited cases where the district report card would be ineffective in communicating progress of an ESE student, an alternate to the district report card, approved by the Director for Exceptional Student Education, may be used.

Interim Progress Reports

Interim progress reports shall be issued to all students in grades 1-12 at the midpoint of each regularly established grading period on uniform dates as adopted annually on the official school calendar. Interim reports may be done via parent/legal guardian conferences as well as through reporting forms. Students with disabilities must receive a report or parent/legal guardian conference regarding progress toward IEP goals and objectives in accordance with the interim report.

Parents/legal guardians and students may check progress at any time through the district's Home Access Center (HAC). Dual Enrollment course information is not available in HAC until the end of the semester as those grades are maintained in the St. Johns River State College information system and are available to the student only, through the SJRSC website. When the final grade is transferred to the student's transcript, it will be available in HAC.

B. High School Grading System

Grading, in its purest form, is the way in which we communicate a student's understanding of a concept, or concepts, in a course he/she is taking. Through grades, we are able to ascertain where a student stands on the learning continuum and provide feedback on the proficiency of students as it relates to course and/or content area standards. Grades should be objective and formed by assessments directly related to the standards in a course. In conjunction with goals and scales, grades provide the most useful way to form a roadmap from which students can grow.

It is in the interest of all students, teachers, and parents/legal guardian for there to be common grading expectations, throughout high schools in St. Johns County. This allows students to understand expectations, and teachers to heighten collaboration through the Professional Learning Communities process. District common grading practices are designed to be fair, consistent, and grounded in best practice.

The Next Generation Sunshine State Standards (NGSSS) and the B.E.S.T Standards for English Language Arts and Math specify what students should know and be able to do in each course/subject at every grade level. In a standards-based system, grades should be an indication of student learning through their level of proficiency as determined by summative and formative assessments. Following are definitions of terms used in describing common high school grading expectations.

The goal is for all students to be able to demonstrate their learning of course standards at or beyond the proficiency level. Proficiency is the level of learning most closely associated with a grade of "C".

The district has established that every secondary instructor will have at least three graded summative assessments per grading period, and at least two graded formative assignments completed prior to each summative assessment. Whenever possible, the three required summative assessments will be developed, administered, and graded as common assessments. The district expectation is for teachers working as subject specific Professional Learning Communities to develop the three common summatives for each grading period.

Formative assignments are measures used throughout the learning process to provide feedback that promotes learning and informs instruction. Formative assessments:

- Are aligned to the learning progression on a scale
- Are generated by a wide variety of methods
- Can be graded or not graded
- Provide usable feedback for students and teachers
- Are a checkpoint or snapshot of progress
- Are aligned to the summative in terms of skill, standard, rigor and format

Example of **formative assignments** include, but are not limited to:

- Exit tickets
- Informal teacher questions
- Draft written work
- Performance in progress
- Student response via whiteboards, clickers or other instructional tools
- Learning logs
- Conversation with a student
- Quizzes

Summative assessments evaluate student learning aligned to specific standards at the end of a defined instructional period. Summative assessments:

- Are aligned to the learning progression on a scale
- May be administered in a variety of formats
- Are graded
- Are predictors of marking period grades
- Used to determine proficiency
- Are more comprehensive than formative assessments
- Are aligned to formative assessments in terms of skill, standard, rigor and format

Examples of **summative assessments** include but are not limited to:

- Formal conversations with the students
- Final version of a written work
- Test
- Final version of a performance/presentation
- Final version of a project/research paper
- End of a course exams
- Semester exams
- Summative quarter exams

Retake and Remediation Parameters:

- Summative assessments developed at a school by a teacher or PLC must be available for students to retake.
- Retake summative assessments must be available for standards where proficiency has not been demonstrated; the entire assessment may not apply. This decision is a teacher and/or PLC decision.
- Students must engage in learning opportunities (remediation) prior to retaking a summative assessment, which must include teacher feedback.
- Summative retake assessments do not have to be in the exact format as the original summative assessment.
- Students have the opportunity to retake a Summative Assessment where the original score earned was less than 85%.
- Students can earn up to and including 85% on a retake Summative Assessment in Middle or High school.
- Summative assessments are only to be retaken and rescored once.
- Summative assessment retakes must occur within a pre-determined time-period such as a unit or a quarter as determined by the PLC team.
- Students will receive the higher score of the original and retake summative assessments.

- If a summative assessment has a deadline (for example: research paper or presentation) and the due date is missed, the student may complete the assignment for no higher than an 85% and within a timeline established by the teacher or PLC.
- The expectation is that all students earn a grade that reflects his/her proficiency on standards represented in a course. If a student refuses to attempt work despite school intervention, a zero has been earned.

As part of this process:

- INC should be used as placeholder in summative and formative categories until work is completed
- PLC teams will share students as necessary to promote learning and retake opportunities
- It is optimal for students to retake assessments before or after school so as not to miss further instruction. However, if the student cannot attend before or after school due to transportation, students will be afforded the opportunity to take summative assessments during the school day.

Cheating on a Summative Test

Discipline for cheating is established as per the Code of Conduct as a level II offense and should be administered via the Dean. Students will receive a zero; however, students are eligible for a retake. Students must engage in learning opportunities before retaking the summative assessment. Students will earn up to and including 75% on the retake assessment. Students may also be answerable to specific consequences outlined in programs of choice such as organizations or clubs such as the Junior National Honor Society.

Weighted Category

High schools have a uniform standard for the weighted categories in a grade book. The categories are summative and formative. The total value of all summative assessments will be 70% of the final grade, for formative assignments, 30% of the total grade. Homework assignments may include HW in the assignment title to maintain and differentiate them from other formative assignments.

| Category | Summative | Formative |
|-----------|-----------|-----------|
| Weighting | 70% | 30% |

Some assessments in high school have their own weighting within a category by district policy or due to state statute. The table below shows the grade weighting of select finals and End of Course exams.

Grade Calculations in High School Courses

| | Semester 1 | Semester 2 | State EOC | Final Exam | State or Third-Party Assessment |
|---|--------------------------|--------------------------|--------------------|-------------------|---------------------------------|
| FAST, FCAT 2.0, AP, IB, AICE | Q1 = 50% Q2 = 50% | Q3 = 50% Q4 = 50% | n/a | n/a | No impact to course grade |
| EOC courses - yearlong courses | Q1 = 17.5% Q2 = 17.5% | Q3 = 17.5% Q4 = 17.5% | 30% of final grade | n/a | n/a |
| Select High School Courses - District final exam | Q1 = 50% Q2 = 50% | Q3 = 45% Q4 = 45% | n/a | 10% of Semester 2 | n/a |
| High School Courses – No final exam | Q1 = 50% Q2 = 50% | Q1 = 50% Q2 = 50% | n/a | n/a | n/a |

***See appendix for Select District Final Exam**

Schools may also opt for additional diagnostic testing programs. The district assessment calendar is available at <http://www.stjohns.k12.fl.us/testing/> and a school assessment calendar is available for each school.

Grading Scale [1003.43 F.S.](#)

The following grading scale is used by all schools in St. Johns County:

| GRADING SCALE | | |
|---------------|----------------------------|------------------------------------|
| Grades | Descriptor | GPA Unweighted Value (High School) |
| A = 90 - 100 | Outstanding Progress | 4.0 |
| B = 80 - 89 | Above Average Progress | 3.0 |
| C = 70 - 79 | Average Progress | 2.0 |
| D = 60 - 69 | Lowest Acceptable Progress | 1.0 |
| F = 0 - 59 | Failure | 0 |
| I = 0 | Incomplete | 0 |

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

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 homework, participation, and other indicators of performance, shall be successfully completed by the student.

The two .5 credit term grades stand alone. The only exception is if the student fails one semester but passes the other. In this case, the student could receive one full credit due to yearlong or grade averaging if the grades are passing on a numerical basis. It is the teacher's responsibility to average the grades if this is the case.

Homework

Homework is an assignment in which the majority of the work is completed outside of the classroom in a developmentally appropriate period of time. The function of Homework is to:

- Allow for independent practice or rehearsal
- Prepare for the introduction of new content
- Deepen knowledge or understanding
- Generate specific feedback

The book [Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement](#) by Marzano, Pickering and Pollick (2001) identifies nine instructional strategies that have a probability of enhancing student achievement at all levels. The following strategies are in the order of effect sizes:

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing efforts and providing recognition
4. *Homework and practice*
5. Non-linguistic representations
6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Questions, cues and advance organizers

As homework is a proven strategy in improving student achievement, it is important to look at the recommendations from the research. The research study identifies four areas to guide teachers in assigning homework: (1) the effect size of homework on student achievement, (2) purposes for homework, (3) the importance of providing feedback to students and (4) parental involvement. Assigning homework from elementary school to middle school and from middle school to high school should follow a normal predictable progression.

Homework for High School Students - Recommendations

1. Amount

The amount of homework assigned at the high school level has an effect size on academic achievement producing a possible gain of 24 percentile points (Marzano, 2001). The St. Johns School District Office for Instructional Services recommends that students in grades 9-12 receive 10 minutes of homework per grade level for a standard level class. A standard ninth grade student should have no more than a total of 90 minutes of homework, a tenth-grade student 100 minutes, etc. Honors and advanced classes will require an additional time commitment as they prepare students for reading, writing and research at the college level.

2. Purpose

The purpose of homework should be clearly identified and articulated by the teacher to the student. Best practice includes two common purposes for the homework:

- Independent practice/rehearsal
- Preparation or elaboration/extension

Homework should have a specific purpose, be familiar, be relevant, and connected to the standards. The purpose could be for students to (1) *practice or rehearse*, to begin (2) *preparation for the introduction of new content*, or to (3) *deepen knowledge and understanding* (Marzano, 2001). When homework is assigned for the purpose of practice/rehearsal, it should be based on material with which the students are very familiar. When homework is assigned to help prepare students for new content, the teacher should carefully explain the purpose for homework and make connections for the student.

If homework is assigned, it should be commented on. Providing feedback on homework serves to enhance student achievement. Research shows that when teachers comment in writing on homework, there can be a gain of as much as 30 percentile points; when homework is assigned but not checked or commented on, there is a gain of only 11 percentile points.

Homework is generally designed for the student to complete independently. Parent/legal guardian involvement in homework should be kept to a minimum unless the assignment specifically calls for the participation of parents/legal guardians.

C. Grade Weighting [1007.271 \(16\) F.S.](#)

High School Grade Calculation

Calculation of the final grade for all students enrolled in courses which require a state EOC assessment will include 30% for the EOC.

High school students in select courses will take a district final exam and will be 10% of the semester grade.

Exam Exemptions [1003.33 \(2\) F.S.](#)

St. Johns County School District does not provide for exemptions for state EOC and third party exams (AP, IB, AICE, etc.). Students with disabilities may qualify for a waiver of the EOC requirement. Please [see page 56](#) for more information.

Honors Credit Used in Calculating Weighted Grade Point Average

All course code descriptions will align with Florida DOE Course Code Descriptions, and will follow the district weighting policy:

- IB, AICE, Dual Enrollment and AP courses will receive an academic weighting of 1.0,
- Pre-IB, Pre-AICE and Level 3 courses (except PE) will receive an academic weighting of 0.5, and
- Level 2 and below courses will not receive an academic weighting, unless approved by a local committee and the district. Current .5 weighting is district approved for:
 - International Marketing 8839120
 - International Business Systems 8216110

D. Grade Forgiveness, Credit Recovery Courses and Elective Credit [1003.4282\(6\) F.S.](#)

Grade Forgiveness of High School Credit by Middle School Students

High school level courses taken below grade 9 may be used to satisfy high school graduation requirements and Bright Futures award requirements. Middle school students who have taken high school courses may receive grade forgiveness if they have earned a grade of C, D or F or the numerical equivalent of C, D or F. In such case, the district forgiveness policy must allow the replacement of the grade with a grade of C or higher, or the numerical equivalent of a grade of C or higher, earned subsequently in the same or comparable course. For a grade of A or B the course and grade cannot be forgiven and will appear on the student's high school transcript and will be used in the calculation of high school grade point average and for Bright Futures.

Grade Forgiveness for High School Students

State law requires a cumulative 2.0 GPA to graduate. Forgiveness policies for required courses shall be limited to replacing a grade of D or F, or their numerical equivalent, with a grade of C or higher, or its numerical equivalent, 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 their equivalent, with a grade of C or higher, or its equivalent, earned subsequently in another course. These restrictions on forgiveness do not apply to students below grade 9 taking high school courses. Such students may repeat a course for forgiveness with grades C or below. If a student earns a grade of a D or F in a subsequent attempt of the course in which they have already earned credit, an additional grade from the subsequent attempt course will not be included in the student's GPA. Once a C is earned through grade forgiveness, all previous attempts are forgiven and are not included in the student's GPA. Any course credit not replaced according to the district's forgiveness policy shall be included in the calculation of the cumulative GPA required for graduation. All courses and grades must be included on the student's transcript.

Schools may not count the best 24 credits for all courses taken to meet the cumulative GPA for graduation requirements. The district's forgiveness policy is for the purpose of assisting students in meeting the requirement to attain a minimum grade point average necessary to graduate from high school or raise their GPA. Schools do not have the authority to purge a student record to delete the first grade of D or F. Student records cannot be altered at any time unless it has been determined that the information is inaccurate or a violation of the privacy or other rights of the student.

Credit Recovery Courses

The State Board of Education approved 23 high school credit recovery courses in July 2012. Some of these courses have state EOCs and others do not. Credit Recovery Courses may be used for Grade Forgiveness / Credit Recovery as well as remediation, and they may be taken in a traditional classroom, a credit recovery lab, through virtual school, or in the Summer Algebra Program. Courses offered through a private school may not be used for credit recovery without prior approval by Secondary Instructional Services.

Credit Recovery Courses are .5 elective credit semester courses with specific content requirements defined by the Florida Standards and a maximum of one credit per course. Students enrolled in a Credit Recovery Course must have previously attempted the corresponding course and end-of-course (EOC) assessment, since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements however, Credit Recovery courses are not bound by section [1003.436\(1\)\(a\), F.S.](#), which requires a minimum of 135 hours of instruction.

Credit Recovery courses designated with an EL subject code will not satisfy SUS/FTRC admissions and the Florida Bright Futures Scholarship Program requirements.

Grade Forgiveness and EOC Retake Policy

A high school student who is retaking an EOC course for grade forgiveness and has already taken the EOC is encouraged to retake the EOC but is not required. If the student does not retake the EOC, then the previous EOC results must be averaged into the grade for course average. Grade forgiveness does not mean a new grade without the EOC averaged in.

If the student's final average with the EOC assessment included as 30 percent results in a course grade of "D" or "F", the options for the student include one of the following:

- Retaking a semester of the course

- Retaking the entire course
- Retaking the EOC assessment for that course; and
- Retaking both the course and the EOC assessment to improve the student's final course grade.

A student may retake an EOC to qualify for the scholar designation or as part of a grade forgiveness program.

Grade Challenge Procedure

Grading is primarily the responsibility of a teacher as long as the grade is determined in a manner that is consistent with state and district policies. Any concern a student/parent/legal guardian has with a final grade should be brought to the immediate attention of the teacher of record who awarded the grade. A final grade is defined as a grade documented at the end of a grading period and/or an end of the course cumulative grade.

If the teacher of record is unavailable, or if the student/parent/legal guardian wish to appeal the teacher's decision, they must supply a written summary of the concern including any evidence that would serve as justification for the appeal, to the school principal for consideration and a final decision.

In the event that the school principal is unavailable, the appeal would go to the appropriate district curriculum director for consideration and final decision.

All grade challenges must be completed during the school year in which the grade was awarded, and no later than the start of the next school year. Exceptions to this timeline would only be granted by the principal or Director of Curriculum if new and substantive information directly related to the challenge is presented.

E. Parent/Legal Guardian/Student/Teacher Notifications and Public Reporting [1003.429\(3\) F.S.](#)

Parent/Legal Guardian/Student Notification of Graduation Program Options

[F.S.1003.428\(2\)](#) requires that each school provide students in grades six through twelve and their parents/legal guardian with information in writing concerning the three-year and four-year high school graduation options, available diploma designations, eligibility for state scholarship programs, and eligibility requirements for postsecondary admission. The information shall include a timeframe for achieving each graduation option.

Parent/Legal Guardian/Student Notification of Acceleration Mechanisms [1003.02 F.S.](#)

During course registration, the district shall notify parents/legal guardian of all secondary students of the opportunity and benefits of advanced placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), dual enrollment (DE) and St. Johns Virtual School (SJVS)/Florida Virtual School (FLVS) courses.

Student Notification of Dual Enrollment Opportunities [1007.271 \(5\) F.S.](#)

Students shall be informed of dual enrollment eligibility criteria and the option for taking dual enrollment courses beyond the regular school year and school day.

Parent/Legal Guardian Notification of High School GPA less Than 2.5 [1003.43\(5\)\(e\)2 F.S.](#)

A student's report card is the parent's/legal guardian's official notification of the student's grades and cumulative GPA. Parents/legal guardian of students in grades 9-12 shall be notified each semester if the GPA is less than .5 above the cumulative GPA required for graduation.

Parent/Legal Guardian Notification at End of Grade 10 for Students Not Meeting 18-Credit Program Requirements [1003.429 \(7\) \(a\) \(b\) \(c\) F.S.](#)

If, at the end of grade 10, a student is not on track to meet the credit, assessment, or GPA requirements of the 18-credit accelerated graduation program, the school shall notify the parent/legal guardian of the following:

- the requirements performance-based option that the student is currently not meeting,
- the specific performance necessary in grade 11 for the student to meet the accelerated graduation requirements, and/or
- the option for the student to change to a four-year 24-credit graduation program.

Parent Notification of Student's Annual Progress [1008.25 \(1\) \(8\) \(a\) F.S.](#)

Each year, schools shall provide parents/legal guardians with a report of the progress of the student toward achieving state and district expectations for proficiency in reading, writing, science, and mathematics, including the

student's results on each statewide assessment test. This report traditionally accompanies the last report card of each year but may be sent at an earlier date as determined by the school. In addition, progress reporting information shall be provided to parents/legal guardians.

Parent/Legal Guardian Notification of Student Retention

Parents/legal guardians shall be notified in writing when it is apparent that the student may need to be retained. Documentation shall be kept, and an acknowledgment of such notification shall be obtained. Ongoing communication with the parents/legal guardians shall be maintained.

Parent/Legal Guardian Notification of Remediation

Parent/legal guardian notification shall be documented when a student is being remediated in reading, writing, science and/or math and is being considered for retention. School personnel shall use available resources to achieve parent/legal guardian understanding and cooperation regarding a student's remediation, progress monitoring plan, and possible retention. Parents/legal guardians shall be informed of student progress via quarterly report cards and conferences as deemed necessary by the school.

Student and Parent/Legal Guardian Notification of Student Declaration to Withdraw from School

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. 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/legal guardian.

The following steps must also be taken:

- The school shall notify the student's parent/legal guardian of receipt of the student's declaration of intent to terminate school enrollment.
- The student's school counselor or other school personnel shall 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 shall 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.
- The student shall complete a survey to provide data on reasons for terminating enrollment and actions taken by schools to keep students enrolled.

Guidance personnel shall notify all students of the consequences of failure to receive a standard diploma including the potential ineligibility for financial assistance at a postsecondary institution.

Teacher Notification of Students on Community Control

If a juvenile on community control attends a regular educational school program, then the identity of the juvenile and the nature of the felony offense shall be made known to each of the student's teachers and appropriate district staff.

Annual Reporting of Student Progress in Local Newspaper [1008.25 \(8\) \(b\) F.S.](#)

The district shall publish annually in the local newspaper, 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 the law relating to 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 3-10 performing at Levels 1 and 2 on the reading portion of the FSA,
- by grade, the number and percentage of all students retained in grades 3-10,
- information on the total number of students who are promoted for good cause by each category of good cause, and
- any revisions to the district School Board's policy on retention and promotion from the prior year.

V. EXCEPTIONAL STUDENT EDUCATION

The St. Johns County School District actively seeks to locate exceptional students and maintains information on those students screened and identified as "exceptional." The term "exceptional student" includes, but is not limited to, the following:

- students with autism spectrum disorder
- students who are deaf or hard-of-hearing
- prekindergarten children who are developmentally delayed
- students who are dual-sensory impaired
- students with emotional or behavioral disabilities
- students who are gifted
- students who are homebound or hospitalized
- students with intellectual disabilities
- students with orthopedic impairment
- students with other health impairment
- students with specific learning disabilities, including dyslexia, dysgraphia and dyscalculia
- students with speech and/or language impairments
- students with traumatic brain injury
- students who are visually impaired

If you suspect your child has a disability, contact your child's school. The school will gather information which may include the student's social, emotional, physical, psychological, academic and communication behaviors and abilities. Information is collected through screening instruments, checklists, teacher observations, standardized tests, and from such individuals as parents/legal guardians, teachers, psychologists, audiologists, social workers, physicians, other professional personnel, and the student. Students are screened for vision, hearing, speech, language, and academic achievement early in the process of identifying a suspected disability. If a student is recommended for further testing, the parent/legal guardian will be asked to provide written consent prior to the evaluation.

A. Admission and Placement of Students with Disabilities

Eligibility for Exceptional Student Education (ESE) Services

All students having difficulty meeting promotional requirements shall be monitored carefully by the Multi-Tiered System of Supports (MTSS) Intervention Team or its equivalent. Eligibility for Exceptional Student Education may be considered upon completion of appropriate interventions and activities. State law requires that students who struggle with reading, math, language, or behavior that interferes with learning must have been on an intervention plan for a reasonable amount of time prior to beginning the referral process for Exceptional Student Education. St. Johns County has defined the reasonable length of time as a minimum of 45 school days for most students. Exceptions do apply in extreme/emergency situations, and when sensory impairments exist. Evaluation must be completed within 60 calendar days after receipt of parent/legal guardian consent for evaluation (excepting school holidays). Eligibility for Exceptional Student Education is determined by the staffing committee in accordance with current eligibility criteria as defined in the *Exceptional Student Education Policies and Procedures (SP&P)* located on the Florida Department of Education website at <http://beess.fcim.org/sppDistrictDocSearch.aspx>.

ESE Program Placement for Students with Disabilities

Individual Education Plan (IEP) teams determine the appropriate ESE program placement for students with disabilities based on their individual needs. School administrators use this information to determine classroom(s) and teacher(s) to which the student will be assigned. Specially designed instruction will be provided by an ESE teacher or other service provider in the Least Restrictive Environment (LRE) as determined by the IEP team. In most cases, this will be in the regular education classroom with non-disabled peers but some ESE students may require instruction in a separate environment for a portion of the day. A continuum of services is provided throughout the district.

School Assignment for Students with Disabilities

All students new to the district, should enroll at their home zoned school. An IEP team will review the current IEP to determine if the services can be provided at the home zoned school. If the services required cannot be provided at the home zoned school, the school's Local Education Agency (LEA) representative will contact transportation to

determine which school with the services that the student may need will require the shortest time spent on the bus. The LEA will also contact this school to facilitate an IEP meeting to discuss the appropriate placement.

For students who have been receiving services in the district, but an IEP team has determined that the level and intensity of services required can no longer be provided at the home zoned school, the LEA will work with ESE district staff to review the current placement and services being provided. The district staff will provide input to the IEP team about possible instruction/interventions that may be implemented to determine whether the student's needs can continue to be met in the home zoned school. Conversely, district staff may indicate that the resources at the current/home zoned school appear to have been exhausted. The LEA at the student's current/home zoned school will contact transportation to determine which school with the services that the student may need will require the shortest time spent on the bus. The LEA will then contact this school to schedule an IEP meeting to discuss appropriate placement. Decisions on student placement, i.e., the ESE services that a student needs, are made by the IEP team. Decision regarding the location of that placement are the responsibility of the district/school administrators and their designees.

Parents/legal guardians are invited to attend any meeting discussing school assignment. The admission and placement procedures for the enrollment of students into Exceptional Student Education (ESE) are documented in the *Exceptional Student Education Policies and Procedures (SP&P)* located on the Florida Department of Education website at <http://beess.fcim.org/sppDistrictDocSearch.aspx>.

B. Curriculum and Instruction

Instructional Accommodations for Students with Disabilities

Accommodations are changes to the way a student with disabilities accesses curriculum, demonstrates learning, or how he or she is tested. Accommodations do not change the content of the standards, but may require a change of instructional methods, materials, assignments, time demands and schedules, learning environments, and special communications systems or assistive technologies. These accommodations must be developed and documented on the student's IEP.

Most students with disabilities can achieve general state content standards pursuant to rule [6A-1.09401](#), F.A.C. Effective accommodations must be in place to support involvement of students with disabilities in general education. Students with disabilities who are using general state content standards to attain a standard diploma will have to meet the same requirements as do regular education students. The student's Individual Educational Plan (IEP) will address his or her areas of academic need and accommodations to the general curriculum. Students with disabilities participate in the district's K-12 Comprehensive Reading Plan and supplemental and intensive instructional supports as appropriate.

The general state content standards are the foundation of curriculum, instruction, and assessment for all Florida students. Students with significant cognitive disabilities utilize Access Points to access the general curriculum. Access Points consist of foundation skills that are clearly linked to the general education content. They reflect the essence or core intent of the standards that apply to all students in the same grade, but at reduced levels of complexity.

IEP Teams are responsible for determining whether students with disabilities will be instructed on Florida Standards and assessed with the Florida Standards Assessment (FSA)/End of Course (EOC) assessments or on Access Points and assessed with the Florida Standards Alternate Assessment (FSAA)/End of Course (EOC) assessments based on criteria outlined in Rule [6A-1.0943\(5\)](#), Florida Administrative Code (F.A.C.) For more information regarding the decision-making process, the section of this document on Statewide Assessment of Students with Disabilities Enrolled in Exceptional Student Education. Parents/legal guardians must sign consent for their student to receive instruction on Access Points and be assessed using the FSAA.

C. Reporting Student Progress

Progress Monitoring of IEP Goals

All parents/legal guardians will be notified of their child's achievement during the school year with at least the same frequency as that of a non-disabled peer enrolled in the same school. Progress toward IEP goals will be reported to the parent/legal guardian at the time designated on the IEP.

Report Cards and Grading

- A student's placement in an Exceptional Student Education (ESE) program may not be designated on the report card due to [FERPA \(Family Education Rights and Privacy Act\)](#).
- ESE students with disabilities must receive a report regarding progress toward IEP goals and objectives along with the report card. The final report card for the year shall contain a statement indicating end-of-the-year status regarding grade level acceptable or unacceptable behavior and attendance, and promotion or non-promotion.
- A student with a disability shall not be penalized with a lower grade for using accommodations. Teachers may not unilaterally decide to use an individual grading system for a student with disabilities.
- Students may not be discriminated against in grading because of their disability. Teachers may not unilaterally decide to use an individual grading system for a student with disabilities.
- In very limited cases where the district report card would be ineffective in communicating progress of a student with a disability, an alternative to the district report card, approved by the Director for Exceptional Student Education, may be used.

Statewide Assessment - Assessment of Students with Disabilities

All students, including students with disabilities must participate in the state's assessment and accountability system. Students with disabilities who are following the general education program and pursuing a standard diploma shall participate in the same state and district assessments as their general education peers, including the Florida's Assessment of Student Thinking (FAST) and End-of-Course (EOC) exams. If students with disabilities receive testing accommodations, the accommodations must be listed in the student's Individual Education Plan (IEP) or 504 Plan and utilized regularly during classroom instruction and assessment. Allowed accommodations are listed in the procedure's manual for each specific assessment.

[Florida Statute 1008.22\(3\)\(c\)2](#) states that students with disabilities may be eligible for a waiver of statewide, standardized assessment results for the purpose of receiving a course grade and standard high school diploma. To be considered for a waiver, the following criteria must be met:

1. The student must be identified as a student with a disability, as defined in [S.1007.02,F.S.](#):
The term "student with disability" means a student who is documented as having an intellectual disability; a hearing impairment, including deafness; a speech or language impairment; a visual impairment, including blindness; an emotional or behavioral disability; an orthopedic or other health impairment; an autism spectrum disorder; a traumatic brain injury; or a specific learning disability, including but not limited to, dyslexia, dyscalculia, or developmental aphasia.
2. The student must have an individual education plan (IEP).
3. The student must have taken the statewide, standardized assessment with appropriate, allowable accommodations at least once.
4. In accordance with [s.1008.22\(3\)\(c\)2,F.S.](#), the IEP team must make a determination of whether a statewide, standardized assessment accurately measures the student's abilities, taking into consideration all allowable accommodations for students with disabilities.
5. The IEP team must meet to determine whether the statewide assessment results should be waived.

The Florida Standards Alternate Assessment (FSAA) is designed for students whose participation in the general statewide assessment is not appropriate, even with accommodations. The Florida Standards Alternate Assessment measures student academic performance on the Florida Standards Access Points (FS-AP) in language, mathematics and science. Access Points are written specifically for students with significant cognitive disabilities and reflect the essence or core intent of the standards that apply to all students in the same grade, but at reduced levels of complexity.

IEP Teams are responsible for determining whether students with disabilities will be assessed with the FSA or with the FSAA based on criteria outlined in Rule [6A-1.0943\(5\)](#), Florida Administrative Code (F.A.C.) The IEP team should consider the student's present level of educational performance in reference to the Florida standards. The IEP team should also be knowledgeable of FSA guidelines and the use of appropriate testing accommodations. Only students with the most significant cognitive disabilities are eligible to participate in the FSAA. Most significant cognitive disability means 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 sixty-seven (67) or under): or
2. In the extraordinary circumstance when a global, full-scale intelligent quotient score is unattainable, a school district-determined procedure that has been approved by the Florida Department of Education.

If the IEP team determines that a student is eligible to participate in the FSAA, the parent/legal guardian will be notified and provided information regarding the implications of this decision by receipt of *Parental Consent Form: Instruction in State Standards Access Points Curriculum and Florida Alternate Assessment Administration*.

Extraordinary Exemption from Statewide Assessments

A student with a disability who has a circumstance or condition that leads to results that reflect the student's impaired sensory, manual or speaking skills rather than the student's achievement of the benchmarks assessed by a statewide standardized assessment may be allowed an extraordinary exemption from participating in the assessment [per s. 1008.212, F.S.](#) The IEP team, which must include the parent, determines if the student is eligible for an extraordinary exemption and submits documentation to the superintendent. The request for exemption must be approved by the SJCSO superintendent and the commissioner of education. A specific process and timeline must be followed as outlined in Rule [6A-1.0943\(5\)F.A.C.](#)

Exemption for Students with Medical Complexity

A student with a disability may be allowed an exemption from participation in statewide standardized assessments because of the student's medical complexity per [s. 1008.22\(10\), F.S.](#) Medical complexity is defined to mean a student who is medically fragile and needs intensive care because of a condition such as a 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 perform on an assessment. The IEP team, which must include the parent, determines if the student is eligible for an extraordinary exemption and submits documentation to the superintendent. The request for exemption must be approved by the SJCSO superintendent and the commissioner of education.

Parent/Legal Guardian Notification of Non-Participation in Florida Standards Assessment (FSA)

The school must notify the student's parents/legal guardians in writing that their child is not participating in the statewide assessment (FSA) and provide the parent/legal guardian with information regarding the expected proficiency levels in reading, writing, math, and science. The school is also responsible for administering an alternate assessment based on alternate achievement standards.

Parent/Legal Guardian Notification of Classroom Instructional Accommodations Not Allowed on Statewide Assessments

If a student is provided with instructional accommodations in the classroom that are not allowable as accommodations in the statewide assessment program, as described in the test manuals, the school must:

- inform the parent/legal guardian in writing, and
- obtain parent/legal guardian consent to utilize classroom accommodations not allowed on state-wide assessments, and
- provide the parent/legal guardian with information regarding the impact on the student's ability to meet expected proficiency levels in reading, writing, and math. This notification is documented on the student's individual educational plan.

D. Promotion and Retention of Students with Disabilities

Students with disabilities who are following the general education program take the Florida Standards assessment (FSA) and End-of-Course (EOC) assessments, and are working toward a standard diploma, fall under the same guidelines for promotion and retention as non-disabled students. For students with disabilities who are following the Access Points for Students with Significant Cognitive Disabilities, the principal or designee make the final determination regarding promotion or retention after considering input from the IEP team.

E. Additional Programs

Extended School Year

Extended School Year is specially designed instruction and related services beyond the normal school year of the district. These services are provided to a student with a disability who the IEP team determines needs these services in order to receive a free, appropriate public education (FAPE). ESY is available at no cost to the

parent/legal guardian. Specific requirements and procedures must be followed. Refer to the *Exceptional Student Education Policies and Procedures (SP&P)* located on the Florida Department of Education website at <http://beess.fcim.org/sppDistrictDocSearch.aspx>.

Hospital Homebound

A homebound or hospitalized student is a student who has a medically diagnosed physical or psychiatric condition that is acute or catastrophic in nature, or a chronic illness or a repeated intermittent illness due to a persisting medical problem, which confines the student to home or hospital and restricts activities for an extended period of time. The medical diagnosis shall be made by a licensed physician who is qualified to assess the student's physical or psychiatric condition.

Eligibility Criteria

A student is eligible for specially designed instruction and related services as a student who is homebound or hospitalized if the following criteria are met:

1. A licensed physician must certify that the student;
 - a. is expected to be absent from school due to a physical or psychiatric condition for at least 15 consecutive school days (or the equivalent on a block schedule), or due to a chronic condition for at least 15 school days (or the equivalent on a block schedule), which need not run consecutively; and,
 - b. is confined to home or hospital; and
 - c. will be able to participate in and benefit from an instructional program; and,
 - d. is under medical care for illness or injury that is acute, catastrophic, or chronic in nature; and,
 - e. can receive instruction services without endangering the health and safety of the instructor or other students with whom the instructor may come in contact.
2. The student is in kindergarten through twelfth grade and is enrolled in a public school prior to the referral for homebound or hospitalized services unless the student has been determined eligible as a student with a disability.
3. The child is three through five years of age and has been determined eligible as a student with a disability.
4. A parent, legal guardian, or primary caregiver signs a parental agreement concerning homebound or hospitalized policies and parental cooperation.
5. The student demonstrates a need for special education.

F. Graduation Options [1003.4282 \(10\) F.S.](#)

Graduation Programs for Students with Disabilities

Schools shall provide instruction to prepare students with disabilities to demonstrate proficiency in the skills and competencies necessary for successful grade-to-grade progression and high school graduation. Students with disabilities are not restricted or limited to a diploma option/graduation option. Students with disabilities shall be afforded the opportunity to meet all standard graduation requirements and earn a standard diploma. Decisions regarding the student's diploma option are made by the IEP team, which includes the parent/legal guardian and the student, using the student's post-secondary education and career goals to guide the decision. See [Graduation Programs for Students in General Education Programs](#) for more information regarding diploma options available to all students, including students with disabilities.

The following two diploma options available only to students with disabilities:

1. 24 Credit standard diploma with academic and employment requirements, *available only to students with disabilities* (Employment Transition Plan must be completed, [1003.4282\(10\)\(2\)\(a-d, F.S\)](#))
2. 24 credit standard diploma option *available only to students with significant cognitive disabilities who take access courses and the Florida Standards Alternate Assessment*, [1003.4282\(10\)\(1\)\(a-b, F.S.\)](#)

Diploma Designations

Scholar Designation and Merit Designation are available to all students, including students with disabilities. For more information, please see [Additional High School Completion Information](#).

Special Diploma Options

The Special Diploma is only available to students who entered ninth grade *prior* to the 2014-2015 school year. The Special Diploma offers choices to students with disabilities who are not able to meet the requirements for a standard diploma. There are two special diploma options available for students with disabilities:

- Special Diploma, Option 1 (only available to students who entered ninth grade *prior* to the 2014-2015 school year) - Diploma awarded to students who have been properly identified as intellectually disabled, deaf or hard-of-hearing, specific learning disabled, emotional/behavioral disabled, orthopedically impaired, dual sensory impaired, other health impaired, traumatic brain injury, autism spectrum disorder, or language impaired ([Rule 6A-1.09961\(1\)\(a\), FAC. b](#)). In order to graduate with a Special Diploma Option 1, a student must:
 - Earn the minimum number of 24 credits, and
 - Master the Next Generation Sunshine State Standards or Florida Standards for the courses in which the student is enrolled.
- Special Diploma, Option 2 (only available to students who entered ninth grade *prior* to the 2014-2015 school year) - requirements are based on mastery of a set of competencies developed by the IEP team for each individual student related to employment and community living. These competencies are specified in the student's employment and community competencies training plan. This diploma option is not based solely on mastery or course credits but also on successful employment ([Rule 6A-1.09961\(1\)\(b\), FAC](#)). In order to graduate with a Special Diploma Option 2, a student must:
 - Be employed successfully in the community for a minimum period of one semester, at or above minimum wage
 - Achieve all annual goals and short-term objectives related to employment and community competencies in the transition individual education plan (TIEP)
 - Demonstrate mastery of competencies in his or her graduation plan
 - Be at least 17 years old
 - Have completed 10 credits towards a special diploma

Certificates of Completion

A certificate of completion will be awarded to students who earn the required eighteen (18) or twenty-four (24) credits required for graduation, but who do not:

- achieve the required grade point average, or
- who do not pass required assessments unless a waiver of the results has been granted in accordance with Section [1008.22\(3\)\(c\)2., F.S.](#), or participation in a statewide assessment has been exempted in accordance with Section [1008.212](#) or [1008.22\(9\), F.S.](#)

Moving Between Diploma Options

- Students who entered ninth grade prior to the 2014-2015 school year and who are on Special Diploma may change to Standard Diploma if the IEP team determines that is the best option for the student and it is aligned with their postsecondary goals. However, because these students did not begin to pursue a standard diploma in 9th grade, they may need additional time to complete all of the required coursework.
- Students may also move to the academic and employment competencies diploma option.
- Students who entered ninth grade prior to the 2014-2015 school year and whose IEP noted that they were working toward a Special Diploma Option 1 may switch to Special Diploma Option 2 if the IEP team determines that it best meets the student's postsecondary goals.

Substituting Career and Technical Education (CTE) Courses

Students with disabilities who are following the high school graduation option outlined in s. [1003.4282\(10\)\(b\)1., F.S.](#) may substitute secondary CTE courses for:

- English IV
- 1 math credit (not Geometry or Algebra 1)

- 1 Science credit (not Biology 1)
- 1 Social Studies credit (not U.S. History)

Deferring Receipt of the Standard High School Diploma

A student whose IEP requires special education, transition planning, transition services or related services through the age of 21 may defer receipt of their standard high school diploma. Once a student defers, they must be enrolled in accelerated college credit instruction, industry certification courses that lead to college credit, an early college high school program, courses necessary to satisfy the Scholar designation requirements or a structured work-study, internship or pre-apprenticeship program in order to continue to receive a Free Appropriate Public Education (s. [1003.4282\(10\)\(c\),F.S](#))

The district must inform parents/legal guardians and the student, in writing by January 30 of the year in which the student is expected to meet graduation requirements, about eligibility to defer receipt of the standard high school diploma. Students must make their decision to defer receipt of their standard high school diploma by May 15 in the school year in which they are expected to meet all the requirements for graduation. The decision must be noted in the IEP and also kept on file in writing. The parent/legal guardian, or the student if over the age of 18 and rights have transferred, in consultation with the rest of the IEP team, makes the deferral decision. Any changes in the decision to defer must be made by May 15. If a student does not defer their diploma, the district is released of the obligation to provide free appropriate public education (FAPE). The student does not need to defer every year; it applies until the student is no longer age eligible for FAPE or elects to accept the standard diploma, whichever comes first.

While it is expected that most students who defer receipt of their high school diploma will receive their diploma after they complete the program or programs for which they deferred, students can request their diploma whenever they choose. This decision must be based on the understanding that the district is released of the obligation of FAPE once the student receive the standard diploma. Students with disabilities who receive a certificate of completion and have an IEP requiring special education, transition planning, transition services or related services, through the age of 21 may continue to receive the specified instruction and services; additionally, students on Special Diploma do not have to defer the receipt of their diploma to continue to receive services.

VI. ENGLISH for SPEAKERS of OTHER LANGUAGES (ESOL)

A. Placement

Students in the English for Speakers of Other Languages (ESOL) program are commonly referred to as English Language Learners (ELLs). ELLs shall be placed in appropriate courses designed to provide ESOL instruction in English and the basic subject areas of mathematics, science, social studies and computer literacy.

The ELL Committee, which is composed of the principal or designee, the district ESOL teacher, when necessary and/or feasible; the primary language arts teacher; the school counselor; and any other instructional personnel responsible for the instruction of ELLs, shall make recommendations concerning the appropriate placement, promotion, and retention of English Language Learner students. Parents/legal guardians of students being reviewed shall be invited to participate in the meetings.

Criteria to be utilized in making appropriate placement decisions include the following:

- academic performance and progress of a student based on formal and/or alternative assessments in English and/or the student's native language, PERT
- age of the student,
- progress, attendance and retention reports, and
- number of years the student has been enrolled in the ESOL program.

The St. Johns County School District ESOL Plan may be accessed under English for Speakers of Other Languages (ESOL) at <http://www.stjohns.k12.fl.us/esol/ell/>.

B. Assessment, Retention and Promotion

Assessment

In general, all ELLs participate in the state's assessment and accountability system. As part of the Every Student Succeeds Act (ESSA), all ELLs shall be assessed annually in reading, writing, listening and speaking.

Retention

Retention of an ELL is based on unsatisfactory performance in reading, writing and mathematics as determined by the Intervention Team or its equivalent, in conjunction with the ELL Committee. Students cannot be retained based solely on lack of English language proficiency.

Promotion in Grade 12 [1003.433\(3\) F.S.](#)

Students who have been enrolled in an ESOL program for less than two (2) years and have met all requirements for a standard high school diploma except for passing the grade 10 FSA/alternate assessment may receive immersion English language instruction during the summer following their senior year (to the extent funding is provided in the General Appropriations Act). Students receiving such instruction are eligible to take the FSA/alternate assessment and receive a standard high school diploma upon passing the FSA/alternate assessment.

C. Awarding of Credit

ELLs shall be given credit toward fulfilling graduation requirements in English for each *English for Speakers of Other Languages* (ESOL) English course completed satisfactorily. Credit shall also be given toward fulfilling graduation requirements for each basic subject area course completed satisfactorily through ESOL instruction. For more information on ESOL services, please visit the St. Johns County School District website at <http://www.stjohns.k12.fl.us/esol/>.

State Graduation Reading Assessment for Students in an English for Speakers of Other Languages (ESOL)

Program - Beginning in the 2022-2023 School year, Pursuant to Section 1003.433(3), F.S., students who have been enrolled in an ESOL program for less than two (2) years and who have all requirements for the standard high school diploma except the passage of any assessment or alternate assessment required for graduation, may meet the requirement to pass the statewide, standardized grade 10 English Language Arts assessment by satisfactorily demonstrating grade-level expectations on formative assessments, confirmed by earning credit(s) in ELA during the time of enrollment.

Appendix

- A. Reading Intervention Guide
See <https://www.stjohns.k12.fl.us/cs/crp/> for the Comprehensive Reading Plan
- B. High School Course Sequence
- C. Required Instruction
- D. Graduation Requirements – Standard & Scholar
- E. Graduation Requirements for Florida Statewide Assessments
- F. District Final Exams

A. Reading Intervention Guide
2022-2023 SJCS D Reading Intervention Guide HIGH SCHOOL

| Students identified with a substantial reading deficiency (as outlined in the Comprehensive Reading Plan Decision Tree) should receive an intervention. | | | | | |
|--|--|--|--|--------|---------|
| The course where the intervention is provided must be coded. | | | | | |
| Targeted Reading Intervention=Code A | | | | | |
| Intensive Reading Intervention=Code B | | | | | |
| *Code B courses must be taught by a reading certified or endorsed teacher. | | | | | |
| Consider historical FSA data when determining the best placement for all students. | | | | | |
| Students with disabilities are not limited to ESE courses. | | | | | |
| If a student shows proficiency via another state approved method (i.e., FSA waiver, ACT/SAT concordant score, etc.), then he/she may not need a reading intervention code. | | | | | |
| Call Instructional Services (547-7626) for assistance with unique situations. | | | | | |
| Grade Level | Student Characteristic "IF" | | Course "THEN" | Code A | *Code B |
| 9-12 Decision Tree data to consider (FSA and Achieve3000) | Students on a Tier 2 MTSS reading plan | | English 1: 1001310 English 2: 1001340 English 3: 1001370 English 4: 1001400 | X | |
| | All students with Level 2 on the ELA FSA & | iReady reading (8 th) or Achieve3000 (9 th , 10 th , 11 th) score falls in the range of 8 th : ≥ 594 (<i>iReady</i>) 9 th : ≥ 775 (<i>Achieve3000</i>) 10 th : ≥ 830 (<i>Achieve3000</i>) 11 th : ≥ 950 (<i>Achieve3000</i>) | | | |
| | | iReady reading (8 th) or Achieve3000 (9 th , 10 th , 11 th) score falls in the range of 8 th : ≤ 593 (<i>iReady</i>) 9 th : < 775 (<i>Achieve3000</i>) 10 th : < 830 (<i>Achieve3000</i>) 11 th : < 950 (<i>Achieve3000</i>) | Intensive Reading (IR) IR 1 (9 th grade): 1000412 IR 2 (10 th grade): 1000414 IR 3 (11 th grade): 1000416 IR 4 (12 th grade): 1000418 or Unique Skills Curriculum & Learning: 9-12 (<i>ESE only</i>) 7963170 | | X |
| | | Students with Level 1 on the ELA FSA. | | | |
| | Students on a Tier 3 MTSS reading plan | | | | |
| | Students with disabilities on Access Points Standards who have a reading goal on their IEP | | Unique Skills Curriculum & Learning: 9-12 (<i>ESE only</i>) 7963170 | | X |
| | Active ELL students (LY) who score a level 3 on WIDA | | English 1: 1001310 English 2: 1001340 English 3: 1001370 English 4: 1001400 | X | |
| | Active ELL students (LY) who score a level 1 or 2 on WIDA | | Intensive Reading (IR) IR 1 (9 th grade): 1000412 IR 2 (10 th grade): 1000414 IR 3 (11 th grade): 1000416 IR 4 (12 th grade): 1000418 or Developmental Language Arts 1002381 | | X |
| CODE A Courses: Student is receiving targeted reading intervention through small group differentiation in the ELA course. | | | CODE B Courses: Student is receiving targeted reading intervention through small group differentiation in the ELA course AND intensive reading interventions in a course listed above. | | |

| Tier 1 INSTRUCTION | SJCS High School (9-12) | | |
|---|--|--|--|
| | Supports for <u>Intervention</u> of Students with Reading Deficiencies | | |
| | Area of Intervention | Intervention Support (<i>intensive, explicit, systematic, multisensory</i>) | |
| | IF a student has an instructional need in the skill area of... | THEN <i>consider</i> using one of the following resources for... | |
| <u>District Provided</u> • StudySync (McGraw-Hill) [adopted resource] <u>Supplemental Materials</u> • Actively Learn • American Rhetoric.com • Apex • Common lit.org (free) • DBQ (content area literacy) • Engage New York (free) • News ELA • Readworks.org (free) • Study Island | | TARGETED Tier 2 INSTRUCTION | TARGETED & INTENSIVE INSTRUCTION Tier 3/ESE |
| | Basic Reading Skills: Phonics | <ul style="list-style-type: none"> Barton Fast Bridge Lexia Lindamood Phoneme Sequencing (LiPS) Phonics for Reading | <ul style="list-style-type: none"> Rewards Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) <i>Plus or Challenge</i> Wilson Reading Systems |
| | Fluency | <ul style="list-style-type: none"> Fast Forward Re-reading Strategies | <ul style="list-style-type: none"> Rewards |
| | Oral Expression | <ul style="list-style-type: none"> Conferencing with student for oral expression development | <ul style="list-style-type: none"> Visualizing and Verbalizing |
| | Reading Comprehension | <ul style="list-style-type: none"> Achieve 3000 Read 180 | <ul style="list-style-type: none"> Targeted small group instruction (i.e., WICOR, CRIS) |
| | Listening Comprehension | <ul style="list-style-type: none"> Conferencing with student after reading | <ul style="list-style-type: none"> Visualizing and Verbalizing |
| | Written Expression | <ul style="list-style-type: none"> Conferencing with student about their writing with feedback | |
| Below is an explanation of how <u>instruction will be targeted and intensified</u> for students who have not responded to a specific reading intervention. Data will be analyzed to create a more intensified instructional plan using one or more of the adjustments listed below while continuing the targeted instruction: <ul style="list-style-type: none"> ○ Smaller group size ○ Increased frequency of intervention ○ Change in resource | | | |

B. High School Course Sequence

For Honors or Advanced Course Placement: Grade “C” or better in previous honors course, grade “A” in the previous standard course with teacher recommendation, SSA Level 4 or 5 but not less than 3 in any area.

| Language Arts | | | | |
|--------------------------------|--|---|---|---|
| | 9 th | 10 th | 11 th | 12 th |
| Standard | English I | English II | English III | English IV |
| Honors | English I Honors | English II Honors | English III Honors | English IV Honors |
| AP/DE | | | AP English Language and Composition DE Composition I | AP English Literature and Language Arts DE Composition II |
| AICE | Pre-AICE English Language | AICE English Language | AICE English Literature 1 | AICE English Literature 2 |
| IB | English I – Pre-IB | English II – Pre-IB | English III – IB | English IV - IB |
| Language Arts Electives | Creative Writing I Journalism I Speech I Applied Communications | Creative Writing II Journalism II Speech II | Creative Writing III Journalism III | Creative Writing IV, Creative Writing V Journalism IV Journalism V Honors Writing for College Success Reading for College Success |

| Mathematics | | | | |
|--|--|---|---|--|
| | 9 th | 10 th | 11 th | 12 th |
| Standard | Algebra 1* | Geometry** | Algebra 2 Mathematics for College Liberal Arts | Algebra 2 Mathematics for College Algebra Mathematics for Data and Financial Literacy Honors |
| Honors (0.5 bonus weighting) | Algebra 1 Honors* Geometry Honors** Algebra 2 Honors | Geometry Honors** Algebra 2 Honors Probability/Statistics Honors Pre-Calculus Honors | Algebra 2 Honors Pre-Calculus Honors | Pre-Calculus Honors |
| Advanced Courses The courses listed below carry a 1.0 bonus weighting and are typically taken in the junior and senior years after pre – requisite courses. Course offerings vary by school. Check with your school counselor to determine which courses are available at your school. | | | | |
| <u>AP – Advanced Placement</u> Statistics Calculus AB/BC | <u>DE – Dual Enrollment</u> College Algebra Upper Level Math | <u>AICE – Advanced International Certificate of Education</u> | <u>IB – International Baccalaureate</u> | |

Algebra 1 and Algebra 1 Honors* Must pass the Algebra 1 EOC and the EOC grade is 30% of the final course grade (Honors carries a 0.5 bonus weighting).

Geometry and Geometry Honors** Must take Geometry EOC and the EOC grade is 30% of the final course grade (Honors carries a 0.5 bonus weighting).

| Science | | | | |
|-------------------------------------|---|---|--|---|
| | 9 th | 10 th | 11 th | *12 th |
| Standard | Environmental Science | ** Biology | Chemistry Earth Space Marine Science Anatomy | Chemistry Earth Space Marine Science Anatomy |
| Honors (0.5 bonus weighting) | ** Biology Honors or Physical Science Honors or Chemistry Honors or Physics Honors or Anatomy Honors | ** Biology Honors or Physics Honors or Chemistry Honors or Anatomy Honors | Anatomy Honors Chemistry Honors Physics Honors Marine Science Honors Advanced Placement or Dual Enrollment for the student with appropriate pre and co-requisites. | Anatomy Honors Marine Sci. Honors Physics Honors Chemistry Honors Advanced Placement or Dual Enrollment for the student with appropriate pre and co-requisites. |
| Honors Track 2 | Pre IB Biology Pre IB Chemistry Pre IB Physics Advanced Placement Courses Pre AICE Biology Pre AICE Chemistry OR other advanced coursework for which student has appropriate pre & co-requisites. | Physics Honors Chemistry Honors Pre IB Chemistry Pre IB Physics | AICE, IB, Advanced Placement or Dual Enrollment for the student with appropriate pre and co-requisites. | AICE, IB, Advanced Placement or Dual Enrollment for the student with appropriate pre and co-requisites. |

*A FOURTH SCIENCE IS RECOMMENDED, BUT NOT MANDATORY.

** Students enrolled in Biology, Biology Honors, Pre-IB Biology or Pre-AICE Biology take the Florida Biology End-of-Course Assessment and it will constitute 30% of the student's final grade.

| Science and Math Prerequisites and Co-requisites for Chemistry and Physics Courses | | | | |
|--|--|--|--|---------------------------|
| Course | Science Prerequisite | Florida State Assessment Reading Prerequisite | Math Prerequisite | Math Co-requisite |
| Biology | Environmental Science | | | |
| Biology Honors | Physical Science Honors or Adv. 8 th grade Science. | Recommend Level 4 or 5, no less than a strong L 3. | | Geometry Honors or higher |
| Chemistry | Biology | Recommend Level 4 or 5, no less than a strong L 3. | Earned a grade of at least a C in Algebra 1 | Algebra 2 |
| Chemistry Honors | Previously earned at least a C in Biology Honors | Recommend Level 4 or 5, no less than a strong L 3. | Earned a grade of at least a C in Algebra 1 Honors | Algebra 2 Honors |
| Physical Science Honors | | Recommend Level 4 or 5, no less than a strong L 3. | | Algebra 1 Honors |

| | | | | |
|-----------------------|--|--|--|------------------|
| Physics Honors | Earned a grade of at least a C in previous honors science course | Recommend Level 4 or 5, no less than a strong L 3. | Earned a grade of at least a C in Algebra 1 Honors | Algebra 2 Honors |
| Anatomy | Earned a grade of at least a C in Biology course | Recommend L3 or higher. | | |
| Anatomy Honors | Previously earned at least a C in Biology Honors | Recommend L3 or higher. | | |
| | | | | |

| Social Studies | | | | |
|------------------------|--|--|--|---|
| | 9 th | 10 th | 11 th | 12 th |
| Standard | World Cultural Geography (E) African American History (E) Examining the African American Experience in the 20 th Century (E) | World History (WH) Psychology I (E) Psychology II (E) Sociology (E) Contemporary History (E) Law Studies (E) | United States History (USH) - EOC is 30% of final grade Psychology I (E) Psychology II (E) Sociology (E) Contemporary History (E) Law Studies (E) | Economics with Financial Literacy (ECO) United States Government (USG) Psychology I (E) Psychology II (E) Sociology (E) Contemporary History (E) Law Studies (E) |
| Advanced | World Cultural Geography (E) Humanities I Honors (E) Humanities II Honors (E) International Relations 2 Honors (E) African American History Honors (E) Holocaust History Honors (E) | World History Honors (WH) Psychology I (E) Psychology II (E) Sociology (E) Contemporary History (E) Law Studies (E) | United States History Honors (USH) – EOC is 30% of final grade Psychology I (E) Psychology II (E) Sociology (E) Contemporary History (E) Law Studies (E) | Economics with Financial Literacy Honors (ECO) United States Government Honors (USG) Psychology (E) Psychology II (E) Sociology (E) Contemporary History (E) Law Studies (E) |
| Highly Advanced | AP Human Geography (E) AICE Geography (SAHS) (E) AP World History (NHS) (WH) IB Psychology I (NHS) (E) | AP World History (WH) AP European History (E) AICE International History (SAHS) (WH) AP Psychology (E) AP United States Government and Politics (NHS) (USG) IB Psychology 1 (NHS) (E) | AP United States History (USH) AP European History (E) AICE United States History (SAHS) (USH) AICE AS Global Perspectives (SAHS) (E) AP U.S. History (NHS) (USH) IB History of Americas (PMHS) (USH) IB Psychology 1 (PMHS) (E) IB Psychology 2 (NHS) (E) DE AMH (USH) AP Capstone Seminar (E) | AP Macroeconomics (ECO) AP Microeconomics (ECO) AP United States Government & Politics (USG) AICE European History (E) AP Comparative Government and Politics (E) AICE European History (SAHS) (WH) AICE AL Global Perspectives (SAHS) (E) IB History of Americas (NHS) (USH) IB Psychology 2 (PMHS) (E) IB Psychology 3 (NHS) (E) IB Contemporary History (PMHS) (E) DE POS (USG) AP Capstone Research (E) |

E – Elective Course

WH – satisfies World History Credit

USH – satisfies United States History requirement – EOC is 30% of final grade.

ECO – satisfies Economics course requirement

*Section 1003.4282(3)(d), FS, requires one-half credit in economics, which must include financial literacy.

USG – satisfies United States Government requirement

SAHS – AICE F at St. Augustine High School

NHS – IB progression at Nease High School

PMHS – IB progression at Pedro Menendez High School

Additional course offerings available at each high school.

***Note: Not all courses are available at all schools.**

C. Required Instruction

Introduction

The requirements for instruction are designed to conform to the vision, mission and objectives of St. Johns County Schools. The procedures herein are consistent with Florida Statute and recognize the unique characteristics and needs of St. Johns County students.

Based on State Standards

Instruction that complies with the State Board of Education adopted Student Performance Standards shall be offered in each school. These standards are incorporated into appropriate courses in all subject areas in grades K-Adult and are the basis for curriculum, instruction and evaluation of student performance in the district.

Equity in Classroom Instruction and Extra-Curricular Activities

Provisions shall be made for all students to participate fully in classroom instruction and extra-curricular activities. No student shall be denied participation because of age, sex, race, disability, religion, national origin, or for any other reason not related to his or her individual capabilities.

Federal Required Instruction

Constitution Day and Citizenship Day (TITLE 36.1.A.1 § 106)

- September 17th is designated as Constitution Day and Citizenship Day.
- Constitution Day and Citizenship Day commemorate the formation and signing on September 17, 1787, of the Constitution and recognize all who, by coming of age or by naturalization, have become citizens.
- Educational agencies who receive federal funds are required to participate in the observance of Constitution Day.
- In instances when September 17th does not fall on a school day, the observance of Constitution Day will occur on the school day prior or after.

State Required Instruction K-12 [1003.42 F.S.](#)

- (1) Each district school board shall provide 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.
- (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 historic accuracy, following the prescribed courses of study, and employing approved methods of instruction, the following:
 - (a) 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
 - To educate students about the sacrifices made for freedom in the founding of this country and the values on which this country was founded, the last full week of classes in September shall be recognized in public schools as Celebrate Freedom Week. Celebrate Freedom Week must include at least 3 hours of appropriate instruction in each social studies class, as determined by each school district, which instruction shall include an in-depth study of the intent, meaning, and importance of the Declaration of Independence.
 - To emphasize the importance of this week, at the beginning of each school day or in homeroom, during the last full week of September, public school principals and teachers shall conduct an oral recitation by students of the following words of the Declaration of Independence: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed."
 - Student recitation of this statement shall serve to reaffirm the American ideals of individual liberty.

- Upon written request by a student's parent, the student must be excused from the recitation of the Declaration of Independence. [1003.421F.S.](#)
- (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
 - (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 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. [HB 1213](#) requires districts to include education on anti-Semitism within Holocaust education and requires districts to annually certify and submit evidence this instruction was provided. The department shall prepare and offer standards and curriculum for the instruction. The department may contract with any state or nationally recognized Holocaust educational organizations to develop training for instructional personnel and grade-appropriate classroom resources to support the developed curriculum. The second week in November shall be designated as "Holocaust Education Week" in recognition that November is the anniversary of Kristallnacht.
 - (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. 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 subsection (3) or the state academic standards. The department shall prepare and offer standards and curriculum for the instruction required by this paragraph and may seek input from the Commissioner of Education's African American History Task Force.

- (i) The elementary principles of agriculture
- (j) The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind
- (k) Kindness to animals
- (l) The history of the state
- (m) The conservation of natural resources
- (n) Comprehensive age-appropriate and developmentally appropriate K-12 instruction on:
 1. Health education that addresses concepts of community health, consumer health, environmental health, and 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
 2. 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.
 3. For students in grades 6 through 12, awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy.
 4. 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.
- (o) 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.
- (p) The study of Hispanic contributions to the United States
- (q) The study of women's contributions to the United States
- (r) The nature and importance of free enterprise to the United States economy
- (s) 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 s. [101.151](#)(9).
- (t) 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, Veteran's 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.

(3) The Legislature acknowledges the fundamental truth that all persons are equal before the law and have inalienable rights. Accordingly, instruction and supporting materials on the topics enumerated in this section must be consistent with the following principles of individual freedom:

- (a) No person is inherently racist, sexist, or oppressive, whether consciously or unconsciously, solely by virtue of his or her race or sex.
- (b) No race is inherently superior to another race.
- (c) No person should be discriminated against or receive adverse treatment solely or partly on the basis of race, color, national origin, religion, disability, or sex.
- (d) Meritocracy or traits such as a hard work ethic are not racist but fundamental to the right to pursue happiness and be rewarded for industry.
- (e) A person, by virtue of his or her race or sex, does not bear responsibility for actions committed in the past by other members of the same race or sex.
- (f) A person should not be instructed that he or she must feel guilt, anguish, or other forms of psychological distress for actions, in which he or she played no part, committed in the past by other members of the same race or sex.

Instructional personnel may facilitate discussions and use curricula to address, in an age-appropriate manner, how the freedoms of persons have been infringed by sexism, slavery, racial oppression, racial segregation, and racial discrimination, including topics relating to the enactment and enforcement of laws resulting in sexism, racial oppression, racial segregation, and racial discrimination, including how recognition of these freedoms have 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 of this subsection or state academic standards.

(4) The State Board of Education shall develop or adopt a curriculum to inspire future generations through motivating stories of American history that demonstrate important life skills and the principles of individual freedom that enabled persons to prosper even in the most difficult circumstances. This curriculum shall be known as "Stories of Inspiration" and made available to schools to implement the requirements of subsection (3).

(5) **Any student whose parent makes 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 home page must include a link for a student's parent to access and review the instructional materials, as defined in s. 1006.29(2), used to teach the curriculum.

Required Instruction Planning and Reporting ([6A-1.094124](#))

As provided in Section 1003.42(2), F.S., members of 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 Next Generation Sunshine State Standards and the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards.

(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 Next Generation Sunshine State Standards and the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards.

Mental and Emotional Health Instruction Requirements

- (a) Mental & Emotional Health Education (Rule 6A-1.0 94 121, F.A.C.) – A minimum of five hours of required instruction related to mental and emotional health education is required for students in grades 6-12. Decisions about which course(s) will be used to deliver this instruction and curricula will be determined at the school district level.
- (b) Substance Use & Abuse Education (Rule 6A-1.094122, F.A.C.) Annual instruction to students in grades K-12 related to youth substance use and abuse health education that advances each year through developmentally appropriate instruction and skill building. Decisions about which course(s) will be used to deliver this instruction and curricula used will be determined at the school district level.
- (c) Child Trafficking Prevention Education – (Rule 6A-1.094123, F.A.C.) Annual instruction to students in grades K-12 related to child trafficking prevention and awareness that advances each year through developmentally appropriate instruction and skill building.
- (d) The general health education curriculum for kindergarten through grade 12 must be developmentally and age-appropriate, and include information on the prevention of child sexual abuse, exploitation, and human trafficking, [HB519](#).

D. Graduation Requirements – Standard & Scholar

Standard Diploma Requirements

Academic Advisement – What Students and Parents Need to Know

What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Career and Technical Education (CTE) Pathway
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 English Language Arts (ELA) or a concordant score
- Algebra 1 end of course (EOC) or a comparative score

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

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

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

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

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

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

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

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

24 Credit Standard Diploma

| 4 Credits ELA |
|--|
| <ul style="list-style-type: none"> • ELA 1, 2, 3, 4 • ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment courses may satisfy this requirement |
| 4 Credits Mathematics* |
| <ul style="list-style-type: none"> • One of which must be Algebra 1 and one of which must be Geometry • Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry) • An identified computer science** credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry) |
| 3 Credits Science |
| <ul style="list-style-type: none"> • One of which must be Biology 1, two of which must be equally rigorous science courses • Two of the three required course credits must have a laboratory component • Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology 1) • An identified computer science** credit may substitute for up to one science credit (except for Biology 1) |
| 3 Credits Social Studies |
| <ul style="list-style-type: none"> • 1 credit in World History • 1 credit in U.S. History • 0.5 credit in U.S. Government • 0.5 credit in Economics |
| 1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts* |
| 1 Credit Physical Education* |
| <ul style="list-style-type: none"> • To include the integration of health |
| 8 Elective Credits |
| 1 Online Course |
| <p>Students must earn a 2.0 grade point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments unless a waiver of assessment results is granted by the IEP team for students with disabilities.</p> |

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

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

Scholar Diploma Designation

In addition to meeting the 24-credit standard high school diploma requirements, a student must meet all of the following requirements:

- Earn 1 credit in Algebra 2 or an equally rigorous course
- Pass the Geometry EOC
- Earn 1 credit in Statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC*
- Earn 1 credit in Chemistry or Physics
- Earn 1 credit in a course equally rigorous to Chemistry or Physics
- Pass the U.S. History EOC*
- Earn 2 credits in the same World Language
- Earn at least 1 credit in an AP, IB, AICE or a dual enrollment course

*A student is exempt from the Biology 1 or U.S. History EOC assessment if the student is enrolled in an AP, IB or AICE Biology 1 or U.S. History course; takes the respective AP, IB or AICE assessment; and earns the minimum score to earn college credit.

Merit Diploma Designation

- Meet the standard high school diploma requirements
- Attain one or more [industry certifications](#) from the list established (per s. 1003.492, F.S.)

What are the additional graduation options for students with disabilities ?

Two additional options are available only to students with disabilities. Both allow students to substitute a CTE course with related content for one credit in ELA 4, mathematics, science and social studies (excluding Algebra 1, Geometry, Biology 1 and U.S. History). The two options are as follows:

- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least 0.5 credit via paid employment.

What is the CAP?

The CAP allows a student to earn high school credit if the student passes an AP examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course. The courses include:

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



State University System (SUS)

Admission into Florida's public universities is competitive. Prospective students should complete a rigorous course of study in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements (credit earned by industry certification does not count for SUS admission):

- High school graduation with a standard diploma, a minimum of a 2.5 GPA, and admission test scores meeting minimum college-ready test scores per Board of Governors (BOG) Regulation 6.008
- 16 credits of approved college preparatory academic courses per BOG Regulation 6.002
- 4 English (3 with substantial writing)
- 4 Mathematics (Algebra 1 level and above)
- 3 Natural Science (2 with substantial lab)
- 3 Social Science
- 2 World Language (sequential, in the same language or other equivalents)
- 2 approved electives

[State University System of Florida](#)

The Florida College System

The 28 colleges of the Florida College System serve nearly 800,000 students. Colleges offer affordable and stackable workforce credentials including certificate programs, associate in science degrees and associate in arts degrees, which transfer to a bachelor's degree program. Many colleges also offer workforce bachelor's degree programs in areas of high demand. All Florida College System institutions have open-door admissions for students who earned a standard high school diploma or an equivalent diploma or successfully earned college credit.

[Florida College System](#)

Career and Technical Colleges and Centers

Florida also offers students 49 accredited career and technical colleges or centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.

[Career and Technical Education Directors](#)

Where is information on financial aid located?

The Florida Department of Education's Office of Student Financial Assistance administers a variety of postsecondary educational state-funded grants and scholarships.

[Office of Student Financial Assistance](#)

August 2020

Overview

According to Florida law, students must meet certain academic requirements to earn a standard high school diploma from a public school. This means that students must pass required courses, earn a minimum number of credits, earn a minimum grade point average, and pass the required statewide assessments. Students who meet these requirements but do not pass the required assessments will receive a certificate of completion, which is not equivalent to a standard high school diploma. Passing scores for the statewide assessments are determined by the State Board of Education (SBE).

Graduation Requirements

Grade 10 English Language Arts

The English Language Arts (ELA) assessment students must pass to graduate with a standard high school diploma is determined by each student's year of enrollment in grade 9. The Florida Assessment of Student Thinking (FAST) assessments, aligned to the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards, are being administered for the first time in the 2022–23 school year. Students must earn a passing grade 10 ELA Reading score in the third progress monitoring window (PM3) to meet this graduation requirement. In accordance with [section \(s.\) 1008.22](#), Florida Statutes (F.S.), all students enrolled in grade 10 are required to participate in the grade 10 ELA assessment regardless of whether they have a passing concordant score on file.

While the Grade 10 Florida Standards Assessments (FSA) ELA Assessment was administered for the final time in spring 2022, it will continue to be offered during the fall and spring as a retake administration for students who need to meet their graduation requirement. Students enrolled in grades 11–adult education may not participate in the FAST Grade 10 ELA Reading PM3 administration; however, in the 2023–24 school year and beyond, students with the Grade 10 FSA ELA requirement may satisfy it by earning an alternate passing score on the FAST ELA Reading Retake.

Table 1 below lists the required passing score for the Grade 10 ELA assessment based on grade 9 cohort.

Table 1: ELA Assessment Requirement and Passing Score by School Year

| School Year When Students Entered Grade 9 | Assessment | Passing Score |
|---|------------------|------------------|
| 2021–22 | FAST ELA Reading | 350 ¹ |
| 2014–15 to 2020–21 ² | FSA ELA | 350 |
| 2013–14 | FSA ELA | 349 ³ |

¹For the 2022–23 school year, scores for FAST assessments are linked to the 2021-2022 reporting scale, as required by law. Students who take the FAST Grade 10 ELA Reading Assessment prior to the adoption of the passing score by the State Board of Education will be able to use this score to meet their graduation requirement.

²Please see the 2020–21 School Year and 2019–20 School Year sections of this document for additional information on requirements for students scheduled to graduate in these school years.

³In addition to the 2013–14 cohort, any student who took the assessment prior to the adoption of the passing score on the new scale adopted by the SBE (January 7, 2016) is eligible to use the alternate passing score for graduation, which is linked to the passing score for the previous assessment requirement.

For more information on the Grade 10 FAST ELA Reading Assessment, please see the [2022–23 FAST Grades 3–10 ELA Reading and Grades 3–8 Mathematics Fact Sheet](#).

Algebra 1 End-of-Course Assessment

The Algebra 1 End-of-Course (EOC) assessment students must pass to graduate with a standard high school diploma is determined by when students completed Algebra 1 or an equivalent course. Students who complete an applicable course in the 2022–23 school year are required to pass the B.E.S.T. Algebra 1 EOC assessment. In accordance with [s.1008.22](#), F.S., students enrolled in Algebra 1 or an equivalent course are required to participate in the Algebra 1 EOC assessment, regardless of whether they have a passing comparative score on file.

The FSA Algebra 1 EOC Assessment will be administered for the final time in the fall 2022 administration but will continue to be available as a retake administration in the spring and fall for those who need to meet their graduation requirement. Students may also meet this requirement by earning a passing score on the B.E.S.T. Algebra 1 EOC Assessment. Once the new scale is adopted for the B.E.S.T. Algebra 1 EOC Assessment, students with the FSA requirement will be able to use the alternate passing score on the B.E.S.T. scale.

Table 2 below lists the required passing score for the FSA Algebra 1 EOC Assessment based on when the student first participated.

Table 2: Algebra 1 EOC Assessment Requirement and Passing Score by First Participation

| First Participation in Algebra 1 EOC | Assessment | Passing Score |
|--------------------------------------|------------------------|------------------|
| Winter 2022 and beyond | B.E.S.T. Algebra 1 EOC | 497 ¹ |
| Spring 2016–Spring 2022 ² | FSA Algebra 1 EOC | 497 |
| Spring, Summer, Fall or Winter 2015 | FSA Algebra 1 EOC | 489 ³ |

¹For the 2022–23 school year, scores for B.E.S.T. assessments are linked to the 2021-2022 reporting scale, as required by law. Students who take the B.E.S.T. Algebra 1 EOC Assessment prior to the adoption of the passing score on the new B.E.S.T. scale by the State Board of Education will be able to use this score to meet their graduation requirement. Once the B.E.S.T. score scale is established, this alternate score will be linked to provide a new alternate passing score on the B.E.S.T. scale.

²Please see the 2020–21 School Year and 2019–20 School Year sections of this document for additional information on requirements for students scheduled to graduate in these school years.

³Any student who took the assessment prior to the adoption of the passing score on the new scale adopted by the SBE (January 7, 2016) is eligible to use the alternate passing score for graduation, which is linked to the passing score for the previous assessment requirement.

For more information on the B.E.S.T. Algebra 1 EOC Assessment, please see the [B.E.S.T. Assessments webpage](#).

Graduation Options

- **Statewide Assessment Retakes**—Students can participate in the grade 10 ELA Retake or the Algebra 1 EOC assessment each time the test is administered until they achieve a passing score, and students can continue their high school education beyond the twelfth-grade year should they need additional instruction. Please see the [Statewide Assessment Schedule](#) page for more information on the administration windows for these assessments.
- **Concordant and Comparative Scores**—A student can also meet assessment graduation requirements by earning a concordant or comparative score as specified in [Rule 6A-1.09422](#), Florida Administrative Code (F.A.C.). Tables 3 and 4 show the concordant and comparative scores students may use to satisfy assessment graduation requirements.

Table 3: Grade 10 ELA Concordant Scores

| Grade 10 FAST ELA Reading ¹ , Grade 10 FSA ELA or Grade 10 FCAT 2.0 Reading | |
|--|-----|
| Available for <i>all</i> students who entered grade 9 in 2010–11 and beyond: | |
| SAT Evidence-Based Reading and Writing (EBRW) ² | 480 |
| ACT English and Reading subtests ³ | 18 |
| Available <i>only</i> for students who entered grade 9 prior to 2019–20: | |
| SAT EBRW ² | 430 |
| SAT Reading Subtest ⁴ | 24 |
| ACT Reading | 19 |

¹Students whose graduation requirement is the Grade 10 FAST ELA Reading Assessment may use concordant scores aligned to the FSA Grade 10 ELA Assessment (those listed for all students who entered grade 9 in 2010–11 and beyond) until the State Board of Education adopts concordant scores aligned to the Grade 10 FAST ELA Reading Assessment and determines the date by which students must begin using the new concordant scores.

²Administered in March 2016 or beyond. The combined score for the EBRW must come from the same administration of the Reading and Writing subtests.

³The 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.

⁴Administered in March 2016 or beyond. Students who entered grade 9 prior to 2019–20 may also use a concordant score of 430 on the SAT Critical Reading if administered prior to March 2016.

Table 4: Algebra 1 EOC Comparative Scores

| Algebra 1 EOC (B.E.S.T. ¹ , FSA, NGSSS) | |
|---|-----|
| Available for <i>all</i> students who entered grade 9 in 2010–11 and beyond: | |
| PSAT/NMSQT Math ² | 430 |
| SAT Math ³ | 420 |
| ACT Math | 16 |
| FSA or B.E.S.T. Geometry EOC ⁴ | 499 |
| Available <i>only</i> for students who entered grade 9 prior to 2019–20: | |
| PERT Mathematics | 97 |

¹Students whose assessment graduation requirement is the B.E.S.T. Algebra 1 EOC Assessment may use comparative scores aligned to the FSA Algebra 1 EOC Assessment (those listed for all students who entered grade 9 in 2010–11 and beyond) until the State Board of Education adopts concordant scores aligned to the B.E.S.T. Algebra 1 EOC Assessment and determines the date by which students must begin using the new comparative scores.

²Administered in 2015 or beyond. Students who entered grade 9 in 2010–11 and beyond may also use a comparative score of 39 on PSAT/NMSQT Math if it was earned prior to 2015.

³Administered in March 2016 or beyond. Students who entered grade 9 in 2010–11 and beyond may also use a comparative score of 380 on SAT Math if it was earned prior to March 2016.

⁴Students eligible for either the FSA Algebra 1 EOC alternate passing score of 489 or the FSA Geometry EOC passing score of 492, as defined by [Rule 6A-1.09422\(6\)-\(7\)](#), F.A.C., may use the alternate passing score of 492 on the FSA Geometry EOC as an Algebra 1 EOC comparative score. See the Scholar Diploma Designation section below for eligibility criteria.

- **Scholar Diploma Designation**—In accordance with s. [1003.4285\(1\)\(a\)](#), F.S., to qualify for a Scholar diploma designation on a standard high school diploma, a student must earn a passing score on each of the statewide assessments shown in Table 5.

Table 5: Passing Scores Required for a Scholar Diploma Designation

| Student Entered Ninth Grade | EOC Assessment | | |
|--|----------------|------------------------|---------------------------|
| | Geometry | Biology 1 ¹ | U.S. History ¹ |
| 2010–11 through 2013–14 | | X | X |
| 2014–15 and beyond | X | X | X |
| ¹ A student meets this requirement without passing the Biology 1 or U.S. History EOC assessment if the student is enrolled in an Advanced Placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE) Biology 1 or U.S. History course and the student: <ul style="list-style-type: none"> ○ Takes the respective AP, IB, or AICE assessment, and ○ Earns the minimum score to earn college credit. | | | |

The passing score for each EOC assessment is the minimum score in Achievement Level 3. Students participating in the Biology 1 and/or U.S. History EOC assessment must earn a Level 3 on the [NGSSS scale](#) to achieve a passing score. For the 2022–23 school year, students participating in the B.E.S.T. Geometry EOC prior to the adoption of B.E.S.T. cut scores in fall 2023 must earn a Level 3 on the [FSA scale](#).

The passing score for the FSA Geometry EOC Assessment was adopted in SBE rule in January 2016. For students who took the FSA Geometry EOC Assessment in the 2014–15 school year or in 2016 prior to the adoption of the new passing scores, the alternate passing score is 492. Students who are eligible for this alternate passing score may also use it as a comparative score for the Algebra 1 EOC graduation requirement.

- **Waivers of Results for Students with Disabilities**—Students with disabilities working toward a standard high school diploma are expected to participate in statewide, standardized assessments. State law, however, provides for a waiver of statewide, standardized assessment results for graduation purposes for students with disabilities whose abilities cannot be accurately measured by the assessments. Pursuant to s. 1008.22(3)(c)2., F.S., “A student with a disability, as defined in s. 1007.02(2), 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.” For additional information, visit the [Bureau of Exceptional Education and Student Services webpage](#).

- **High School Equivalency Diploma Program (2014 GED® Test)**—The high school equivalency diploma program is designed to provide an opportunity for adults who have not graduated from high school to earn a GED®, the only state-approved high school equivalency diploma, by measuring the major academic skills and knowledge associated with a high school program of study, with increased emphasis on workplace and higher education. The state selected the 2014 GED® test as the assessment for the high school equivalency program during a competitive process conducted in 2014. The 2014 GED® test includes four required content area tests: Reasoning through Language Arts, Mathematical Reasoning, Science, and Social Studies. It is a computer-based test. Passing the test may require some preparation. Adult education programs located in school districts, colleges, and community organizations provide instruction and the opportunity to practice the skills necessary to meet the minimum passing score of **145**. The FDOE website has additional information and resources regarding the [GED® test](#) and the [high school equivalency program](#).

2020–21 School Year

Pursuant to FDOE [Emergency Order No. 2021-EO-02](#), outstanding assessment graduation requirements for seniors scheduled to graduate in spring 2021 were waived. While the requirements themselves (detailed in this document) did not change, this specific group of students are not required to meet them if they had not already done so. Districts were also authorized to waive Biology 1, Geometry, and/or U.S. History EOC assessment requirements for Scholar diploma designation purposes for students expected to graduate in the spring of 2021.

Emergency Order No. 2020-EO-0 also authorized districts and charter school governing boards to determine promotion and final course grades in classes with state EOC exams based solely on student performance in the course, including in instances where the student did not have a score from the EOC exam. This authorization applied to courses students successfully completed in the 2020–21 school year.

2019–20 School Year

Pursuant to Florida Department of Education (FDOE) [Emergency Order No. 2020-EO-01](#), the spring administration of K–12 statewide assessments for the 2019–20 school year that were scheduled to take place after March 16, 2020, were canceled and any outstanding assessment graduation requirements for seniors scheduled to graduate in spring 2020 were waived. While the requirements themselves (detailed in this document) did not change, this specific group of students are not required to meet them if they had not already done so.

For non-seniors who were enrolled in grade 10 and/or Algebra 1 (or an equivalent course) during spring 2020 and who were scheduled to take the grade 10 English Language Arts (ELA) and/or Algebra 1 end-of-course (EOC) assessments, Emergency Order No. 2020-EO-01 waived the requirement that these students participate in the applicable assessment. However, these students are still required to meet these graduation requirements by passing the applicable assessment during a future administration or by earning the appropriate concordant or comparative score, as detailed in tables 3 and 4. These students may participate in any ELA Retake or applicable EOC administration to meet their graduation requirement, but are not required to do so prior to using a concordant or comparative score.

Finally, participation and 30% final grade calculation requirements for students who were scheduled to take a spring 2020 EOC assessment were waived. However, students who need to pass the Biology 1, Geometry, and/or U.S. History EOC assessment for Scholar diploma designation purposes must still do so to earn the designation. These students may participate in any applicable EOC administration to meet the Scholar diploma designation requirements.

Helpful Resources

- For a full schedule of all statewide assessments, see the [2022–2023 Statewide Assessment Schedule](#).
- An academic advisement flyer for students related to graduation requirements is available on the [Graduation Requirements](#) page.
- The [FL FAST Portal](#) provides information about the assessments currently administered and serves to provide valuable resources to students, parents/guardians, and educators.
- [FloridaStudents.org](#) provides student tutorials and resources for the Florida Standards.
- [CPALMS.org](#) is Florida’s official source for standards information and course descriptions and includes helpful resources for educators and students.

F. District Created Finals

| Course Code | Course Name |
|--------------------|--|
| 1200330 | Algebra 2 |
| 2003340 | Chemistry 1 |
| 2003350 | Chemistry 1 Honors |
| 2003800 | Chemistry 1 Pre-IB |
| 2102335 | Economics with Financial Literacy * |
| 2102345 | Economics with Financial Literacy Honors * |
| 1001370 | English 3 |
| 1001380 | English 3 Honors |
| 1001400 | English 4 |
| 1001410 | English 4 Honors |
| 2001340 | Environmental Science |
| 1207350 | Mathematics for College Liberal Arts |
| 2003390 | Physics 1 Honors |
| 2003836 | Physics 1 Pre-IB |
| 1202340 | Pre-Calculus Honors |
| 2106310 | United States Government * |
| 2106320 | United States Government Honors * |
| 2109310 | World History |
| 2109320 | World History Honors |

* Semester-long courses that will have a district final exam in both winter and spring