



Seminole County Public Schools

STUDENT PROGRESSION PLAN
2023-2024

Seminole County Public Schools

STUDENT PROGRESSION PLAN

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The provisions of this document apply to all district-operated public schools in Seminole County.
This document does not apply to charter schools or non-public schools.

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GRADES K-12

I. DISTRICT MISSION STATEMENT

The mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.

II. ADMISSION, ENROLLMENT, AND TRANSFERS

A. ADMISSION

The following policies for admission to Seminole County Public Schools are in effect for all students in Seminole County.

1. First Entry to the State of Florida Schools:

Before admitting a student to Florida schools for the first time, the school must have received the following documents as required by Florida Statutes:

- a. proof of date of birth for students (For acceptable alternatives to birth certificates see Section 1003.21(4), Florida Statutes)
- b. a certificate showing a physical examination with at least three components performed within one year prior to enrollment (height, weight, blood pressure, etc.).
- c. a current DH 680 State of Florida Immunization Form certified by a health professional or electronic verification of the certified form via Florida Shots.
- d. Kindergarten through 6th grade immunizations required for entry:
 - (1) 4-5 doses of DTP or DTap (if the 4th dose is administered after the 4th birthday, a 5th dose is not required);
 - (2) 3-5 doses of Polio (according to age at time of final dose);
 - (3) 2 doses of MMR;
 - (4) 2 doses of Varivax or documentation of chicken pox disease;
 - (5) 3 doses of Hepatitis B;
- e. 7th through 12th grade immunizations required for entry:
 - (1) 4-5 doses of DTP or DTap (if the 4th dose is administered after the 4th birthday, a 5th dose is not required);
 - (2) 3-4 doses of Polio (final dose must be administered after 4th birthday);
 - (3) 2 doses of MMR;
 - (4) 3 dose series of Hepatitis B (according to age of administration);
 - (5) 2 doses of Varivax or documentation of chicken pox disease;
 - (6) Tdap booster
- f. Seminole County policy does not grant a 30-day extension to obtain required immunizations or a physical, except in limited circumstances for homelessness and foster placement. Immunizations and physicals may be obtained through the student's physician. Students who do not have health insurance coverage may obtain immunizations through Florida Department of Health Seminole County. All documents must be presented for admission.
- g. The Superintendent may require evidence of the age of any child whom he or she believes not to be within the limits of compulsory attendance as provided for by law (Section 1003.21, Florida Statutes) such as:
 - (1) a valid/official birth record
 - (2) Social Security card
 - (3) copy of final transcript

2. **Upon initial admission or entry** from one attendance zone to another in Seminole County Public Schools, evidence of residence and date of birth must be presented to

- the receiving school. All addresses are subject to verification by the School Board. The following documents shall be required:
- a. Owned residence
 - (1) Copy of the recorded deed (or agreement for deed), or a certified copy of the declaration of homestead exemption, and
 - (2) a copy of a current electric bill or initial order for service; and
 - (3) one of the following current documents:
 - (a) auto registration
 - (b) driver's license
 - (c) voter's registration
 - (d) Florida ID
 - b. Rented or leased residence
 - (1) copy of current lease, rental agreement, or a notarized letter from the landlord; and
 - (2) copy of a current electric bill or initial order for service; and
 - (3) one of the following current documents:
 - (a) auto registration
 - (b) driver's license
 - (c) voter's registration
 - (d) Florida ID
 - c. Non-primary owner or renter (families living with families):
A Verification of Residency Form must be completed by primary and non-primary owner or renter. This form is for one year only.
 - d. If applicable, legal documents, i.e., a copy of current judgment of divorce (dissolution of marriage) or other court order establishing the right of custody should be presented at time of enrollment.
3. **Verifying Residence**

All addresses and changes of addresses are subject to verification by the School Board. All student residence addresses and all documents submitted for verification are subject to validation by district staff. When a change of address occurs after initial enrollment, verification of the new residence is required. Students who are suspected of residing outside of Seminole County, Florida, or in an attendance zone other than the student attendance zone for the school they are attending, will be reported to the district investigator for a residency determination investigation. Special Note for High School Students: Changing high school attendance zones may affect athletic eligibility according to the rules and regulations of the FHSAA.

The School Board reserves the authority to verify enrollment information provided by a parent or parents and to reassign a student on the basis of its investigative determination. A student who is found to be attending an out- of-zone in-county school as the result of giving false or misleading information at registration, shall immediately be reassigned to the school serving the student's residential attendance zone or withdrawn and advised to enroll in the appropriate school in their county of legal residence. Any disagreement regarding the investigative finding will be reviewed by the appropriate Assistant Superintendent. Any disagreement regarding a determination that a student is a bona fide resident of a county other than Seminole may be contested as provided by law. Section 837.06, Florida Statutes provides that whoever knowingly makes a false statement in writing with the intent to mislead a public servant in the performance of his official duty shall be guilty of a misdemeanor of the second degree.

- In an effort to ensure that only students who are bona fide residents of Seminole County attend Seminole County Public Schools and additionally that in-county students attend their correct zoned schools, the Seminole County School Board has established an anonymous hotline for reporting suspected out-of-zone students: 407-320-ZONE (9663). Exceptions: See School Board [Policy 5120](#) for SCPS Employee/Student Transfers and Policy 5121 for Controlled Open Enrollment (COE).
4. **Divorced/Separated Parents:**
 - a. Divorced parents: ONE or more of the following documents:
 - (1) certified copy of final judgment of divorce;
 - (2) court custody order/parenting plan;
 - (3) court guardianship order;
 - (4) other such documents establishing the right of custody
 - b. Separated Parents:

A notarized statement that the child actually lives in the home of the parent designated in the child's school records as the residential parent or parent with whom the student resides.
 5. **Entry to SCPS from Public or Private Schools within the State:**

Before admission to Seminole County schools from other Florida counties, a student must have a current Florida Certificate of Immunization on file in the Seminole County school in which they are enrolling. If a student has ever been in a Florida public or private school anytime throughout his/her school career, a new physical exam is not required for entry.
 6. **Late or Delayed Enrollment of Students who have Attained Age 16:**

Students seeking to enroll into the public schools of Seminole County, Florida may enroll at any time, however, those enrolling after 20 days from the first day of any school year and who have not attended school elsewhere in the State of Florida or another state or jurisdiction during the school year of enrollment, may be recommended for placement in an appropriate program. This policy applies to students who have attained their 16th birthday at the time of, or prior to, enrollment in Seminole County during the semester or grading period of enrollment. This policy does not apply to exceptional education students, or students who will or may qualify for ESE placement, excluding gifted placement.
 7. **Denial of Admission or Continued Enrollment with Reference to Appropriate Alternative(s):**

Seminole County Public Schools is committed to provide students with appropriate educational services through thirteen years from the date of their kindergarten entrance. Services may be provided at the discretion of the principal for a student who is on schedule to graduate by the end of an additional (fourteenth) year. Services are available for Exceptional Education students through the semester in which they turn 22 or they earn a standard diploma, whichever comes first. In any instance consistent with the previous provision that admission or continued enrollment is denied, school personnel shall make recommendations for appropriate alternatives that would provide the student with a means to continue his/her education.
 8. **Elementary Schools & Part Time Co-Enrollment**
 - a. Home Education: Students who are participating in a home education program in accordance with Section 1002.41, Florida Statutes may be admitted to the public schools in this district on a part-time basis. The child seeking entry must meet the same registration requirements as full-time students. Such students must register for all classes offered to home education students prior to the start of the grading period they will attend. Home education students and private school students who are excluded from a class at their zoned school due to space limitations may be assigned to another school if space in that class is available. Students who are participating in a home education program in accordance with Section 1002.20(b),

Florida Statutes may participate in extracurricular activities. Participation is on a space available basis and students must meet the same registration requirements as full-time students. The Board is not responsible for the transportation of students in a home education program/private school to or from the school. The school principal will establish the time and place for arrival and departure of these students. Students who attend school on a part-time basis are subject to all applicable rules and regulations pertaining to full-time students.

- b. Home Education Student Services Plan: Students with disabilities enrolled in home education may be provided special education services as determined appropriate and available by the school-based student study team, including the parent, utilizing a Services Plan, not an Individual Education Plan (IEP). However, the student is not entitled to a Free and Appropriate Public Education (FAPE) through the school district and the district is not obligated to provide special education services or transportation to/from the school.
 - c. Private School Student Services Plan: Students who are enrolled in a private school may be admitted to the public schools in this district on a part-time basis in order to receive certain education services. The child seeking entry must meet the same registration requirements as full-time students. Students with disabilities attending private schools may be provided special education services determined appropriate and available by the school-based student study team including parent(s), utilizing a Services Plan, not an Individual Education Plan (IEP) (K-12 only). Students attending private schools are not entitled to a Free and Appropriate Public Education (FAPE) through the school district. Gifted students who attend private schools and reside in Seminole County may be co-enrolled in their zoned/assigned school with a Service Plan and following regions school and class size guidelines.
- 9. Middle Schools & Part Time Co-Enrollment**
- a. Home Education: Students who are participating in a home education program in accordance with Section 1002.41, Florida Statutes may be admitted to the public school in the district on a part-time basis. The child seeking entry must meet the same registration requirements as full-time students and enroll for and attend at least one regularly scheduled class period at the zoned school. Such students must register for all classes prior to the start of the semester they will attend. Full-time students will be given priority in course registration. Home education students who are excluded from a class/course at their zoned school due to space limitations may be assigned to another school if space in that class/course is available. Students who are participating in a home education program in accordance with Section 1002.20(2)(b), Florida Statutes may participate in extracurricular activities. Participation is on a space available basis and students must meet the same registration requirements as full-time students. The Board is not responsible for the transportation of students in a home education program/private school to or from the school. The school principal will establish the time and place for arrival and departure of these students. Students who attend school on a part-time basis are subject to all applicable rules and regulations pertaining to full-time students.
 - b. Home Education Student Services Plan: Students with disabilities enrolled in home education will be provided special education services as determined appropriate and available by the school-based student study team, including the parent, utilizing a Services Plan, not an Individual Education Plan (IEP) (K-12 only). However, the student is not entitled to a Free and Appropriate Public Education (FAPE) through the school district and the school district is not obligated to provide special education services or transportation to/from the school.
 - c. Private School Students: Students who are enrolled in a private school may be admitted to the public schools in this district on a part-time basis in order to receive certain education services. The child seeking entry must meet the same registration

requirements as full-time students. Students with disabilities attending private schools may be provided special education services determined appropriate and available by the school-based student study team, including parents, utilizing a Service Plan, not an Individual Education Plan (IEP). Students attending private schools are not entitled to a Free and Appropriate Public Education (FAPE) through the school district. Gifted students who attend private schools and reside in Seminole County may be co-enrolled in their zoned school with a Service Plan and following class size guidelines.

10. High School & Part Time Co-Enrollment

- a. Home Education: Students who are participating in a home education program in accordance with Section 1002.41, Florida Statutes may be admitted to the public schools in this district on a space available basis. Factors such as class size restrictions and Controlled Open Enrollment will be considered in the enrollment decision. The child seeking entry must meet the same registration requirements as full-time students. Such students must register for all classes prior to the start of the semester they will attend. Full-time students will be given priority in course registration. Home education/private school students who are excluded from a class/course at their zoned school due to space limitations may be assigned to another school within the district transfer guidelines if space in that class/course is available. Students who are participating in a home education program in accordance with Section 1002.20(b), Florida Statutes may participate in extracurricular activities. Participation is on a space available basis and students must meet the same registration requirements as full-time students. The Board is not responsible for the transportation of students in a home education program/private school to or from the school. The school principal will establish the time and place for arrival and departure of these students. Students who are co-enrolled are subject to all applicable rules and regulations pertaining to full-time students.
- b. Home Education Student Services Plan: Students with disabilities enrolled in home education or attending private schools may be provided services determined by a school-based student study team. Services will be based on a Service Plan, not an IEP (Individual Education Plan), as determined to be appropriate and available by the school-based student study team. Students enrolled in home education or attending private schools are not entitled to a Free and Appropriate Public Education (FAPE) through the school district and the district is not obligated to provide services, unless student attends a participating nonprofit private school with a need for specific services developed by the serving school. Gifted eligible students who attend private schools and reside in Seminole County may be co-enrolled in their zone school with a Service Plan and following class size guidelines.

B. ENROLLMENT GUIDELINES, ALL STUDENTS

1. A minor child's residence is that of the child's parent or parents. A child residing in Seminole County, Florida must be enrolled in and attend the public school that serves the child's residential attendance zone, unless otherwise authorized by the Student Assignment & Program Access Department, ESE school assignment, the appropriate district level administrator, disciplinary assignment under the Student Conduct and Discipline Code, assignment by the School Board "in lieu of expulsion", a "no contact order" entered by a court of competent jurisdiction, or assignment by the Superintendent/designee under School [Board Policy 5120](#).
2. Section 1003.03, Florida Statutes requires all districts to meet class size. If your student cannot be enrolled at your zone school, your student will be assigned to a school at an alternate location, in accordance with School Board Policy (5120 Class Size Assignments).
3. **Both parents residing in Seminole County but in different school zones:**

If a child's parents physically reside in separate residences located in different residential attendance zones or the child's parents are divorced or otherwise living separate and apart under court order and the child rotates between the parents' residences, the child shall be enrolled in and attend the school zoned for the residence of the parent in which the child physically resides (stays) for 51% or more of the time. If the actual physical rotation is 50/50 and the parents reside in separate residential attendance zones, the school of enrollment shall be selected by the parents. If there is no court order, the parents' declaration of primary residence should be accepted.

For Enrollment: The parent with whom the student is going to be residing during the school year shall show proof of residency along with the other items required for registration.

4. **A legal parent not living in Seminole County** (resides in another county, out of state, or out of the country) requesting that the student reside with a parent living in Seminole County:
The parent residing in Seminole County shall show proof of residency along with the other items required for registration.
5. **A parent residing in Seminole County requesting that his/her student live with someone other than the parent** (i.e., aunt, friend, grandparent, etc.) residing in a different school zone in order for the student to attend school in that zone: This option is not permitted. The student must enroll in the zoned school based on the residence of the parent.
6. **A parent residing in Seminole County relinquishing formal legal custody** of his/her student to someone other than the parent (i.e., aunt, friend, grandparent, etc.) residing in a different school zone.
Extenuating circumstances must be documented. The guardianship must be due to the fact that the parent is truly not capable of caring for the student. This type of enrollment is not available if the student's parent is not suffering from a documented physical, mental, or financial infirmity which, by ordinary and reasonable standards, precludes the parent from actually caring for the student. Once guardianship has been validated with legal documentation, the student shall be allowed to enroll in a school zoned for the residence of his/her legal guardian/custodian.
7. **A parent NOT residing in Seminole County requesting that his/her student reside with someone other than a parent, (i.e., aunt, friend, grandparent, etc.), and there is no parent living in the district:**
Extenuating circumstances must be documented. If the student's parent is not suffering from a documented physical, mental, or financial infirmity, which, by ordinary and reasonable standards, precludes the parent from actually caring for the student, this transfer should not be approved.

For Enrollment: This requires the person with whom the parents request the student to live with to obtain temporary custody. This person, the student, and the parents (if possible) must submit, to the appropriate Assistant Superintendent, Student Not Residing with Parents Form (SCPS form #893). A notarized letter from the parents stating the extenuating circumstances, which, by ordinary and reasonable standards, precludes the parent from actually caring for the student must accompany this request.

8. **Students who have been expelled or recommended for expulsion in another School district:**
The Seminole County School Board will uphold the expulsion of a student from another school district.

For Enrollment: The student must appeal to the Assistant Superintendent of Secondary Education for High Schools at the Educational Support Center for entry into the Seminole County Public Schools.

9. **Students who have been assigned to or recommended for assignment to an alternative school in another school district:**

The Superintendent has the authority to assign a student to alternative educational placement when such placement has been made or recommended in another school district.

For Enrollment: The student must apply to the appropriate Assistant Superintendent of at the Educational Support Center for entry into the Seminole County Public Schools.

10. **Students placed in a residential facility:**

Students placed in a residential facility located in Seminole County, Florida by the proper authority (a Florida court having jurisdiction over the child or Agency for Persons with Disabilities) may be placed in a Seminole County public school at the expense of the child's county of residence as determined by the residence of the child's parent or parents.

C. ENROLLMENT INTO ELEMENTARY SCHOOLS (Grades K-5)

The following guidelines govern the enrollment of students into the elementary schools of Seminole County, Florida:

1. **Kindergarten:**

Any child who has attained the age of five years on or before September 1 will be admitted to kindergarten at any time during that school year.

2. **First Grade:**

Any child who has attained the age of six years on or before September 1 will be admitted to first grade if kindergarten has been successfully completed. Successful completion of kindergarten will be defined as:

- a. regular attendance in a 180-day instructional program;
- b. regular attendance in a three-hour-net instructional day;
- c. attaining the age of five (5) on or before September 1 – required for legal entry into kindergarten;
- d. an official letter or transcript from a proper school authority (to include home education) which shows records of attendance, academic information, and grade placement of the student.

A student from a private school and/or out of state must document successful completion of kindergarten using SCPS form #493.

3. **Special enrollment requirements exist for:**

- a. Students who will attend an elementary school in Region 1 (Bentley, Idyllwilde, and Wilson);
- b. Students who will attend an elementary school in Region 2 (Bentley, Crystal Lake, Wicklow);
- c. Students who will attend an elementary school in Region 3 (Hamilton, Midway, Pine Crest); or
- d. Students who are seeking admission to an elementary magnet school.
- e. Students who live in Regions 1, 2, or 3 or who wish to attend the magnet schools must submit applications and participate in the random selection process.

Applications for students in these special requirement attendance categories can be accessed through the Seminole County Public Schools Student Assignment & Program Access Department online at <http://www.seminoleschoolchoices.us>.

Guidelines and more complete details regarding these requirements may be obtained by reading the School Student Attendance Zones and Interzone Transfers Policy, School Board Policy 5120, located online at <http://www.scps.k12.fl.us>.

D. ENROLLMENT INTO MIDDLE SCHOOLS (Grades 6-8)

The following guidelines govern the enrollment of students into the middle schools of Seminole County, Florida:

1. Any child who has been promoted or assigned to grades 6, 7, or 8 will be admitted to middle school.
2. **Special requirements exist for:**
 - a. Students seeking admission to Millennium Magnet Middle School who are not zoned for Millennium Middle School;
 - b. Students seeking admission to Milwee Magnet Middle School who are not zoned for Milwee Middle School;
 - c. Students seeking admission to Sanford Magnet Middle School who are not zoned for Sanford Middle School, and
 - d. Students seeking admission to South Seminole Academy who are not zoned for South Seminole Academy
 - e. Students who wish to attend the magnet schools must submit applications and participate in the random selection process

Applications for students in these special requirement attendance categories can be accessed through the Seminole County Public Schools Student Assignment & Program Access Department online at <http://www.seminoleschoolchoices.us>.

Guidelines and complete details regarding these requirements may be obtained by reading the School Student Attendance Zones and Interzone Transfers School Board Policy 5120 located online at <http://www.scps.k12.fl.us>

E. ENROLLMENT INTO HIGH SCHOOLS (Grades 9-12)

The following guidelines govern the enrollment of students into the high schools of Seminole County, Florida

1. Any student who has been officially promoted or assigned to grade 9 will be admitted to high school.
2. **Special enrollment requirements exist for:**
 - a. Students who are seeking admission to the Seminole High School or Winter Springs High School International Baccalaureate Magnet Program;
 - b. Students who are seeking admission to the Seminole High School Academy of Health Careers Magnet Program;
 - c. Students who are seeking admission to the Lyman High School Academy of Engineering Magnet Program;
 - d. Students who are seeking admission to the Crooms Academy of Information Technology Magnet Program. Students attending this magnet program have the opportunity to complete their Associate of Arts degree while enrolled in high school through the collegiate high school program, Section 1007.273; Florida Statutes and
 - e. Out of zone students who are seeking admission to high school Programs of Emphasis. Students who wish to attend the magnet programs or out of zone students who wish to attend Programs of Emphasis must submit applications and participate in the random selection process.

Applications for students in these special requirement attendance categories can be accessed through the Seminole County Public Schools Student Assignment & Program Access Department online at <http://www.seminoleschoolchoices.us>.

Guidelines and complete details regarding these requirements may be obtained by reading the School Student Attendance Zones and Interzone Transfers, School Board Policy 5120, located at <http://www.scps.k12.fl.us>.

F. HOMELESS STUDENTS/FAMILIES IN NEED (FIN)

Homeless students, including homeless unaccompanied youth, are permitted to enroll in the Seminole County Public Schools and must not be placed in a separate school or program within a school based on their homeless status. Homeless children and youth are being provided services comparable to those offered to other students enrolled in SCPS to ensure they have an equal opportunity to meet student academic achievement standards. All homeless students are eligible for free breakfast and lunch.

Homeless students may choose to attend the school they attended at the time they became homeless. Those students who elect to do this shall be provided transportation if needed. As an alternative, homeless students may choose to enroll in the school zoned for the attendance area where they reside. If there is a dispute regarding the enrollment of a student to a school, the District's Homeless Liaison will assess what is in the best interest of the student when making an enrollment determination.

Regardless of which school a homeless student chooses to attend, he/she shall be permitted to immediately enroll, 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, immunizations, medical records, and proof of residency. The enrolling school must immediately contact the school last attended by the homeless student to obtain relevant records. If the student needs immunization records, the enrolling school shall immediately refer the student to the school nurse or school social worker for assistance.

For Enrollment: Refer to SCPS Homeless Students (Families in Need) School Board Policy 5111.01.

G. FOSTER STUDENTS/FAMILIES IN NEED (FIN)

The Every Student Succeeds Act (ESSA) defines and outlines federal mandates that emphasize educational protections for children in foster care. Students in foster care are defined as children and youth in the care of the Department of Children and Families due to abuse, neglect or abandonment. These students are permitted to enroll in the Seminole County Public Schools and must not be placed in a separate school or program within a school based on their foster care status. Children and youth in foster care are provided services comparable to those offered to other students enrolled in SCPS to ensure they have an equal opportunity to meet student academic achievement standards. All foster care students are eligible for free breakfast and lunch.

School of enrollment for foster care students is based on the result of the federally mandated Best Interest Determination conference involving Seminole County Public Schools, Department of Children and Families, Community Based Care liaisons, and others who have an interest/contribution. Foster students may have the option to attend the school they attended at the time they were placed in the DCF care (school of origin). If needed, transportation shall be provided to the school of origin. As an alternative, a foster care student may have the option to enroll in the school zoned for the attendance area where they reside.

After the federally mandated Best Interest Determination conference, FIN liaison will send the enrolling school approval and documentation to enroll. No foster student should be enrolled without approval from the FIN department. Once approval has been received, the foster student shall be permitted to immediately enroll, 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, immunizations, medical records, and proof of residency. The enrolling school must immediately contact the school last attended by the

foster student to obtain relevant records. If the student needs immunization records, the enrolling school shall immediately refer the student to the school nurse or school social worker for assistance.

H. TRANSFERS/WITHDRAWALS

1. **Within Seminole County Schools:**

Parents will be expected to formally withdraw their child from a previous school before enrolling at another Seminole County public school. The sending school will provide the parent with a copy of the DH680/immunization record from the Student Information System, withdrawal form, report card copy, and transcript. If there are extenuating circumstances, the principal may address this process on an individual basis. Athletic eligibility is not guaranteed for students transferring within Seminole County Schools.

2. **In-State/Out-of-State Transfers:**

Any student who enrolls from an in-state public or nonpublic school or out-of-state public or nonpublic school shall be admitted upon presentation of the following data:

- a. an official letter or transcript from a proper school authority which shows a record of attendance, academic information, and grade placement of the student;
- b. proof of immunization;
- c. proof of date of birth; and
- d. proof of a medical examination completed within the last twelve months (first time entry into Florida Public Schools only).

3. **Neither the student nor parent(s) reside within Seminole County** and the student wishes to transfer into a Seminole County public school while maintaining residence outside of the county:

Students from adjoining counties may not be enrolled in Seminole County Public Schools.

Exceptions: See School Board Policy 5120 for SCPS Employee/Student Transfers and Policy 5121 for Controlled Open Enrollment (COE).

For Enrollment: The Student Assignment & Program Access Department must approve an out of zone transfer through an online application system.

4. **Elementary School Transfer Guidelines**

a. In-State Enrollment from Nonpublic Schools to Kindergarten:

Students enrolling from a nonpublic Florida kindergarten to the Seminole County Public Schools must be five years of age on or before September 1 and provide proof of immunization and meet first entry to the State of Florida criteria.

b. In-State Enrollment from Nonpublic Schools to First Grade:

A child must have successfully completed kindergarten in a nonpublic Florida school, must be six years of age on or before September 1 of the school year in which admission to the first grade is being sought, and meet first entry to the State of Florida criteria. Students enrolling to first grade from a nonpublic kindergarten program will need written verification of successful completion of kindergarten from the nonpublic school attended (SCPS form #493). Students not meeting the above requirements for grade one will be enrolled in kindergarten.

c. Underage Out-of-State Enrollment to Kindergarten and First Grade from Public and Nonpublic Schools:

Entry into kindergarten and first grade by out-of-state transfer students who do not meet regular age requirements for admission to Florida public schools shall be based on their previous state's age requirements and shall be in accordance with Florida Administrative Code Rule 6A-1.0985, which states:

Any student who is enrolling from an out-of-state public or nonpublic school shall be admitted upon presentation of the following data:

- (1) official documentation that the parent(s) or guardian(s) was a legal resident(s) of the state in which the child was previously enrolled in school;
- (2) an official letter or transcript from a proper school authority which shows records of attendance, academic information, and grade placement of the student;
- (3) Proof of immunization;
- (4) proof of date of birth; and
- (5) proof of a medical examination completed within the last twelve months (first time entry into Florida public schools only).

5. Grade Placement

a. General Process:

When a student enrolls into a Seminole County public school from a public or nonpublic school, it will be the responsibility of the principal of the previous school to determine grade level placement. From a home education program, it will be the responsibility of the principal or principal's designee of the receiving school to assess the student's achievement level.

The principal shall have the final decision regarding student placement.

b. Elementary School Placement:

When a student enrolls into a Seminole County public school from an out of district public or nonpublic school, the student will be academically screened as per Section II.A.1 (b). Testing results will be shared with the parent.

The principal shall have the final decision regarding student placement.

When a student enrolls from a home education program, it will be the responsibility of the principal or principal's designee to assess the student's achievement level.

The following will be considered by principals for placement of home education students:

- (1) review of the required home education annual evaluation (acceptable options include student portfolio, national normed achievement test, state student assessment test, psychological evaluation, or other approved valid measurement tool)
- (2) site-based assessment (as per Section II.A.1 (b)). Students should be given a site-based assessment after enrollment).
- (3) The principal shall have the final decision regarding student placement.

c. Middle School Placement: State Uniform Transfer of Students in the Middle Grades (Florida Administrative Code Rule 6A-1.09942)

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

- (1) Grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, successful completion of courses shall be validated through performance during the first grading period as outlined in subsection (2) of this rule.
- (2) Validation of courses shall be based on performance in classes at the receiving school. A student enrolling into a school shall be placed at the appropriate sequential course level and should be passing each required

course at the end of the first grading period. Students who do not meet this requirement shall have courses validated using the Alternative Validation Procedure, as outlined in subsection (3) of this rule.

- (3) Alternative Validation Procedure – If validation based on performance as described above is not satisfactory, then any one of the following alternatives identified in the district Student Progression Plan shall be used for validation purposes as determined by the teacher, principal or parent
- (a) Portfolio evaluation by the superintendent or designee;
 - (b) Demonstrated performance in courses taken at other public or private accredited schools;
 - (c) Demonstrated proficiencies on nationally normed standardized subjects;
 - (d) Area assessments;
 - (e) Demonstrated satisfactory achievements/proficiencies on the FSA; or
 - (f) Written review of the criteria utilized for a given subject provided by the former school.

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

- d. High School Placement & Transfer of Credits:
- (1) All evidence of work or credits earned at another school, community college, or university offered for acceptance will be based on an official transcript authenticated by the proper school authority.
 - (2) Work or credits from all schools or institutions will be accepted at face value, subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period.
 - (3) Validation of credits shall be based on performance in classes at the receiving school. A student enrolling into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. Credits and grades earned from unaccredited schools shall be accepted at face value if submitted on an official transcript. An official transcript is sent directly from the past administrator to the present administrator and should clearly identify the school, the student, the course number, date the course was taken, credit earned and grade in each course. The transcript should be on official school letterhead and/or be embossed with the school seal. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure.
 - (4) Alternative Validation Procedure - If validation based on performance as described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal, and parent:
 - (a) Portfolio evaluation by the superintendent or designee;
 - (b) Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
 - (c) Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
 - (d) Demonstrated proficiencies on nationally normed standardized subject area assessments;
 - (e) Demonstrated satisfactory achievement on the 10th grade state standardized reading assessment and/or End-of- Course Exams (EOC);
 - (f) Written review of the criteria utilized for a given subject provided by the former school.

Students must be provided at least 90 days from date of transfer to prepare for assessments outlined in paragraph (4)(d) and (4)(e) if required.

- (5) The requirements of the School Board will not negatively affect transfer students provided the student has met all requirements of the school district or state from which he/she is transferring and provided that the student was enrolled elsewhere for at least one (1) grading period.

A student must meet Seminole County Public Schools' graduation requirements for the grading periods including passing scores on required tests, tenth (10th) grade state standardized English language arts assessment and/or End-of-Course Exams.

- (6) In cases where students are unable to provide an official letter or transcript, it will be the responsibility of the principal to assign credit. Comprehensive tests may be required.
- e. High School: Transfer from Home Education Placement
- (1) Validation of credits shall be based on performance in classes at the receiving school. A student enrolling into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. Credits and grades earned from unaccredited schools shall be accepted at face value if submitted on an official transcript. An official transcript is sent directly from the past administrator to the present administrator and should clearly identify the school, the student, the course number, date the course was taken, credit earned and grade in each course. The transcript should be on official school letterhead and/or be embossed with the school seal. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure.
 - (2) In order to receive credit for any course completed within the past year, a student shall pass a school-based competency exam if an examination is available for the subject. For those subjects where a test is not available, a curriculum outline, materials utilized, samples of work generated, and an indication of time devoted to study of the course shall be required.
 - (3) In order to receive credit for any course completed prior to the past year, the principal/designee shall use discretion in determining whether a final examination is required.
 - (4) Credit granted for courses shall receive Pass/Fail grades only.
 - (5) Credit for courses shall not carry the Honors designation. However, should a student earn an "A" or "B" on a school-based competency exam in an honors course, the honors designation will be provided (The student would receive a "Pass" grade). The Advanced Placement designation will only be provided if the student has taken the relevant Advanced Placement examination and has earned a score of 3 or higher on that exam.
 - (6) Home education students enrolling into Seminole County Public Schools (SCPS) during their last academic year prior to graduation, must be co-enrolled in a minimum of 4 SCPS courses and earn a minimum of 4 SCPS credits in order to receive a diploma from the district.
 - (7) Students with credit awarded for home education programs shall be eligible to be ranked in their graduation class only if a minimum of 14 credits has been earned in the district high school.
 - (8) Home education students may participate in dual enrollment, Seminole County Virtual School (SCVS), Florida Virtual School (FLVS), career and technical courses, early admission, and credit by examination/Credit Acceleration Program (CAP). Credit earned by the home education students through dual enrollment

shall apply toward the completion of a home education program that meets the requirements of Section 1002.41, Florida Statutes.

- (9) A home education student is eligible to participate in the interscholastic extracurricular activities at the public school that he or she would be assigned to attend based on the district's attendance area policy and provided the student meets the requirements of the home education program, Section 1002.41, Florida Statutes.
- f. High School: Class Rank, Honors and Awards
- For graduation purposes, SCPS has criteria to ensure consistency when determining Class Rank, Honors, and Awards such as Valedictorian, Salutatorian, Top 10, etc.
- (1) For the purpose of class rank, honors and awards, graduating seniors' grade point average will be calculated at the completion of the seventh semester of high school enrollment (Valedictorian, Salutatorian, Top 10, etc.)
 - (2) Students must earn 14 credits taken while enrolled in a SCPS district-operated high school (does not include charter or non-public schools) prior to their 7th semester to be eligible for class rank, honors, and awards.
 - (3) A student is only eligible for class rank, honors, and awards if they are graduating in their assigned cohort year. A graduation cohort is a group of students who enter the 9th grade at the same time and on the same schedule to graduate four years later.
 - (4) Grade flagging may only occur after class rank, honors and awards have been determined.

ELEMENTARY EDUCATION (GRADES K-5)

I. ELEMENTARY SCHOOL INSTRUCTION

A. REGULAR PROGRAM – GENERAL PROGRAM REQUIREMENTS

1. Student Performance:

Seminole County Public Schools provides instruction in all required course standards and has instructional frameworks aligned to the course standards in the areas of English language arts, mathematics, science, and social studies. Teachers instruct utilizing the instructional frameworks as a guide for sequencing standards-based instruction. A school wide system of progress monitoring is utilized to support students with identified deficiencies.

Student progression is based upon mastering the standards in each course as evidenced by student grades on the student's report card as well as formative data obtained from progress monitoring and summative data obtained from a student's performance on the statewide, standardized assessment program.

- a. For grades and subjects in which no current state assessments are administered, school districts must establish and assess expected levels of performance for student progression using district-selected assessments such as students' class work; observations; class, school, district, and/or state assessments; or other relevant information.
- b. It is the responsibility of the classroom teacher to screen, instruct, assess, and monitor the progress of student proficiency on all state academic standards. Each teacher shall develop daily lesson plans for all subjects taught. Plans should reflect the teaching of state academic standards, including English Language Learners' and Exceptional Education Student modifications, when necessary. Lesson plans shall be checked regularly by the principal or principal designee. Standards will be consistently taught and assessed throughout the year. Assessment of proficiency will be based on state academic standards, the K-5 Decision Tree located in the K-12 Comprehensive Reading Plan, supplemental materials, student work samples, observation of the student's performance, and student self- assessment.
- c. Each elementary school shall regularly assess the reading ability of each K-5 student. (See K-12 Comprehensive Evidence-Based Reading Plan: Grades K-5 Multi- Tiered System of Support (MTSS) Curriculum Decision Tree recommendations). State and district diagnostic assessment tools will be used to identify a student's area of academic need. It is the responsibility of the classroom teacher to screen all Seminole County Public Schools' students within 30 school days of entry. The parent of any K-5 student who exhibits a reading deficiency shall be notified in writing of the student's deficiency within 45 school days from the student's first day of enrollment.
- d. A student who has a substantial reading deficiency as determined in Section 1008.25(5)(a), Florida Statutes must be covered by a federally required student plan, such as an individual education plan or an individualized progress monitoring plan, or both, as necessary. (Section 1008.25(4)(c), Florida Statutes)
- e. Any student in kindergarten through grade 3 who exhibits a substantial deficiency in reading based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments; or teacher observations must be provided intensive, explicit, systematic, and multisensory reading interventions immediately following the identification of the reading deficiency. A school may not wait for a student to receive a failing grade at the end of a grading period to identify the student as

having a substantial reading deficiency and initiate intensive reading interventions. The student's reading proficiency must be monitored, and the intensive reading interventions must continue until the student demonstrates grade level proficiency in a manner determined by the District, which may include achieving a level 3 on the statewide, standardized English language arts assessment. The State Board of Education shall identify by rule guidelines for determining whether a student in kindergarten through grade 3 has a substantial deficiency in reading. (Section 1008.25(5)(a), Florida Statutes)

- f. The district's comprehensive program for student progression uses assessment data, including universal screening and ongoing progress monitoring, to evaluate the effectiveness of instruction, identify students needing more intensive instructional support, and monitor each student's response to implemented interventions. Students who do not meet grade level expectations receive increasingly intense intervention services. The areas of academic need and intervention strategies are defined through a problem-solving/Multi-Tiered System of Supports (MTSS) process. Multiple tiers of increasingly intense instruction/intervention services are implemented to support student academic proficiency. Students are matched to strategic and intensive interventions based on data from multiple assessment sources. Student progression decisions consider the effectiveness of core instruction and the student's response to evidence-based interventions. Interventions for academics and/or behavioral deficiencies will be provided through the Seminole County Public Schools Multi-Tiered System of Supports (MTSS) process.

Parents may not refuse remedial/intervention services. A school district has the authority and responsibility to design the student's course of study. It is the school that is held accountable for the student's progress.

- g. As required by Section 1001.42(18)(b), Florida Statutes an elementary grades early warning system is used to identify students who need additional support to improve academic performance and stay engaged in school. When a student exhibits two (2) or more early warning indicators as required by law, a school-based team, in consultation with the student's parent, shall determine appropriate intervention strategies for the student unless the student is already being served by an intervention program at the direction of a school-based, multi-disciplinary team.
- h. Student satisfactory achievement is defined by Seminole County Public Schools as the on-going demonstration and application of state academic standards. Grade-level achievement on statewide, standardized assessment is defined as scoring at level 3 or above. **Each student must participate in assessments as required by Section 1008.25, Florida Statutes.**
- i. Students must demonstrate a satisfactory level of achievement in English language arts, mathematics, science and social studies at each grade level as determined by state/district levels of achievement on state assessments and/or local levels of achievement on district assessments. The independent work of the student will be considered as a criterion in the student's placement decision.
- j. All parents will be notified regularly of their child's achievement during the school year. Seminole County Public Schools will report to the parent of each student the progress of the student toward achieving state and district expectations for satisfactory achievement in English language arts, mathematics, science, and social studies. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information. The final report card will indicate performance or non-performance at grade level, acceptable or unacceptable behavior, attendance, and promotion or retention.
- k. Students with report card grades of "D's", "F's", or "N's" in English language arts,

mathematics, or science should be monitored closely and may be considered for diagnostic assessment. If needed, remediation will be provided through the MTSS process. These students will be considered for possible retention. English Language Learners, two years or less in the program, will not be marked below grade level.

(Note: see English Language Learners Procedural Handbook)

- I. Students working below grade level (working on curriculum standards below his/her current grade level) must be diagnostically assessed and provided remediation through the Multi-Tiered System of Supports (MTSS) and considered for possible retention. Students marked below level for English language arts on the report card must:
 - (1) Be diagnosed and provided remediation through intensive reading instruction required by the K-12 Comprehensive Evidence-Based Reading Plan.
 - (2) Be based on diagnoses, have his/her individual areas of deficiency in phonemic awareness, phonics, fluency, comprehension and/or vocabulary identified, addressed, and monitored frequently.
 - (3) Be considered for possible retention and have this marked in the comment section.
 - (4) Be reassessed by locally determined assessments and through teacher observation at the beginning of the grade following the intensive reading instruction.
 - (5) Continue to be provided intensive reading instruction until the reading deficiency is remedied.
2. **Curriculum and Instruction**

Each student in grades K-5 will receive regularly scheduled instruction using an integrated approach based on the district adopted curriculum program, which includes state/district approved materials, and/or textbooks for the assigned grade level and state academic standards (refer to SCPS Instructional Plans). English language arts instruction will follow the K-12 Comprehensive Evidence-Based Reading Plan. Mathematics instruction will follow the District's Mathematics Instructional Frameworks. Included in the K-5 Mathematics Instructional Frameworks are RAMP (Rigorous Accelerated Math Program), courses in Grades 4 and 5 designed to increase access to advanced math courses in middle and high school. Science instruction will follow the K-5 District Science Instructional Plan. Social Studies instruction will follow the state academic standards.

The physical education program stresses fitness and encourages healthful, active lifestyles and participation by all students. Physical education shall consist of physical activities of at least a moderate intensity level and for duration sufficient to provide a significant health benefit subject to the differing capabilities of students. Each student, grade K-5, shall receive at least 30 consecutive minutes of physical education each day on which physical education is offered with a cumulative total of 150 minutes of physical education each week as required by Section 1003.455, Florida Statutes.

The requirement shall be waived for a student who meets one of the following criteria:

- a. The student is enrolled or required to enroll in a remedial course;
- b. The parent requests in writing by completing the waiver request form and submitting to the principal that the student enroll in another enrichment or elective course; or
- c. The parent indicates in writing by completing the waiver request form and submitting to the principal that the student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

Students who waive the physical education requirement will be enrolled in an enrichment or elective course offered by the school. Placement will be made at the

discretion of the principal and on a space available basis. Parents will be advised of these options before scheduling the student to participate in physical education. This type of exception must be renewed annually.

3. **School Schedules**

Flexibility in designing school schedules is permissible; however, the daily schedule must include a minimum of the following:

- 90 minutes of uninterrupted literacy instruction
- 30 minutes of intervention instruction to support students with identified deficiencies;
- 60 minutes of mathematics instruction;
- 30 minutes of science instruction;
- 30 minutes of social studies instruction;
- 20 minutes of unstructured recess. Withholding recess as a disciplinary sanction is not permissible.

Additionally, the schedule will include a minimum of 150 minutes of physical education per week; with a minimum of 30 consecutive minutes per day on days that physical education is provided.

The schedule will include a comprehensive age-appropriate and developmentally appropriate K-12 health education that addresses concepts of community health, consumer health, environmental health, and family life, including mental and emotional health; injury prevention and safety; internet safety; nutrition; personal health; prevention and control of disease; substance use and abuse; and prevention of child sexual abuse, exploitation, and human trafficking as per F.S. 1003.42(2)(n)1.

School schedules may reflect the integration of subjects, including science, social studies, civics education, writing, technology skills, , and other areas deemed necessary to provide an appropriate instructional curriculum for each school.

4. **Grouping for Instruction**

Providing differentiated instruction for students at all levels is a best practice to meet their needs in mastering the state academic standards. Instructionally sound strategies for grouping students will be used to enhance the academic achievement of all students. Any grouping of students shall provide opportunities for the regrouping of students during a portion of the school day (e.g., within the regular education classroom, or during specials, or lunch, or portion of the school week).

B. SUPPLEMENTAL AND INTENSIVE INSTRUCTIONAL SUPPORT

1. Students in K-5 who do not meet the district levels and/or state levels of performance in English language arts, mathematics, science, or social studies shall be provided remediation. Teachers provide targeted instructional support to students with identified deficiencies (Section 1008.25, Florida Statutes).
 - a. A student who is not meeting the school district or state requirements for satisfactory performance in English language arts and mathematics must be covered by one of the following plans:
 - (1) A federally required student plan such as an individual education plan;
 - (2) A school-wide system of progress monitoring for all students, except a student who scores a Level 4 or above on the English language arts and mathematics assessments may be exempted from participation by the principal; or
 - (3) An individualized progress monitoring plan.
 - b. A student who has a substantial reading deficiency as determined in Section 1008.25(5)(a), Florida Statutes must be covered by a federally required student plan, such as an individual education plan or an individualized progress monitoring plan, as necessary.

- c. A student who has a substantial math deficiency as determined in Section 1008.25(5)(a).
- 2. **Progress Monitoring**
A school-wide system of progress monitoring for all students who are deficient in English language arts, math, science, and/or social studies includes diagnostic assessments, formative teacher assessments and summative assessments. Strategies to help students achieve academic success will be discussed and documented in parent conferences. Based upon assessments, the areas of deficiencies for each student will be identified and communicated to the parent within 45 days from the student's first day of enrollment. Information regarding supplemental instructional services and supports through the MTSS process will be provided to the parent during the conference.
- 3. Supplemental Instructional Support Activities, Tutorial instruction/Summer Learning Camp, and/or other instructional support activities, may be provided to students in grades K-5 pending funding and availability of instructors. These services are provided as an opportunity for remediation of the required skills for those students who meet the following criteria:
 - a. "N (grades K-1), "D" or "F" (grades 2-5) in reading/literature, language arts, math, social studies, or science during the previous grading period or progress reporting time;
 - b. Reading below grade level as reflected through MTSS documentation;
 - c. Classroom teacher recommendation; and
 - d. Level 1 in reading on state-standardized assessment; and/or
 - e. Level 1 in math on state-standardized assessment.

C. ACCELERATION

Acceleration of students is a practice that covers a wide range of educational strategies. An accelerated curriculum may be provided to those students who have demonstrated a need beyond the general curriculum. Seminole County Public Schools offers the following opportunities:

1. Flexible class groups
2. Subject matter acceleration
3. Enrichment programs
4. Grade clustering
5. Virtual instruction
6. Whole grade promotion and mid-year promotion

For grade level acceleration, the principal, in consultation with all stakeholders, will review the following documentation before any accelerated placement is considered:

1. social/emotional needs including readiness for higher level achievement;
2. demonstration of a high level of mastery of the current and next grade curriculum;
3. parent input; school history; ability and aptitude for advanced work; and
4. referral for consideration for gifted evaluation services.

Students in 4th and 5th grade who earned a Level 3, 4 or 5 in English language arts or math on the prior year state-required assessment are eligible to take accelerated courses using virtual school. Options may vary by school and include advancing to the next grade level for some coursework in a face-to-face setting or through virtual school.

The final decision for grade placement is the responsibility of the principal.

(Section 1002.3105(2)-(4), Florida Statutes)

II. REPORTING STUDENT PROGRESS

A. REPORT PROCESS

All parents will be notified regularly of their child's achievement during the 36-week school year through the SCPS Progress Report and Report Card. The reporting period is divided into four nine-week periods. A progress report will be available in Skyward Family Access at the mid-point of the grading period and a report card will be available in Skyward Family Access at the end of each nine-week grading period.

Every student who is enrolled at a school receives a report card through Skyward Family Access, regardless of the length of the enrollment. As required by Section 1008.25(8), Florida Statutes the report to the parent must include the student's progress toward achieving state and district expectations for grade-level achievement in English language arts, science, social studies, and mathematics. The report card becomes a part of the student's permanent records. A student in attendance for fewer than 20 days does not have to receive a grade on the progress report/report card for that grading period. A comment should be included on the report card stating that the student has not been in attendance for a sufficient time to be evaluated adequately.

B. REPORT SYSTEM

Reporting to parents shall include:

1. Progress report (midpoint of each grading period);
2. Kindergarten and grade 1 report card;
3. Grade 2-5 report card;
4. A minimum of one documented parent conference should be held in the first 90 days of school;
5. Annual reporting of district wide state assessment results:
 - a. will be provided to parents in writing in a format adopted by the district School Board;
 - b. will be reported to the public as required by state law; and
6. Parental notification of deficiencies in English language arts;
7. Parental notification of deficiencies in Math.

C. GRADING CODE

All students in grades K-5 will receive "S" or "N" in the areas of art, music, and physical education.

<u>Grades K and 1</u>		<u>Grades 2, 3, 4, and 5</u>	
S	Satisfactory	A	100-90
		B	89-80
N	Needs Improvement	C	79-70
		D	69-60
		F	59-0

Make-up Assignments for Absences: Regardless of whether an absence is excused or unexcused, students are required to make up all course work and assessments missed during the period of nonattendance. Immediately upon returning to class, it is the responsibility of the student and/or parent to obtain missed coursework from the teacher, confirm corresponding dates for completion, and schedule missed assessments. At a minimum, students have no less than the number of days they were absent, plus one (1) additional day, to make up test and quizzes missed during an absence. The time and place for the make-up is the decision of the teacher. Students who travel outside of the United States may not have access to SCPS digital platforms.

III. ELEMENTARY GRADE PLACEMENTS (K-5)

The primary responsibility for determining each student's performance and ability to function academically, socially, and emotionally in the next grade is that of the classroom teacher in conjunction with the principal. School personnel will use all available resources to achieve parental understanding and cooperation regarding a student's grade placement including the use of the school-based Student Study Team/Multi-Tiered System of Supports (MTSS) Team.

The final decision for grade placement is the responsibility of the principal.

The SCPS district adopted curriculum program includes state/district approved materials and/or textbooks for the assigned grade level state academic standards for English language arts, mathematics, social studies, and science. Using the district adopted textbooks and supplemental materials, the classroom teacher will provide instruction, as well as assessment, of skills for each area.

Assessment of satisfactory achievement may include but is not limited to teacher observation, classroom assignments, classroom participation, common assessments, alternative assessments, examinations, work sample reviews, and completion of English language arts, mathematics, social studies, and science grade level state academic standards.

A. PROMOTION

Promotion is based on criteria as defined in Section I.B. No student may be assigned to a grade level based solely upon the student's age or other factors that constitute social promotion. Social promotion is defined as the promotion of a student based on factors other than the student achieving the district and state levels of performance for student progress. A student promoted to grade 4 with a good cause exemption shall be provided intensive reading instruction based on state and district diagnostic assessment tools and intervention that includes specialized diagnostic information and strategies. Other options for promotion may occur at varying times during the school year.

Note: See Exceptional Student Education Section for ESE students.

B. RETENTION

After consultation with the school administrator, a student will be recommended for retention by the school-based Student Study Team/Multi-Tiered System of Supports (MTSS) Team or school designated team based on the criteria listed in Section II: B. A student who is retained must be in the MTSS process. Retention decisions are based on more than a single test score. Additional evaluations, portfolio reviews, and assessments are available to assist parents and the school personnel in knowing when a child is academically performing at or above grade level and ready for grade promotion. Students who are retained must be continued to be monitored closely through the MTSS process. The final decision for grade placement is the responsibility of the principal. Retention of English language learners (ELLs) / Limited English Proficient (LEP) students must be determined by a school's ELL/LEP Committee except in the case of mandatory retention for reading deficiencies in grade 3. ELLs shall not be retained due to level of language proficiency.

Note: see English Language Learners Procedural Handbook

<http://www.scps.k12.fl.us/esol/Home.asp>

IV. PROMOTION TO GRADE FOUR

Section 1008.25, Florida Statutes

A. GENERAL PROVISIONS

To be promoted to grade 4, a student must score a Level 2 or higher on the statewide, standardized English language arts assessment (Progress Monitor 3) required under Section 1008.22, Florida Statutes for grade 3. If a student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring Level 2 or higher on the statewide, standardized assessment (Progress Monitor 3) required for Grade 3 by Section 1008.22, Florida Statutes, the student must be retained. The parent of any student who exhibits a substantial deficiency in reading must be notified in writing of the following:

1. That his or her child has been identified as having a substantial deficiency in reading, including a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in reading.
2. A description of the current intensive interventions that are provided to the child.
3. A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
4. That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.
5. Strategies, including multisensory strategies, through a read-at-home plan the parent can use in helping his/her child succeed in reading.
6. That the statewide, standardized English language arts assessments is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion.
7. The district's specific criteria and policies for a portfolio as provided in Section 1008.25(6)(b), Florida Statutes and the evidence required for a student to demonstrate mastery of Florida's academic standards for English language arts.
8. The district's specific criteria and policies for midyear promotion. Midyear promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.
9. Information about the student's eligibility for the New Worlds Reading Initiative under Section 1003.458 and information on parent training modules and other reading engagement resources.

**B. GOOD CAUSE EXEMPTIONS FROM MANDATORY GRADE THREE RETENTION
ELIMINATION OF SOCIAL PROMOTION**

Section 1008.25, Florida Statutes

1. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.
2. The district school board may only exempt students from mandatory retention, as provided in Section 1008.25(5)(b), Florida Statutes for good cause. A student who is promoted to grade 4 with a good cause exemption shall be provided intensive reading instruction based on state and district diagnostic assessment tools and intervention that includes specialized diagnostic information and specific reading strategies to meet the needs of each student so promoted. The school district shall assist schools and teachers with the implementation of explicit, systematic and multisensory reading instruction and intervention strategies for students promoted with a good cause exemption which research has shown to be successful in improving reading among students who have reading difficulties. Good cause exemptions are limited to the following:
 - a. Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Languages program based on the initial date of

- entry into a school in the United States.
- b. Students with disabilities whose Individual Education Plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of Section 1008.212, Florida Statutes.
 - c. Students who demonstrate an acceptable level of performance on an alternative standardized reading or English language arts assessment approved by the State Board of Education.
 - d. A student who demonstrates through a student portfolio that he or she is performing at least at Level 2 on the statewide, standardized English language arts assessment.
 - e. Students with disabilities who take the statewide, standardized English language arts assessment and who have an Individual Education Plan or a Section 504 plan that reflects that the student has received intensive instruction in reading or English language arts for more than 2 years but still demonstrates a deficiency and was previously retained in Kindergarten, grade 1, grade 2 and grade 3.
 - f. Students who have received intensive reading intervention for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. A student may not be retained more than once in grade 3.
3. Requests for good cause exemptions for students from the mandatory retention requirement as described in Section 1008.25(6), Florida Statutes shall be made consistent with the following:
- a. Documentation shall be submitted from the student's teacher to the school's principal that indicates that the promotion of the student is appropriate and is based upon the student's academic record. In order to minimize paperwork requirements, such documentation shall consist only of the existing progress, monitoring plan, Individual Educational Plan, if applicable, report card, or student portfolio.
 - b. The school principal shall review and discuss such recommendations with the teacher and make the determination as to whether the student should be promoted or retained. If the school principal determines that the student should be promoted, the school principal shall make such recommendation in writing to the district school superintendent. The district school superintendent shall accept or reject the school principal's recommendation in writing.

C. SUCCESSFUL PROGRESSION FOR RETAINED THIRD GRADE STUDENTS

Section 1008.25, Florida Statutes

1. Students retained under the provisions of Section 1008.25(5)(b), Florida Statutes must be provided intensive interventions in reading to ameliorate the student's specific reading deficiency and prepare the student for promotion to the next grade. These interventions must include:
 - a. Evidence-based, explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension and other strategies prescribed by the school district.
 - b. Participation in the school district's summer reading camp, which must incorporate the instructional and intervention strategies under subparagraph 1.
 - c. A minimum of 90 minutes of daily, uninterrupted reading instruction incorporating the instructional and intervention strategies under subparagraph 1. The instruction may include:
 - (1) Coordinated integration of content-rich texts in science and civic literacy within the 90-minute block,
 - (2) Small group instruction,
 - (3) Reduced teacher-student ratios,

- (4) More frequent progress monitoring,
 - (5) Tutoring or mentoring,
 - (6) Transition classes containing 3rd and 4th grade students,
 - (7) Extended school day, week or year.
2. Provide written notification to the parent of a student who is retained under the provisions of Section 1008.25(5)(b), Florida Statutes that his or her child has not met the achievement level required for promotion and the reasons the child is not eligible for a good cause exemption as provided in Section 1008.25(6)(b), Florida Statutes. The notification must comply with the provisions of Section 1008.25(5)(d) , Florida Statutes and must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency.
 3. Implement a policy for the midyear promotion of a student retained under the provisions of Section 1008.25(5)(c), Florida Statutes who can demonstrate that he or she is a successful and independent reader and performing at or above grade level in reading or, upon implementation of English language arts assessments, performing at or above grade level in English language arts. Tools that school districts may use in reevaluating a student retained may include subsequent assessments, alternative assessments, and portfolio reviews, in accordance with rules of the State Board of Education. Students promoted during the school year after November 1 must demonstrate satisfactory achievement levels in reading equivalent to the level necessary for the beginning of grade 4. The rules adopted by the State Board of Education must include standards that provide a reasonable expectation that the student's progress is sufficient to master appropriate grade 4 level reading skills.
 4. Provide students who are retained under paragraph (5)(c), including students participating in the school district's summer reading camp under subparagraph (a)2, with a teacher who is certified or endorsed in reading and is rated highly effective as determined by the teacher's performance evaluation under Section 1012.34, Florida Statutes.
 5. Establish at each school, when applicable, an intensive reading acceleration course for any student retained in grade 3 who was previously retained in kindergarten, grade 1, or grade 2. The intensive reading acceleration course must provide the following:
 - a. Uninterrupted reading instruction for the majority of student contact time each day and opportunities to master the grade 4 state academic standards in other core subject areas through content rich texts.
 - b. Small group instruction.
 - c. Reduced teacher-student ratios.
 - d. The use of explicit, systematic and multisensory reading interventions, including intensive language, phonics and vocabulary instruction and use of a speech-language therapist, if necessary, that have proven results in accelerating student reading achievement within the same school year.
 - e. A read-at-home plan.

V. SPECIAL PROGRAMS

A. TITLE I (Part A)

Title I Part A is a federally funded program that provides supplemental resources to high poverty schools to improve the educational outcomes of children in such schools and enable them to meet challenging academic content and performance standards. Eligible schools receive an annual Title I allocation that is used to provide additional supports aligned with the academic achievement needs of each school. In Seminole County all identified Title I schools implement school wide programs, meaning all children benefit

from Title I resources, which may include academic interventions, supplemental instructional materials, additional personnel, teacher training, extended day/year, and family engagement.

Refer to <https://www.scps.k12.fl.us/district/departments/federal-projects/> for further information.

B. ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

The ESOL program is designed to meet the immediate linguistic needs of the English Language Learner (ELL), as well as the academic needs of students whose native language is other than English and who are not proficient in the English language. The instruction shall be designed to develop the student's mastery of the four language skills, including listening, speaking, reading, and writing as rapidly as possible. The students are served by the program as determined by the established criteria, receiving instruction as described by the English for Speakers of Other Languages Procedural Handbook which is approved by the Florida Department of Education and the School Board of Seminole County. For more information about this program, refer to the website:

<http://www.scps.k12.fl.us/esol/Home.aspx>

All English Language Learners must meet state requirements (Florida Administrative Code Rule 6A-6.903) to be exited from the program. If a student has been exited from the ESOL program and is not performing satisfactory in the regular classes, he/she may be reclassified and placed back into the ESOL program within the two-year monitoring period. Refer to the SCPS ESOL site for further information:

<http://www.scps.k12.fl.us/esol/Home.aspx>

C. EXCEPTIONAL STUDENT EDUCATION (ESE)

Services are available for children determined eligible for vision and hearing disabilities from birth to age 2 and all identified students with disabilities ages 3 through their 22nd birthday. Students who are identified as gifted may receive services from kindergarten through grade 12. These services are described in the Exceptional Student Education Policies and Procedures (SP&P Manual) which is approved by the Florida Department of Education and the School Board of Seminole County. Refer to the Exceptional Student Education Section of the Student Progression Plan for further information. Students with disabilities who are parentally placed in a private school within Seminole County may receive ESE services based on a Services Plan even if they do not reside in Seminole County. This does not include gifted identified students who do not reside in Seminole County. Gifted students who attend private schools and reside in Seminole County may be co-enrolled in their zone school with a Service Plan.

SECONDARY EDUCATION MIDDLE SCHOOL (GRADES 6-8)

I. MIDDLE SCHOOL INSTRUCTION

Secondary schools are primarily designed to serve students in grades 6-12. Students promoted from the 8th grade will have the necessary academic skills for success in high school, and students graduating from high school will have the necessary skills for success in the workplace and postsecondary education.

A. REGULAR PROGRAM – GENERAL PROGRAM REQUIREMENTS

1. Student Performance Standards:

Seminole County Public Schools provides instruction in all required course standards and has instructional plans aligned to the course standards in the areas of English language arts, mathematics, science, and social studies. Teachers instruct utilizing the instructional plans and a school wide system of progress monitoring is utilized to support students with identified deficiencies. Student progression is based upon mastering the standards in each course as evidenced by student grades on the student's report card as well as formative data obtained from progress monitoring and summative data obtained from a student's performance on the statewide, standardized assessment program.

It is the responsibility of the classroom teacher to screen, instruct, assess, and monitor the progress of the student proficiency on all state academic standards. Each teacher should develop lesson plans for all students taught. Plans reflect the teaching of state academic standards for grades 6-8, including English Language Learners' and Exceptional Education Students accommodations, when necessary. Lesson plans shall be checked regularly by the principal or the principal's designee. Standards will be consistently taught and assessed throughout the year.

2. Middle school students in Seminole County Public Schools shall receive instruction in the following subjects:

- a. three middle grades or higher courses in mathematics; each middle school shall offer an accelerated math curriculum that includes Grade 7 Accelerated for 6th Grade Students, Algebra I Standard, Algebra I Honors, and Geometry Honors. Middle grades students enrolled in Algebra I or Geometry must take the EOC assessment which constitutes 30% of the student's semester grades in the course. End of Course Assessment 30% grading information can be found at [SCPS EOC Grading Requirements](#). Students must earn a satisfactory score on the Algebra I EOC in order to earn a standard high school diploma. Students who select the Scholar's diploma pathway must earn a satisfactory level or above on the Geometry EOC assessment. High school credit will be determined by the semester grades earned in the course.
- b. three middle grades or higher courses in English language arts (ELA) which shall include experiences in reading, writing, speaking, listening and language.
- c. three middle grades or higher courses in science which shall include a comprehensive science sequence with an option of high school Environmental Science for students in the Pre-IB programs. Eighth grade students enrolled in either Comprehensive Science or Environmental Science will take the state-wide science assessment.

Magnet Pre-IB Program (Millennium, South Seminole, Milwee, Sanford) and Rock Lake*	<u>6th</u> Pre-IB Comprehensive Science 6	<u>7th</u> Pre-IB Comprehensive Science 7	<u>8th</u> Pre-IB Comprehensive Science 8 Honors Environmental Science
General Program	Comprehensive Science 6	Comprehensive Science 7	Adv./Reg. Comprehensive Science 8 Ecology (Elective) Biology Virtual (Elective)

* Non-magnet

- d. three middle grades or higher courses in social studies which shall include the study of government, economics, geography, and history (including world, United States and Florida history). Seventh grade middle school students are required to take a civics education course that includes:
 - (1) roles and responsibilities of federal, state, and local governments;
 - (2) the structures and functions of the legislative, executive, and judicial branches of government; and
 - (3) the meaning and significance of historical documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States.

Middle grades students enrolled in Civics must take the Civics EOC assessment, which constitutes 30% of the student’s semester grades in the course. Students that enroll into a public middle school from out of county, out of state, private school or a home education program after the start of the second semester of 8th grade are exempt from the Civics requirement for promotion from the middle grades if the student’s transcript documents passage of three courses in social studies or two yearlong courses in social studies that include coverage of Civics education.

- e. the equivalent of one class period per day of physical education for one semester of each year is required for students enrolled in grades 6 through 8. Students enrolled in such instruction shall be reported through the periodic student membership surveys, and records of such enrollment shall be audited pursuant to Section 1010.305, Florida Statutes. Such instruction may be provided by any instructional personnel as defined in Section 1012.02(2), Florida Statutes regardless of certification, who are designated by the school principal. This requirement shall be waived for a student who meets one of the following criteria:
 - (1) The student is enrolled or required to enroll in a remedial course;
 - (2) The parent requests in writing by completing the waiver request form and submitting to the principal that the student enroll in another enrichment or elective course; or
 - (3) The parent indicates in writing by completing the waiver request form and submitting to the principal that the student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

Students who waive the physical education requirement will be enrolled in an enrichment or elective course offered by the school. Placement will be made at the discretion of the principal and on a space available basis. Parents will be advised of these options before scheduling the student to participate in physical education. This type of exception must be renewed annually.

- f. Two of the three LEAP/iSeries courses (Learning Pathways, iConnect, iChallenge) by the end of the 8th grade.

- (1) Learning Pathways or iJourney (if completed prior to 2023-24) is required along with either iConnect or iChallenge. The Learning Pathways course includes the career and education plan required for promotion to high school per Section 1003.4156(1)(e), Florida Statutes. A student who chooses to meet the state requirement through another course with Florida Virtual School must still take Learning Pathways. Students completing the Learning Pathways course with Seminole County Virtual School will be awarded credit for the completion of the Learning Pathways course and the career and academic plan.
- (2) If a principal determines that the LEAP/iSeries course content is not appropriate for an 8th grade, first-year ESOL student, then the LEAP/iSeries requirement is waived and the student will complete the career and education plan requirement in a state-approved career and academic planning course.
- (3) If an IEP team determines that the Learning Pathways blended learning course in an inclusive setting is not appropriate for an 8th grade student with disabilities, then the LEAP/iSeries requirement is waived and the student will complete the career and education plan requirement in a state-approved career and academic planning course.
- (4) A principal may waive the second iSeries course for any student enrolling into a SCPS middle school for, or during, the second semester of grade 8. Learning Pathways cannot be waived.

3. **Scheduling Practices**

Design of the school's master schedule reflects options based upon student course requests. Students who demonstrate academic needs in the areas of English language arts (ELA) and mathematics may be provided support classes to accelerate student growth. Determination of student needs will be done on a case-by-case basis by the principal to best meet the academic learning needs of the student. For exceptional education students, other than gifted, the IEP team will determine remediation strategies to meet the individual needs of the student.

4. **Student Support Opportunities**

The district's comprehensive program for student progression uses multiple data sources including student grades, teacher input, ongoing progress monitoring and state assessment results to monitor each student's response to implemented interventions. The areas of academic need and intervention strategies are defined through a Multi-Tiered Systems of Support (MTSS) process.

B. ADVANCED COURSES

Advanced courses are open for enrollment to any student who desires to self-select a more rigorous and challenging curriculum. Students who fail to maintain a 2.0 average over two consecutive nine-week grading periods in an advanced course may be exited from that course.

Each middle school will provide additional academic support to assist students who are in jeopardy of being exited from an advanced class for failure to sustain the minimum performance expectations.

C. MAGNET PROGRAMS

The Fine Arts and Communication Magnet Program at Millennium Middle School; the Pre-Engineering Magnet Program at Milwee Middle School; the Math, Science, and Technology Magnet Program at Sanford Middle School and the South Seminole Academy of Leadership, Law, and Advanced Studies are all specifically designed to expose students to a rigorous curriculum that infuses the magnet theme of each school into the daily learning experiences of the students.

D. INTERNATIONAL BACCALAUREATE PREPARATION PROGRAM

The International Baccalaureate Preparation Program (IB-PREP) is a highly rigorous academic program that emphasizes and integrates research, problem-solving, and critical thinking into a curriculum specifically designed to challenge middle school students. This accelerated program of study is offered as part of the magnet programs at Millennium Middle School, Milwee Middle School, Sanford Middle School, and South Seminole Academy. The IB-PREP program at each school is designed as part of the continuum to the IB-PREP and International Baccalaureate program offered at Seminole High School and Winter Springs High School.

E. DISTRICT LEVEL OF PERFORMANCE

A minimum, cumulative year to date GPA of a 2.0 or above is required for students to progress to the next grade level.

F. MONITORING STUDENT PROGRESS

Each student must participate in the statewide, standardized assessment program required by Section 1008.22, Florida Statutes. Each student who does not achieve a Level 3 or above on the statewide, standardized English language arts assessment, or on the statewide, standardized mathematics assessment, or the Algebra I EOC assessment must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance. A student who is not meeting the school district or state requirements for grade level performance in English language arts and mathematics must be covered by one of the following plans:

1. A federally required student plan such as an individual education plan;
2. A school wide system of progress monitoring for all students. A student who scores Level 4 or above on the English language arts and mathematics assessments may be exempted from participation by the principal;
3. An individualized progress monitoring plan. As required by the district reading plan, data articulation teams will systematically monitor and review student data in order to make decisions about interventions and instruction.

As required by Section 1001.42(18)(b), Florida Statutes a middle grades early warning system is used to identify students who need additional support to improve academic performance and stay engaged in school. When a student exhibits two (2) or more early warning indicators, as required by law, a school-based team, in consultation with the student's parent, shall determine appropriate intervention strategies for the student unless the student is already being served by an intervention program at the direction of a school-based, multi-disciplinary team.

G. SUPPLEMENTAL AND INTENSIVE INSTRUCTIONAL SUPPORT

Students in grades 6 through 8 who are not demonstrating grade level progress may be enrolled in an acceleration support program during the school day for the purpose of providing immediate instructional support. Principals may assign students to any one or all of the following acceleration support programs. Students assigned to these programs will remain in placement until they have demonstrated satisfactory performance as determined by a school wide system of progress monitoring.

1. Intensive Reading

Students who do not meet the requirements for grade level performance in English language arts may be enrolled the following year in an accelerated reading support program.

2. Foundational Skills in Mathematics 6-8

Students who do not meet the requirements for grade level performance in mathematics, may be enrolled the following year in an accelerated mathematics support

program designed to develop a deeper understanding of math concepts and to advance student learning.

H. ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING (ACCEL) VERTICAL ACCELERATION

Each school must offer the following ACCEL options: whole-grade and midyear promotion, subject matter acceleration and virtual instruction in higher grade-level subjects. Additional ACCEL options may include, but are not limited to enriched science, technology, engineering, and mathematics (STEM) coursework; enrichment programs; flexible grouping; advanced academic courses, combined classes; self-paced instruction; curriculum compacting; advanced-content instruction and telescoping curriculum. The principal, after consultation with the parent/guardian, school counselors, teachers and the Assistant Superintendent of Secondary Education for Middle Schools shall determine if placement in an above-grade level course offered by a Seminole County Public School or grade level acceleration is appropriate. Factors considered in making this placement decision shall include, but not be limited to, the student's academic history, standardized test performance, current nine weeks' exam performance, the student's attendance and conduct record.

Placement decisions shall be made on a case-by-case basis and the decision of the principal is final. All placement decisions shall be made on an annual basis and students shall be required to petition the principal each year they wish to enroll in above grade level courses. If a student participates in an ACCEL option pursuant to a parent's request, a performance contract must be executed by the student, the parent, and the principal. If a principal initiates a student's participation in an ACCEL option, the student's parent must be notified. A performance contract is not required when a principal initiates participation but may be used at the discretion of the principal.

I. GRADE 7 ACCELERATED MATHEMATICS FOR 6th GRADE STUDENTS (RAMP 6)

Grade 7 Accelerated Mathematics for 6th Grade Students (RAMP 6) is a highly accelerated course of study designed to allow for enrollment in Algebra 1 and Geometry courses in middle grades. The course is open to any student who has a high degree of interest in mathematics and is willing to commit to doing the work necessary to be successful in this course. The emphasis in Grade 7 Accelerated Mathematics for 6th Grade Students is to strengthen mathematics skills and develop understanding of the concepts necessary to be successful in Algebra I Honors in the 7th grade. Students who are successful in the Algebra I Honors course will be eligible to take Geometry Honors in 8th grade.

For the students successfully completing Geometry Honors in middle school, the math courses available prior to graduation include:

1. Algebra 2 Honors,
2. AP Pre-Calculus,
3. AP Statistics,
4. Probability and Statistics Honors,
6. Calculus Honors,
7. AP Calculus AB,
8. AP Calculus BC, and
9. College dual enrollment math courses.

J. DIGITAL TOOL CERTIFICATES

State law requires district school boards to make Career & Professional Education (CAPE) Digital Tool Certificates available in order to enable students to attain digital Skills (Florida

Section 1003.4203, Florida Statutes). Additionally, SCPS values the establishment of student career and education plans as an organizing tool for course selection in high school, post-secondary educational research, and career exploration. In support of these goals, students will be scheduled into two of the LEAP/iSeries courses by the end of the 8th grade; Learning Pathways (or iJourney if completed prior to 2023-24) is required along with either iConnect or iChallenge. Learning Pathways/iJourney includes the career and education plan required for promotion to high school as required by Section 1003.4156 (1)(e), Florida Statutes and prepares students for an opportunity to earn at least one digital tool certificate. iConnect is a middle school course that teaches network components and software applications, preparing students for an opportunity to earn two digital tool certificates. iChallenge is a middle school course that teaches computer science concepts in a gaming environment and provides an opportunity to earn at least one digital tool certificate (semester course) and/or an industry certification (full year course).

K. MIDDLE SCHOOL ASSESSMENT

All students must participate in the statewide assessment tests required by Section 1008.22, Florida Statutes. For Exceptional Education students, other than gifted, the IEP team will make recommendations for accommodations students are to receive as part of regular classroom instruction on the statewide assessment.

Grade 6	Grade 7	Grade 8
Grade 6 – state standardized English Language Arts assessments	Grade 7 – state standardized English Language Arts assessments	Grade 8 – state standardized English Language Arts assessments
Grade 6 – state standardized Math assessments	Grade 7 – state standardized Math assessments OR Algebra 1 End of Course Assessment Civics End of Course Assessment	Grade 8 – state standardized Math assessments OR Algebra 1 End of Course Assessment OR Geometry End of Course Assessment Grade 8 - Statewide Science Assessment or Biology End of Course

Middle School State Standardized Assessments

Parents will receive an annual report of their student’s progress toward achieving state and district expectations for satisfactory achievement levels on standardized state assessments.

II. SPECIAL PROGRAMS

A. SUMMER EXPEDITION PROGRAM

Recommended 8th grade students who are at-risk of not meeting promotion requirements to 9th grade and demonstrate the need for high school readiness support may be invited to enroll in a unique summer educational experience at high school. The Summer Expedition allows students the opportunity to participate in a high school environment while earning a high school credit through an exploration of college and career opportunities. Students successfully completing Summer Expedition shall be promoted to the 9th grade, earn one high school elective credit, and be eligible to participate in extracurricular sports and activities the first nine weeks in high school. At the principal’s discretion, students who do not successfully complete the Summer Expedition may be retained in the 8th grade for the following school year or assigned to the 9th grade. If assigned to the 9th grade, the students

will not earn one high school credit and will not be eligible to participate in extracurricular sports and activities during the first semester in high school. Promotion decisions will be made on a case-by-case basis.

B. ACADEMIC INTERVENTION PROGRAM/DELAYED ASSIGNMENT

The Academic Intervention Program (AIP) is an alternative to the traditional summer school program. Students assigned to the AIP are provided academic and mentor support throughout the school year. As a result, students do not have to wait until the end of the school year before being provided interventions and instructional supports. The goal of the program is to increase parent communication, foster greater individual student accountability, provide academic interventions, develop study skills, and implement systematic monitoring.

The AIP has two distinct phases:

1. Phase one provides incoming assigned 6th grade students and retained 6th and 7th grade students the opportunity to earn delayed assignment to the next grade level during the first nine weeks or the beginning of the second semester. Students are provided with the program expectations related to academics, attendance, and behavior. Each student is assigned to the Academic Intervention Program Facilitator so consistent support can be provided throughout the school year. Students meet with their AIP Facilitator on a regular basis to review and discuss their class grades, attendance, behavior, and overall performance.

During phase one, students are retained at their grade level but enrolled in the next grade level courses. This allows students to demonstrate they are capable of being successful at the next grade level and prevents them from falling behind their peers should they successfully complete the requirements to earn delayed assignment. Students who are not successful in completing the requirements for delayed assignment may be retained and returned to classes at the retained grade level.

2. Phase two provides support for students identified by administration and school counselors as being at-risk of not meeting the promotion requirements during the current academic year, as well as students who have demonstrated academic deficits or study skill deficiencies in specific courses. Phase two of the program is designed to prevent end-of-year failures that ultimately result in retention.

C. ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

The ESOL program is designed to meet the immediate linguistic needs of the English Language Learner (ELL), as well as the academic needs of students whose native language is other than English and who are not proficient in the English language. The instruction shall be designed to develop the student's mastery of the four language skills, including listening, speaking, reading, and writing as rapidly as possible. The students are served by the program as determined by the established criteria, receiving instruction as described by the English for Speakers of Other Languages Procedural Handbook which is approved by the Florida Department of Education and the School Board of Seminole County. For more information about this program, refer to

<http://www.scps.k12.fl.us/esol/Home.aspx>.

All ELL students must meet state requirements (Florida Administrative Code Rule 6A-6.0903) to be exited from the program. If a student has been exited from the ESOL program and is not performing satisfactory in the regular classes, he/she may be re-classified and placed back into the ESOL program within the two-year monitoring period. Refer to the SCPS ESOL site for further information:

<http://www.scps.k12.fl.us/esol/Home.aspx>

D. EXCEPTIONAL STUDENT EDUCATION

Services are available for children identified with vision and hearing disabilities from birth to age 2 and all students with disabilities ages 3 through their 22nd birthday. Students who are identified as gifted may receive services from kindergarten through grade 12. These services are described in the Exceptional Student Education Policies and Procedures (SP&P) manual which is approved by the Florida Department of Education and the School Board of Seminole County. Refer to the Exceptional Student Education Section of the Student Progression Plan for further information.

III. GRADING PROCEDURES**A. REPORTING STUDENT PROGRESS**

The school year is divided into four nine-week grading periods. A progress report/update will be available for each student in all subjects at the mid-point of each nine-week grading period. Thereafter, until the end of each grading period, teachers will notify parents/guardians if the student's performance drops significantly per the school's guidelines.

B. SECONDARY GRADING – MIDDLE SCHOOL

1. Upon completion of each nine-week grading period, a report card will be issued. The report card will depict the student's grade that is based on his/her academic performance in each class that reflects examinations as well as written papers, class participation, and other academic performance criteria. The report card will include information about the student's conduct and attendance.

Pass/Fail Grading – Only the following course is approved for a pass/fail grading option: Algebra Workshop

The utilization of a pass/fail grading option must be designated in the middle school's curriculum guide. The request must be submitted in writing to the school principal.

The final report card will contain a statement indicating promotion, assignment, or retention. Section 1003.437, Florida Statutes requires the grading system and interpretation of letter grades used on grades 6 through 12 be as follows:

The following is the grading system for Seminole County Public Schools, grades 6-12:

Letter Grade	Percentage Range	GPA Value	Definition
A	90-100	4	Outstanding Progress
B	80-89	3	Above Average
C	70-79	2	Average Progress
D	60-69	1	Lowest Acceptable
F	0-59	0	Failure
I			Incomplete
NG			No Grade
P		Not factored into credits for quality points	Passing

***GPA Value= Grade Point Average (GPA) Value**

No plus or minus marks will appear on the report card

2. As part of a district wide system of monitoring student progress, nine-week middle school exams will be administered to students enrolled in language arts, mathematics, science and social studies. Nine-week grades in these courses will be calculated as follows: 90% will be determined by the work completed by the student during that grading period. The remaining 10% will be the student's grade on the nine-week exam. The nine-week grade in all the courses will be determined by the work completed by the student during that grading period.
3. Middle school students enrolled in courses for high school credit shall be graded in accordance with the provisions of Section III.B. of the High School Student Progression Plan (Secondary Grading-High School). The student's nine-week grade will be calculated as follows: 80% will be determined at the professional discretion of the teacher and may include participation. The remaining 20% will be the student's grade on the nine-week exam or equivalent. Each nine-week course grade will be counted as 50% of the semester grade. The student's semester grades in courses with the state mandated End of Course assessments will be calculated as follows: 70% based on student course work and 30% based on the EOC score. The grading plan will be communicated to the student and parent at the beginning of the course. End of Course Assessment 30% grading information can be found at [SCPS EOC Grading Requirements](#).
4. The cumulative year-to-date GPA is determined by averaging the semester grade for each course.
5. All courses taken in a middle grades student's schedule, including courses taken for high school credit, shall be calculated into the student's cumulative year-to-date GPA.
6. Virtual School course grades shall be included in the calculation of a middle grades student's cumulative year-to-date GPA. Courses taken with Seminole County Virtual School (SCVS) must be completed by the end of the academic year to be included in the student's year-to-date cumulative GPA.
7. Homework assignments shall count no more than 10% of a sixth-grade student's nine-week grade, no more than 15% of a seventh-grade student's grade, and no more than 20% of an eighth-grade student's grade. The percent that homework counts in a class is to be consistent at a school for identically titled courses taught at each grade level.
8. Grade Weighting: High school honor courses taken during middle grades shall be weighted for the purpose of calculating middle grades GPA's. Grade weighted high school credit honors courses taken at the middle grades level shall also have the weighted grade applied to the calculation of the high school GPA when the student enters high school.

IV. MAKE-UP ASSIGNMENTS AND ASSESSMENTS FOR ABSENCES

Regardless of whether an absence is excused or unexcused, students are required to make up all coursework and assessments missed during the period of nonattendance. Immediately upon returning to class, it is the responsibility of the student and/or parent to obtain missed coursework from the teacher, confirm corresponding dates for completion, and schedule missed assessments. Students shall earn full credit for all short-term assignments, long-term assignments, tests, and quizzes made up within the reasonable time limits established by the teacher. Partial credit shall be given for assignments not completed within the time limits established by the teacher. Students who travel outside of the United States may not have access to SCPS digital platforms.

1. **Short-Term Assignments:**

- a. Short-term assignments are those assignments given less than five (5) school days in advance of a student's absence.
- b. Full credit will be given for those short-term assignments turned in within the

reasonable time limits set by the teacher, which shall be no less than the number of days the student was absent, plus one (1) additional day.

- c. Partial credit will be given for those short-term assignments turned in after the due date. The teacher will grade short-term assignments turned in late. After the letter grade for the assignment has been determined, the teacher may reduce it by no more than one (1) letter grade for every day the assignment was turned in late.
2. **Long-Term Assignments:**
 - a. Long-term assignments are those assignments given five (5) or more school days in advance of a student's absence.
 - b. Unless exempted from this requirement by the principal or the principal's designee, in consultation with the teacher, long-term assignments are due on the assigned date for full credit.
 - c. Partial credit will be given for those long-term assignments turned in after the due date. The teacher will grade long-term assignments as been determined. The teacher may impose a reasonable academic penalty.
 3. **Tests and Quizzes:**
 - a. Students are required to make up tests and quizzes missed during an absence. At a minimum, students have no less than the number of days they were absent, plus one (1) additional day, to make up tests and quizzes missed during an absence. The time and place for the make-up is the decision of the teacher. The teacher's decision on make-up schedules shall be final.
 - b. The teacher may administer an alternate form test or quiz to assess competency or mastery of subject matter. There shall be no academic penalty imposed for tests and quizzes completed within the reasonable time period set by the teacher. However, if a student fails to make up the test or quiz within the reasonable time period established by the teacher, then the teacher may impose a reasonable academic penalty.
 4. **Exams:**

Exams must be made up within the reasonable time limits established by the teacher, at minimum, the number of days absent plus one (1) additional day. The teacher may administer an alternate exam to assess competency or mastery of subject matter. The teacher's decision on make-up schedules shall be final.

V. MIDDLE SCHOOL GRADE PLACEMENT

Promotion, assignment, or retention will occur at the completion of the regular school year, or after the completion of a grading period in the subsequent school year, when appropriate. Student progression from one grade to another is based on mastery of standards in English language arts, mathematics, science, and social studies. Students may not be assigned to a grade level based solely on age or other factors that constitute social promotion. For exceptional students with disabilities on Florida Alternate Assessment, refer to Section V. in the Exceptional Education section of the Student Progression Plan. The final decision for grade placement is the responsibility of the principal.

A. PROMOTION

Middle grades students must earn a cumulative year-to-date 2.0 GPA on a 4.0+ scale and complete a course in career and education planning (Learning Pathways, or iJourney if completed prior to 2023-24) (Section 1003.4156(1)(e), Florida Statutes) to be promoted. All courses taken in a school year, including courses taken for high school credit, shall be included in the calculation of the cumulative year-to-date GPA. Students who fail a core academic course that awards high school credit shall be promoted if they have a cumulative year-to-date GPA of 2.0 or greater. Students who do not have a GPA greater than 2.0 shall be retained. Students who have met all promotion criteria shall be promoted, not assigned, or retained. Supplemental and accelerated instructional support can be provided at the next

grade level to students who did not demonstrate satisfactory performance.

B. PRINCIPAL ASSIGNMENT

Students who do not meet the criteria for promotion may be assigned to the next higher grade by the principal after due consideration of relevant factors which may include but are not limited to:

1. input from the student's parent, teachers, and counselor;
2. successful student participation in supplemental or accelerated instruction;
3. other planned interventions;
4. performance on multiple assessments.

Information will be placed in the student's cumulative folder by the principal supporting the rationale for a student's assignment to the next grade level. Eighth grade students successfully completing the high school Summer Expedition Program during the summer shall be promoted to the 9th grade. At the principal's discretion, students not successfully completing the high school transition program may be retained in the 8th grade for the following school year or assigned to the 9th grade. This decision shall be made on a case-by-case basis.

C. RETENTION

A student who has not been promoted or assigned is retained. Retained students will also be assigned to the Academic Intervention Program (see Section II.B.).

D. DELAYED ASSIGNMENT

Retained 6th or 7th grade students who successfully complete Phase One of the Academic Intervention Program (see Section II.B.) may be assigned to the next grade level. Delayed assignment decisions will be made the ensuing year at the conclusion of the first grading period or the beginning of the second semester. Retained 8th grade students are not eligible for delayed assignment to the 9th grade due to scheduling and high school credit earning issues (see Section II.A.).

VI. HIGH SCHOOL CREDIT

1. Middle school students may enroll in courses for high school credit on a space available basis when the courses are offered at their middle school or through a virtual school program.
2. Middle school students enrolled in a high school credit course may not drop the course or transfer into a lower-level course after the completion of the first nine-weeks grading period.
3. Grade Forgiveness - Middle school students who take any high school course for high school credit and earn a grade of "C", "D", or "F" or the equivalent of "C", "D", or "F", shall be allowed to retake the same or a comparable course and replace the grade with a grade of "C" or higher, or the equivalent of a grade of "C" or higher, earned in the course. In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student's grade point average. However, all courses completed by a student remain a part of the student's cumulative record and will appear on the high school transcript. Any course not replaced according to this forgiveness policy shall be included in the grade average calculation required for graduation.
4. Grade Weighting – High school honors courses taken during middle school shall be weighted for the purpose of calculating middle school grade point averages. Grade weighted high school credit courses taken at the middle school level shall also have the weighted grade applied to the calculation of the high school GPA when the student enters high school and will receive the same weighting as courses taken on a high school campus. A weighted and unweighted GPA will be calculated on the high school

- transcript.
5. Grade Flagging – applies only to high school credit courses. Flagging is the practice of dropping elective courses with the lowest grades from the calculation of a student’s GPA after graduation. This is done only if the student satisfies all state and school graduation requirements.
 6. All high school credit math courses (Algebra I, Algebra I Honors, Geometry Honors, etc.) completed in middle school count as elective credits not as math credits since students are required to complete four credits in math while enrolled in grades 9 through 12, regardless of the level of mathematics (for high school credit or not) taken in middle school. (See high school mathematics requirements for graduation page 56).
 7. High School courses taken prior to the 9th grade may be used to meet the core course requirement for the National Collegiate Athletic Association (NCAA) if the course appears on the high school transcript with a grade and a credit and the course is on the high school’s approved list of NCAA courses.
 8. High school credit for courses successfully completed by middle school students shall be awarded upon completion of middle school and official entry into high school.
 9. All courses taken at the middle grades level for high school credit shall be graded in accordance with the provisions of Section III.B. of the High School Student Progression Plan (Secondary Grading-High School). The student’s nine-week grade will be calculated as follows: 80% will be determined at the professional discretion of the teacher and may include participation. The remaining 20% will be the student’s grade on the nine-week exam or equivalent. Each nine-week grade will be counted as 50% of the semester grade. The student’s semester grades in courses with state mandated End of Course (EOC) assessments will be calculated as follows: 70% based on student course work and 30% based on the EOC score. The grading plan will be communicated to the student and parent at the beginning of the course.
 10. Middle school students who fail a core academic course that awards high school credit (for example: Algebra I Honors, Geometry Honors, and Biology Honors) shall be promoted if they have a cumulative year-to-date GPA of 2.0 or greater. Students who do not have a cumulative year-to-date GPA greater than 2.0 may be retained.
 11. Credits are recorded on an official high school transcript from where the student was officially enrolled.
 12. Virtual Courses for High School Credit - Parents of middle school students who want their child to take a high school credited course via virtual school shall inform the certified school counselor at the middle school the student attends. However, parents have primary responsibility for selecting appropriate accelerated course work. For additional information on Virtual School requirements please access the Virtual School webpage at: <http://www.virtualschool.scps.k12.fl.us/>
 13. Middle school students who earned a passing grade in the iConnect course prior to the 18-19 school year may request to change the letter grade to a “P”. The request must be submitted in writing to the school principal.

VII. EXCEPTIONS

Individual student exceptions (under highly unusual circumstances) can be made to the Middle School Student Progression Plan. These exceptions will be made only with the approval of the principal and the Assistant Superintendent of Secondary Education for Middle Schools.

SECONDARY EDUCATION HIGH SCHOOL (GRADES 9-12)

I. COURSE OF STUDY

A. STUDENT PERFORMANCE STANDARDS

Seminole County Public Schools provides instruction in all required course standards and has instructional plans aligned to the course standards in the areas of English language arts, mathematics, science, and social studies. Teachers instruct utilizing the instructional plans and a school wide system of progress monitoring is utilized to support students with identified deficiencies. Student progression is based upon mastering the standards in each course as evidenced by student grades on the student's report card as well as formative data obtained from progress monitoring and summative data obtained from a student's performance in the statewide, standardized assessment program.

It is the responsibility of the classroom teacher to screen, instruct, assess, and monitor the progress of student proficiency on all state academic standards. Each teacher shall develop daily lesson plans for all subjects taught. Plans should reflect the teaching of state academic standards and/or program of study including English Language Learners' and Exceptional Education Students modification, when necessary. Lesson plans will be checked regularly by the principal or principal designee. Standards will be consistently taught and assessed throughout the year. Assessment of grade level performance will be based on state academic standards and/or program of study, supplemental materials, student work samples, observation of the student's performance, and student self- assessment.

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 interscholastic, extracurricular student activities, a student must maintain a cumulative grade point average of 2.0 or above on a 4.0 scale. Per FHSA policy, athletic eligibility is determined at the end of each semester. High school courses taken prior to the ninth grade may be used to meet the core course requirement for the National Collegiate Athletic Association (NCAA) if the course appears on the high school transcript with a grade and a credit and the course is on the high school's approved list of NCAA courses.

B. REQUIREMENTS FOR GRADUATION

- Students receiving a **Standard High School Diploma** from Seminole County Public Schools must meet the following requirements:

SUBJECT	CREDITS	DESCRIPTION
English	4 credits	English I, II, III, IV or higher-level courses AND a passing score on the 10 th grade state standardized ELA/Reading assessment
Mathematics	4 credits	To include Algebra 1, Geometry, AND a passing score on the Algebra 1 EOC. Four math credits must be earned in 9 th -12 th grade. Industry certification that leads to college credit may be substituted for up to 2 math credits (excluding Algebra 1 and Geometry).
Science	4 credits	To include Biology, two additional equally rigorous science courses, and one additional science course credit. Industry certification that leads to college credit may be substituted for up to 1 science credit (excluding Biology). Hagerty High School requires Biology, Chemistry, and Physics courses for graduation as part of the four-course science graduation requirement.
Social Studies	3.0 or 3.5 credits	For students entering grade 9 prior to the 2023-24 school year, to include World History, American History, American Govt. (0.5), and Economics (0.5). For students entering Grade 9 in the 2023-24 school year and thereafter, to

		include World History, American History, American Government (.5), Economics (.5), and Personal Financial Literacy (0.5).
Physical Education	1 credit	To include Personal Fitness (0.5) – A Hands Only CPR component is embedded within the curriculum for this course and PE elective (0.5 credit). See Waiver Section for course substitutions.
Fine or Performing Arts, Speech and Debate, or Practical Arts	1 credit	
Electives	8.5 or 9 credits	For students entering grade 9 prior to the 2023-24 school year, 9 elective credits are required. For students entering grade 9 in the 2023-24 school year and thereafter, 8.5 elective credits are required. College bound students are highly recommended to complete a minimum of two credits in the same world language
Total	26 credits	

2. Students choosing the **Scholar’s Pathway Diploma** must meet the following requirements:

SUBJECT	CREDITS	DESCRIPTION
English	4 Credits	Standard Diploma requirements including a passing score on the 10 th grade state standardized ELA/reading assessment
Mathematics	4 Credits	Standard Diploma requirements including one credit in Algebra II or an equally rigorous course and one credit in Statistics or an equally rigorous course.
Science	4 Credits	Standard Diploma Requirements including credit in Chemistry or Physics, and one credit equally rigorous AND satisfactory score or above on the Biology EOC assessment. Industry certification that leads to college credit may be substituted for up to one science credit (excluding Biology). An identified rigorous Computer Science course may be substituted for up to one science credit (excluding Biology). Hagerty High School requires Biology, Chemistry, and Physics courses for graduation as part of the four-course science graduation requirement.
Social Studies	3 or 3.5 Credits	Standard Diploma requirements AND a Level 3 or above on the US History EOC assessment.
Electives *	8.5 or 9 Credits	Students must earn one credit in an AP, IB, AICE, or dual enrollment course. *Students must earn two (2) credits in the same world language.
Fine or Performing Arts, Speech and Debate, or Practical Arts	1 Credit	Standard Diploma requirements.
Physical Education	1 Credit	Standard Diploma requirements.
Total	26 Credits	

3. Students choosing the **Merit Pathway Diploma** must meet the following requirements:

SUBJECT	CREDITS	DESCRIPTION
English	4 credits	Standard Diploma requirements including a passing score on the 10 th grade state standardized ELA/reading assessment
Mathematics	4 credits	Standard Diploma requirements including a passing score on the Algebra 1 EOC. Industry certification that leads to college credit may be substituted for up to 2 math credits (excluding Algebra 1 and Geometry).
Science	4 credits	Standard Diploma requirements Industry certification that leads to college credit may be substituted for up to 1 science credit (excluding Biology). An identified rigorous computer science course may be substituted for up to one science credit (except Biology). Hagerty High School requires Biology, Chemistry, and Physics courses for graduation as part of the four-course science graduation requirement.
Social Studies	3 or 3.5 credits	Standard Diploma requirements.
Physical Education	1 credit	Standard Diploma requirements.
Fine or Performing Arts, Speech and Debate, or Practical Arts	1 credit	Standard Diploma requirements.
Electives	8.5 or 9 credits	Standard Diploma requirements. College bound students are highly recommended to complete a minimum of two credits in the same world language
Industry Certification		A student must attain one or more industry certifications from the list established under s. 1003.492, F.S.

4. **Florida Seal of Biliteracy**

The Florida Seal of Biliteracy Program is established to recognize a high school graduate who has attained a high level of competency in listening, speaking, reading, and writing in one or more world languages in addition to English. There are two levels of competency (Silver and Gold) established by Florida Administrative Code Rule 6A-1.09951. Requirements are:

a. Silver Seal

- (1) Has earned four world language course credits in the same world language with a cumulative 3.0 grade point average or higher on a 4.0 scale in those world language courses; or
- (2) Has earned a score of 3 or higher on the Advanced Placement Language Exam; or
- (3) A 4 or higher on the International Baccalaureate Language Exam or a qualifying score on other Exams per Florida Administrative Code Rule 6A-1.09951.

b. Gold Seal

- (1) Has earned four world language course credits in the same world language with a cumulative 3.0 grade point average or higher on a 4.0 scale in those world languages courses, and scores Level 4 or higher on the Grade 10 English Language Arts (ELA) Florida Standards Assessment (FSA); or
- (2) Has earned a score of 4 or higher on the Advanced Placement Language Exam; or

- (3) Has earned a score of 5 or higher on the International Baccalaureate Language Exam or a qualifying score on other Exams per Florida Administrative Code Rule 6A-1.09951.

5. Advanced Placement Capstone Diploma

Seminole County Public Schools in partnership with College Board is now offering the AP Capstone Diploma for students who complete specialized Advanced Placement courses and complement those courses with additional Advanced Placement course work. Requirements are:

- a. Satisfactory completion of the AP Seminar course as determined by College Board.
- b. Satisfactory completion of the AP Research course as determined by College Board.
- c. Satisfactory completion of four additional AP courses as determined by College Board.

6. Seminole County Public Schools – Scholar with Distinction

Students attending Seminole County Public Schools have the opportunity to obtain a uniquely rigorous diploma – Scholar with Distinction Pathway Diploma. Requirements are:

- a. Meet all Scholars Pathway Diploma requirements **AND** cumulative weighted 3.75 GPA; **AND**
- b. Completion of 3 years in the same world language (three consecutive levels); **AND**
- c. Completion of 6 credits in Advanced Placement or International Baccalaureate classes with Completion of 6 credits in Advanced Placement or International Baccalaureate classes with “A” and “B” grades (up to 2 “A” and “B” credits earned in dual enrollment may be applied to this requirement); **AND**
- d. Completion of 1 credit in Experimental Science (or equivalent) with an “A” or “B” or completion of an extended essay, senior portfolio, senior project, 4th year of same world language, or 1 additional Advanced Placement or dual enrollment credit.

Students entering 9th grade during the 2021-2022 school year and after will no longer have access to the Seminole County Public Schools Scholar with Distinction.

7. Diplomas and Certificates of Completion

In order to receive a standard diploma, a student must satisfy the state and school graduation requirements as prescribed in Section 1003.4282(1), (2), and (3), Florida Statutes.

- a. The student must accumulate a 2.0 GPA on a 4.0 scale; and
- b. Demonstrate grade level mastery of the 10th grade state standardized ELA/reading assessment or earn a concordant score on the ACT or SAT; and
- c. Demonstrate a passing score on the state mandated Algebra I EOC or its equivalent. (See Concordant Score chart on page 67 for more information.)

If, at the time of graduation, the student earns the appropriate credits but does not meet the testing or GPA requirements, he/she will receive a Certificate of Completion in lieu of a standard diploma.

Explanatory Note: A student who has received a Certificate of Completion who subsequently meets the requirements for a standard high school diploma shall be awarded a standard diploma whenever the requirements are completed. Additionally, the awarding of a Certificate of Completion is limited to those students choosing to meet their school’s graduation requirements and is not applicable to the three-year graduation programs.

Any student who is entitled to a Certificate of Completion may elect to remain in the secondary school either as a full-time student or a part-time student for up to 1 additional year and receive special instruction designed to remedy his or her identified deficiencies with the approval of the principal.

Fourteenth-year students remaining in school with the approval of the principal due to a deficiency on the tenth-grade state standardized ELA/reading assessment and/or the Algebra I EOC may retake the assessments at scheduled administrations during the year. At the time that a fourteenth-year student earns a passing score on the 10th grade state standardized ELA/reading assessment, Algebra EOC or meets the concordant score on a state approved alternative assessment, the student may exit this school system and be awarded a diploma with the current year’s graduating class based upon meeting graduation requirements specific to the student’s graduation base year.

In order to participate in the graduation ceremony, seniors must have earned a diploma or a Certificate of Completion.

Students interested in participating in the graduation ceremony of their zoned school are expected to complete at least one course on the campus of their brick-and-mortar school during their final year, except for students participating in the Early College Program (Full Time College) or the AA degree programs at Crooms Academy and Lake Howell High School.

REQUIRED STATE STANDARDIZED ASSESSMENTS

English Language Arts	Mathematics	Science	Social Studies
9 th grade state standardized ELA assessment	Algebra 1 EOC (30%) of course grade and satisfactory score required for graduation	Biology EOC (30%) of course grade	US History EOC (30%) of course grade
10 th grade state standardized ELA assessment passing score required for graduation	Geometry EOC (30%) of course grade		

8. Course Waivers/Substitutions

- a. Please see high school counselor regarding the waiver/substitution options;
- b. Students using a waiver or substitution may need to substitute other courses to meet the required number of credits for graduation.

Course	Waiver/Substitution applies to
Athletic Participation: Students who participate in interscholastic sports at the junior varsity or varsity level for two years (2 full seasons) satisfy the ½ credit of Personal Fitness and ½ credit of elective physical education. <ul style="list-style-type: none"> • Students who have taken or are currently enrolled in Personal Fitness or a PE elective may only waive the remaining .5 credit required to fulfill the graduation requirement. 	Physical Education graduation requirement including Personal Fitness
Marching Band: Completion with a grade of “C” or better of one semester in an official marching band class (Band I – VI) or in a physical activity class that requires participation in marching band activities as an extracurricular activity shall satisfy the ½ credit of elective PE credit. The student must still take Personal Fitness. <ul style="list-style-type: none"> • This waiver may <u>not</u> be combined with the waiver for Personal Fitness through athletic participation. • Marching band season is the first semester of the year only. 	Physical Education graduation requirement but <u>not</u> Personal Fitness
Dance: Students who complete a semester of dance may satisfy the ½ credit in physical education <u>or</u> ½ credit in performing fine arts (may not count for both requirements). This may <u>not</u> be used to satisfy the Personal Fitness requirement or the requirement for adapted physical education under an IEP or 504 Plan.	Physical Education graduation requirement but <u>not</u> Personal Fitness

JROTC/Performing Fine Arts/Physical Education: Completion of two years in a JROTC class, a significant component of which is drills, shall satisfy the ½ credit requirement in physical education (<u>not</u> Personal Fitness) and the one credit requirement in performing arts.	Physical Education graduation requirement (<u>not</u> Personal Fitness) and Performing Fine Arts
JROTC/Physical Education: A grade of “C” or better in a JROTC class, a significant component of which is drills, shall satisfy the ½ credit requirement in physical education. This may <u>not</u> be used to satisfy the Personal Fitness requirement or the requirement for adapted physical education under an IEP or 504 Plan.	Physical Education graduation requirement but <u>not</u> Personal Fitness
Industry Certification – Math: Industry certification courses that lead to college credit may substitute for up to two (2) math credits.	Math graduation requirement (excluding Algebra 1 and Geometry)
Industry Certification – Science: Industry certification courses that lead to college credit may substitute for up to one (1) science credit.	Science graduation requirement (excluding Biology)
Computer Science -- An identified rigorous Computer Science course may substitute for up to one (1) science credit or one (1) math credit.	Science graduation requirement (excluding Biology) Math graduation requirement (excluding for Algebra I and Geometry)
Industry Certification – 3D Rapid Prototype Printing – An identified rigorous industry certification that may substitute up to two (2) math credits (Section 1003.4282(3)(b)3, Florida Statutes).	Math graduation requirement (excluding Algebra I)

9. Enrollment Students from Out-of-State and Out-of-Country

Students who enter 11th or 12th grade from out-of-state or out of country shall not be required to spend additional time in a Florida public school in order to meet the high school course requirements of the school district, state, or country from which he or she is transferring. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition. However, to receive a standard high school diploma, a transfer student must earn a 2.0 grade point average and meet the requirements under Section 1008.22, Florida Statutes. Students who earn the required credits for the standard high school diploma except for the passage of any required state standardized assessment or earn a concordant score by the end of grade 12 will be provided the following learning opportunities:

- a. Participation in an accelerated high school equivalency diploma preparation program during the summer.
- b. Participation in an adult general education program as provided in Section 1002.3105, Florida Statutes for such time as the student requires to master English, reading, mathematics, or any other subject required for high school graduation. A student attending an adult general education program shall have the opportunity to take any required state standardized assessment (see diploma pathways requirements in Section 1003.4282, Florida Statutes) an unlimited number of times in order to receive a standard high school diploma.
- c. Students who have been enrolled in an ESOL program for less than two school years and have met all requirements for the standard high school diploma except for passage of any required state standardized assessment (see diploma pathways requirements per Section 1003.4282, Florida Statutes) or alternate assessment may receive immersion English language instruction during the summer following their senior year. Students receiving such instruction are eligible to take the required assessment(s) or alternate assessment and receive a standard high school diploma upon passage of the required assessment(s) or the alternate assessment. This section will be implemented to the extent funding is provided in the General Appropriations Act.

10. Graduation Options

Students who enter grade 9 may select one of the following THREE HIGH SCHOOL GRADUATION OPTIONS:

- a. Completion of the general requirements for high school graduation pursuant to

Section 1003.4282, Florida Statutes (see I.B.1)

- b. Completion of the 18 credit Academically Challenging Curriculum to Enhance Learning (ACCEL) per Section 1002.3105, Florida Statutes. The 18 primary credits required for completion of this program shall be distributed as follows:

Requirements for the 18 credit ACCEL Diploma

SUBJECT	CREDITS	DESCRIPTION
English	4	English I, II, III, IV or ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB), and dual enrollment courses may satisfy this requirement.
Mathematics	4	Algebra I and Geometry, Algebra 1 EOC and Geometry EOC assessment will constitute 30% of final course grades. Four math credits must be earned in 9th - 12th grade. Industry certifications that lead to college credit may substitute for up to 2 math credits, except for Algebra 1 and Geometry.
Natural Science	3	Biology (wherein EOC assessment will constitute 30% of final course grade) and two additional equally rigorous science courses. Industry certification that leads to college credit may be substituted for up to one science credit (excluding Biology). An identified rigorous Computer Science course may be substituted for up to one science credit (excluding Biology).
Social Science	3 or 3.5	For students entering grade 9 prior to the 2023-24 school year, to include World History, American History, American Govt. (0.5), and Economics (0.5). For students entering Grade 9 in the 2023-24 school year and thereafter, to include World History, American History, American Government (.5), Economics (.5), and Personal Financial Literacy (0.5). US History EOC assessment will constitute 30% of final course grade
Fine or Performing Arts, Speech and Debate, or Practical Arts	1	
Electives	2.5 or 3	For students entering grade 9 prior to the 2023-24 school year, 9 elective credits are required. For students entering grade 9 in the 2023-24 school year and thereafter, 8.5 elective credits are required.
State Assessment Requirements		Passing score on the Grade 10 required state assessment for reading/ELA or a concordant score Passing score on the Algebra I End-of-Course Exam or a concordant score.

Students participating in the 18 credit ACCEL diploma program are not required to meet the physical education requirements.

The Career and Technical Education Graduation Pathway Requirements

SUBJECT	CREDITS	DESCRIPTION
English	4	English I, II, III, IV or ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB), and dual enrollment courses may satisfy this requirement.
Mathematics	4	Algebra I and Geometry, Algebra 1 EOC and Geometry EOC assessment will constitute 30% of final course grades Industry certifications that lead to college credit may substitute for up to 2 math credits, except for Algebra 1 and Geometry. Four math credits must be earned in 9th-12th grade.

Natural Science	3	Biology (wherein EOC assessment will constitute 30% of final course grade) and two additional equally rigorous science courses. Industry certification that leads to college credit may be substituted for up to one science credit (excluding Biology). An identified rigorous Computer Science course may be substituted for up to one science credit (excluding Biology).
Social Science	3 or 3.5	For students entering grade 9 prior to the 2023-24 school year, to include World History, American History, American Govt. (0.5), and Economics (0.5). For students entering Grade 9 in the 2023-24 school year and thereafter, to include World History, American History, American Government (.5), Economics (.5), and Personal Financial Literacy (0.5). US History EOC assessment will constitute 30% of final course grade.
Career and Technical Education	2	The courses must result in a program completion and an industry certification.
Work based learning experience	1.5 or 2	For students entering grade 9 prior to the 2023-24 school year, 2 credits are required. For students entering grade 9 in the 2023-24 school year and thereafter, 1.5 credits are required. May substitute up to two (2) credits of electives to fulfill this requirement.
State Assessment Requirements		Passing score on the Grade 10 required state assessment for reading/ELA or a concordant score Passing score on the Algebra I End-of-Course Exam or a concordant score.

Students participating in the 18 credit Career and Technical Education diploma program are not required to meet the physical education requirements.

11. Prior to selecting a program, the following requirements must be met:

- a. Designated school personnel shall meet with the student and student’s parent to give an explanation of the relative requirements, advantages, and disadvantages of each graduation option.
- b. Participation in the 18 credit ACCEL diploma program can be principal initiated or parent initiated.
- c. Selection of one of the graduation options may be completed by the student at any time and is exclusively up to the student and parent. If the student and parent fail to select a graduation option, the student shall be considered to have selected the general graduation option (I.B.1) in accordance with state and school graduation requirements.

12. Early High School Graduation

A student who earns the required number of credits and meets the high school graduation requirements as specified in the Student Progression Plan in less than 8 semesters or the equivalent, may elect early graduation. The school shall provide notification of this option to the parent/guardian of the student who is eligible for early graduation.

A student who completes all of their graduation requirements in less than 8 semesters or the equivalent and does not return as a student the following semester, will have a graduation date on his/her transcript and cumulative record that will reflect the date on which he/she finished all the graduation requirements.

If eligible for a Florida Bright Futures Scholarship Program award under Sections 1009.53-1009.538, Florida Statutes a student who graduates from high school midyear may receive an initial award in the spring term following the student’s graduation.

13. Acceleration Coursework

At the beginning of each school year and prior to ninth grade, parents of students in or entering high school will be notified of the opportunity and benefits of Advanced Placement, International Baccalaureate, dual enrollment, and virtual school courses.

14. International Baccalaureate Diploma Program

Graduation requires successful completion of a minimum of 26 credits in grades 9 through 12 of an International Baccalaureate curriculum. To fulfill the minimum requirements for the IB curriculum and the Bright Futures Scholarship, the following courses are needed:

SUBJECT	CREDITS	IB	DESCRIPTION
English	4	Group 1	Any level three course, must include at least one AP or IB course
World Language	2	Group 2	Any level three course in the same language
Social Studies	3	Group 3	Any level three course, must include at least one AP or IB course
Theory of Knowledge	1		Required of all students
Science	3	Group 4	Any level three course (Biology I or higher), must include at least one AP or IB lab course
Mathematics	4	Group 5	Any level three course (Algebra I or higher), must include at least one AP or IB course
The Arts/Electives	9	Group 6	Electives may include music, a third modern language, a second subject from Group 3 or Group 4, Advanced Mathematics SL, a school-based syllabus approved by the IBO, or any course listed in the <i>Course Code Directory</i> for which high school credit is granted. Must include at least one AP or IB course.

To fulfill the State of Florida requirements for the IB Diploma Curriculum, students must complete all End-of-Course assessments as required by the state and all internal and external assessment requirements for the IB Diploma, including a completed extended essay and completion of the CAS program (creativity, action and service). If a student leaves the International Baccalaureate Program, he/she must then meet all graduation requirements and End-of-Course exams as specified by the Florida Statutes and the Seminole County Student Progression Plan.

C. DEFINITION OF A HIGH SCHOOL CREDIT

One full credit for high school graduation is defined as a minimum of 135 hours or two semesters of sixty-seven and one half (67.5) hours or 120 hours or two semesters of 60 hours for schools utilizing a block scheduling method (with the exception of summer school), of bona fide instruction in a designated course which contains student performance standards. Except as otherwise provided by the Credit Acceleration Program (CAP), virtual courses and identified blended courses, students must be enrolled and in attendance for the minimum hourly requirement of each course. (Refer to Attendance Policy). Schools may deny credit in courses based on unexcused absences. School based credit denial procedures will be made available on the school website.

D. GRADE CLASSIFICATION OF STUDENTS

High school graduation requirements – Students will follow the requirements that were in place when they entered their high school.

Seven Period Schedule	
9 th Grade Student	Having been promoted or assigned from 8 th grade
10 th Grade Student	Having earned 6 credits
11 th Grade Student	Having earned 12 credits
12 th Grade Student	Having earned 19 credits
Graduation	Having earned 26 credits

A student's grade level cannot exceed the student's graduation cohort year. A graduation cohort is a group of students who enter the 9th grade at the same time and on the same schedule to graduate four years later.

Mid-year promotion is permitted when a student earns the appropriate number of credits to join their cohort. However, the grade level may not exceed the student's graduation cohort year.

Students will receive one-half ($\frac{1}{2}$) credit for each semester course satisfactorily completed. Credit in courses with an EOC will be finalized upon receipt of the EOC assessment results.

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

No credit will be granted for non-interscholastic athletic extracurricular activities, or any course which is not listed in the Course Code Directory.

E. ASSESSMENT AND REMEDIATION

On grade level performance/passing scores for state required assessments as defined in Section 1008.22, Florida Statutes are:

Subject	Achievement Level
English Language Arts*	3.0+
Algebra I**	3.0+
Biology	3.0+
Geometry	3.0+
US History	3.0+

Each student must earn a passing score on the state-required Grade 10 ELA Assessment and Algebra 1 EOC or earn a concordant score. Concordant scores are:

Concordant Scores*	
Assessment	Algebra 1 EOC
Geometry EOC	Level 3 or above
PSAT/NMSQT Math	430
SAT Mathematics	420
ACT Math	16

Assessment	Grade 10 Required State Assessment for ELA
ACT average of Reading & English subtest	18
SAT English Reading & Writing	480

*During transition between state required assessments, the last adopted concordance scores remain in effect until such time as the new scores are adopted (Section 1008.22(9), Florida Statutes). This information will be updated upon adoption of new concordant scores.

Each student must participate in the statewide, standardized assessment program by Section 1008.22, Florida Statutes. Each student who does not achieve grade level performance or above on the statewide, standardized English language arts assessment, or on the statewide, standardized mathematics assessment, or the Algebra I EOC assessment must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance.

A student who is not meeting the school district or state requirements for grade level performance in English language arts and mathematics must be covered by one of the following plans:

- A federally required student plan such as an individual education plan.
 - A school wide system of progress monitoring for all students. A student who scores Level 4 or above on the English language arts and mathematics assessments may be exempted from participation by the principal, or,
 - An individualized progress monitoring plan.
1. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment test in English language arts and mathematics may continue to be provided with an accelerated support programs until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance.
 2. ESE Statewide Assessment Waiver (FSA or FAA as applicable): Students with disabilities who meet the following criteria may be considered for a waiver from passing the state standardized assessment in tenth grade ELA/reading, Section 1003.43, Florida Statutes:
 - a. Have a current Individual Education Plan (IEP).
 - b. Have taken the required state ELA/reading assessment with appropriate, allowable accommodations at least once.
 - c. Demonstrated mastery of Grade 10 English language arts standards.
 - d. Obtained a recommendation from the student's IEP team for a waiver.
 3. The IEP team will meet and complete the state standardized reading assessment waiver process. Students with disabilities who meet the following criteria may be considered for a waiver from state mandated End-of-Course assessments for the purpose of determining the student's course grade and/or standard diploma graduation requirements (Section 1003.43, Florida Statutes):
 - a. Have a current Individual Education Plan (IEP)
 - b. Have taken the EOC with appropriate, allowable accommodations at least once. A student is eligible for consideration for the waiver if the student has not earned a passing score on the EOC.
 - c. Demonstrated mastery of course standards.
 - d. Obtained a recommendation from the student's IEP team for a waiver.
 4. The district's comprehensive program for student progression uses multiple data

sources, including student's grades, teacher input, ongoing progress monitoring and state assessment results, to monitor each student's response to implemented interventions. The areas of academic need and intervention strategies are defined through a Multi-Tiered Systems of Support/MTSS process.

5. Accommodations for national assessments, such as but not exclusive to, SAT and ACT will require a separate parent-initiated application process and are not solely determined by IEP/504 documentation.

F. INTENSIVE INSTRUCTIONAL SUPPORT

1. Students in grades 9 and 10 who do not meet the requirements for grade level performance in English language arts, may be enrolled the following year in an accelerated reading support program.
2. Students who do not meet the requirements for grade level performance in mathematics may be enrolled the following year in an accelerated mathematics support program designed to develop a deeper understanding of math concepts and to advance student learning.
3. Schools will continue to make decisions that are in the best interest of each student regarding course enrollment and instructional support.
4. Acceleration support courses taken in grades 9-12 may be taken only as elective credits for high school graduation. Acceleration support instruction may not be in lieu of English and mathematics credits required for graduation.

G. TESTING EXEMPTIONS (ESE)

See *Exceptional Student Education, V. STATEWIDE ASSESSMENT FOR STUDENTS WITH DISABILITIES- Florida Administrative Code Rule 6A-1.0943* regarding exempting students with disabilities for district and/or state testing.

H. EARNING ADDITIONAL CREDIT TOWARD GRADUATION

Students may earn additional credit toward graduation through any of the following programs for which they are eligible:

1. **Earning High School Credit Prior to the Ninth Grade**

Students from public schools, private schools, or home education may earn high school credit prior to their freshman year subject to one of the following:

 - a. Non-accredited credit will be granted as stated in Section I.D.5c. Mathematics.
 - b. Credits are on an official high school transcript from where the student was officially enrolled.
2. **Summer School (9-12)/Retention**

Students may attend summer school for remediation in 9th – 12th grades. Students who do not successfully earn ample credits to be promoted to the next grade are provided the opportunity to enroll in summer school courses to remediate deficiencies. It is the expectation that the summer school students attend every day. Summer school acceleration opportunities are available through virtual school.
3. **Summer Expedition Program**

Recommended 8th grade students who are at-risk of not meeting promotion requirements to 9th grade and demonstrate the need for high school readiness support may be invited to enroll in a unique summer educational experience at high school. The Summer Expedition allows students the opportunity to participate in a high school environment while earning a high school credit through an exploration of college and career opportunities. Students successfully completing Summer Expedition shall be promoted to the 9th grade, earn one high school elective credit, and be eligible to participate in extracurricular sports and activities the first nine weeks in high school. At the principal's discretion, students who do not successfully complete the Summer Expedition may be retained in the 8th grade for the following school year or assigned to

the 9th grade. If assigned to the 9th grade, the students will not earn one high school credit and will not be eligible to participate in extracurricular sports and activities during the first semester in high school. Promotion decisions will be made on a case-by-case basis.

4. **Driver Education**

Driver's education is offered through a blended model of instruction in Fall, Spring, and Summer semesters. Students will complete the classroom portion of the course online during the first 6 weeks of the course. Once the online coursework has been successfully completed, the student is eligible for 3 two-hour private driving lessons with the Florida Safety Council. The Florida Safety Council operates 7 days a week at the Casselberry and Orlando locations. To enroll in the blended model of instruction for driver's education, students must be a minimum of 15 years old and have their learner's permit. The course must be completed before the end of the semester and students earn .5 credit for the course.

Driver education coursework, without driving lessons, may also be completed through Seminole County Virtual School during the school year or summer term.

5. **Volunteer Service and Paid Work Hours**

The purpose of volunteer service is to encourage students to develop a sense of responsibility for others within their community. It helps students foster an understanding of the value of volunteerism and the rewards of helping others. Paid work experiences teach valuable lessons to prepare students to be productive citizens. One of the requirements of Bright Futures is the successful completion of a program of volunteer service or, beginning with a high school student graduating in the 2022-2023 academic year and thereafter, paid work, as approved by the district school board.

Students must earn either the required volunteer service, paid work hours, or a combination of both. The student may identify a social or civic issue or a professional area that interests them and develop a plan for their personal involvement in addressing the issue or learning about the area. Through papers or other presentations, the student must evaluate and reflect upon their volunteer service or paid work experience. Such volunteer service or paid work may include but is not limited to a business or governmental internship, work for a nonprofit community service organization, or activities on behalf of a candidate for public office. The hours of volunteer service or paid work must be documented in writing, and the document must be signed by the student, the student's parent or guardian, and a representative of the organization for which the student performed the volunteer service or paid work.

Students completing volunteer service hours or a combination of volunteer service and paid work hours must meet the required number for each scholarship as follows:

- 100 hours for Bright Futures Florida Academic Scholars (FAS)
- 75 hours for Florida Medallion Scholars (FMS)
- 30 hours for Florida Gold Seal Vocational Scholars (GSV)
- 30 hours for Florida Gold Seal CAPE Scholars (GSC).

Students completing paid work hours only must complete 100 hours regardless of the scholarship award level.

- Students should complete a Volunteer Service or Paid Work Plan (SCPS Form 1489). The plan may be approved by a principal or designee to guarantee that volunteer service hours will be accepted. However, plan approval is not required to begin service or paid work hours.
- Students must submit a written reflection and a completed service or paid work hours log before May 1st of the senior year.

6. ePathways After School Courses

SCPS offers several after school courses for high school credit. Students can attend an after-school course at any of the participating high schools regardless of the high school they currently attend. Transportation is not provided. Students who would like to add an after-school course to their schedule should do so during course registration at their school. Please note that courses are subject to cancellation due to low enrollment or change in instructor availability.

Students in an after-school course must complete the same instructional time requirements as any other high school course validated by the State of Florida. If a student registers and attends an after-school course and is not able to complete the required instructional time due to loss of transportation or other hardship, the student may withdraw. The student will be issued a grade of Withdraw Passing (WP) or Withdraw Failing (WF) based on the grade earned as of the drop request date.

7. Grade/Credit Recovery

SCPS grade/credit recovery programs have been designed to assist students who have fallen behind their cohort due to previous retention, course failure, and/or loss of credit. The purpose of the SCPS Grade/Credit Recovery program is to give motivated students the opportunity to graduate with their cohort. The principal or designee must approve enrollment in the programs listed below.

Competency Based Education (CBE)/Credit Recovery Programs have been developed and implemented as components of the dropout prevention efforts of Seminole County Public Schools. The intent of CBE is the mastery of course content objectives. Specific course credit is awarded when students demonstrate competency of the intended learning outcomes and the performance standards for the course.

a. Credit Recovery programs may include, but are not limited to:

- (1) Summer School: Students who are behind in credits or have a “D” or “F” in an academic course are permitted to enroll in summer school. Seminole County Virtual School options are also available for credit recovery.
- (2) Credit Recovery Lab: Students in their first, second, or third year of high school will access credit recovery through an after-school program. Students in their fourth year of high school may participate in a school-day credit recovery program.
- (3) G.O.A.L. Program: Students at designated schools who are severely behind their graduation cohort may participate in this program, which includes a small class setting with an SCPS employee who serves the students as a mentor, coach, and teacher. This program is only intended for fourth year students and requires Principal recommendation.

b. Additional Program Requirements:

- (1) Students not making adequate progress in the Credit Recovery courses may be dismissed from the Credit Recovery program.
- (2) Seniors who fail a second semester course that is a graduation requirement may not begin the Credit Recovery course until Summer School.
- (3) In order to participate in the graduation ceremony, seniors must have earned a diploma or a Certificate of Completion. All coursework, including Credit Recovery and Virtual School, must be completed no later than one week prior to graduation.

I. EARNING COLLEGE CREDIT IN HIGH SCHOOL

Students may earn college credit in high school through any of the following programs for which they are eligible:

1. Advanced Placement

Advanced Placement (AP) is the enrollment of an eligible secondary student in a course offered by the Advanced Placement Program administered by the College Board. Postsecondary credit for an AP course may be awarded if students score a minimum of 3 on a 5-point scale on the corresponding AP exam.

2. International Baccalaureate (IB)

Students enrolled in the International Baccalaureate (IB) programs at Seminole High School or Winter Springs High School taking IB courses may be awarded postsecondary credit when scoring a minimum of 4 on a 7-point scale in the corresponding IB exam.

3. Career Pathways

Career Pathways is a partnership between Seminole County Public Schools and Seminole State College designed to provide at no cost to the student the opportunity to get a head start on preparing for college and a career. Students taking a specified sequence of high school Career and Technical Education courses earning a "B" or better are eligible to take a college level assessment. If the student passes the assessment and enrolls in Seminole State College within 24 months after graduating from high school, he/she will receive college credit for specified courses which lead to the completion of an Associate in Science Degree or Technical Certificate.

4. Ready to Work

A Florida Ready to Work Credential shall be awarded to a student who successfully passes assessments in Reading for Information, Applied Mathematics, and locating information or any other assessments of comparable rigor. Each assessment shall be scored on a scale of 3 to 7. The level of the credential each student receives is based on the following:

- a bronze-level credential requires a minimum score of 3 or above on each of the assessments
- a silver-level credential requires a minimum score of 4 or above on each of the assessments
- a gold-level credential requires a minimum score of 5 or above on each of the assessments

5. Credit Acceleration Program (CAP)

The purpose of the Credit Acceleration Program (CAP) is to allow a secondary student to earn high school credit in courses required for high school graduation through passage of an end of course assessment in Algebra I, Biology, Geometry, and/or United States History or an Advanced Placement or College Level Examination Program (CLEP) test.

Notwithstanding Section 1003.436, Florida Statutes related to definition of "credit," a school district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score on the corresponding end of course assessment, Advanced Placement exam or CLEP test. The 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 exam during the regular administration of the assessment or exam.

6. Dual Enrollment

The dual enrollment program is defined as the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree. Seminole County Public Schools, Seminole State College and the University of Central Florida operate under a Dual Enrollment Agreement of which a copy is available at each high school. College credit and vocational certificate courses may be offered to high school students pending the approval of the high school principal and the Vice President for Educational Programs at Seminole State College, and the University of Central

Florida, Students enrolled in an approved dual enrollment course are exempt from the payment of registration, tuition, and laboratory fees for no more than ten credit hours per semester.

- a. Requirements for students to be admitted in a dual enrollment course:
 - (1) Students must be enrolled in at least one (1) high school credit course during each term, excluding summer.
 - (2) For Academic Dual Enrollment, students must have a cumulative unweighted high school grade point average of 3.0 or higher.
 - (3) For Career Dual Enrollment and/or College Success or Life/Career Planning courses, students must have a cumulative unweighted high school grade point average of a 2.5 or better and the signature of their high school principal.
 - (4) Students must meet the same entrance requirements as students desiring to enroll in the same courses on the college campus and have the approval of the high school principal.
 - (5) Dual enrollment course offerings are limited to approved courses at Seminole State College, and the University of Central Florida. Students must receive prior approval from their principal to enroll. Courses not taken at SSC or UCF are not covered by the Dual Enrollment Agreement and therefore not eligible for tuition and instructional materials reimbursed by SCPS. This includes talent identification programs, college summer programs, summer camps and courses at schools other than SSC or UCF.
 - (6) Assessment scores may be required for students participating in certain dual enrollment courses (see the current year Seminole State College-SCPS Dual Enrollment Agreement for details).
- b. Requirements for students to be admitted in the Dual Enrollment Career Program:
 - (1) Students must have completed the 10th grade and be enrolled in at least four (4) high school credit courses during each term, excluding summer.
 - (2) Students must have a cumulative unweighted high school grade point average of 2.5 or better to enroll in a postsecondary vocational course.
 - (3) Students must meet the same entrance requirements as students desiring to enroll in the same courses on the college campus, have earned a college-ready score as indicated above, and have the approval of the high school principal.
 - College credit courses taken under this program must be applied toward a student's high school diploma. It shall be the principal's responsibility to ensure that high school credit shall be awarded.
 - High school credit for dual enrollment classes will be issued upon successful completion. Earned credit will be based on the Dual Enrollment Course High School Subject Area Equivalency List (found in the Counseling for Future Education Handbook at <http://www.floridashines.org>).

Per Section 1007.271(8), Florida Statutes school districts and Florida College System institutions must weigh Dual Enrollment courses the same as Advanced Placement, International Baccalaureate, and Advanced International Certificate of Education courses when grade point averages are calculated. Based upon this Florida Statute, grade points earned in dual enrollment courses, like those earned in Advanced Placement and International Baccalaureate, are based on the length of student enrollment in the Dual Enrollment course and not on the credit earned in the course. Therefore, students in Dual Enrollment courses will earn GPA quality points equivalent to one semester's enrollment in the course.

Weighted grade calculations for Dual Enrollment, Advanced Placement and International Baccalaureate courses taken during a semester and earning a 1.0 or .5 high school credit toward graduation will be as follows:

Letter Grade	GPA Points	Term of Enrollment	GPA Points Earned
A	5	.5 (1 semester)	2.5
B	4	.5 (1 semester)	2.0
C	3	.5 (1 semester)	1.5
D	1	.5 (1 semester)	.5
F	0	.5 (1 semester)	0

Continued eligibility for dual enrollment requires that students maintain a cumulative college GPA of 2.0 or higher. Please refer to the current year SCPS-SSC Dual Enrollment Agreement for the approved Grade Forgiveness policy for Dual Enrollment courses.

Students with disabilities who dual enroll in courses offered on site at the high school will be accommodated by high school staff according to IDEA criteria. Students with disabilities who dual enroll in courses offered on site at the College as well as online will be accommodated by the college staff according to ADA criteria. It is the student's responsibility to contact the Disability Services department if accommodations are required.

7. **Early College Admission (Full Time College)**

Students may enter college full time during their senior year if the following criteria are met:

- a. The student must successfully complete the 11th grade with enough credits to be classified as a senior.
- b. The student must have achieved at least a 3.0 cumulative unweighted grade point average.
- c. Students must meet the same entrance requirements as students desiring to enroll in the same courses on the college campus, have earned a college-ready score as indicated above, and have the approval of the high school principal. Students entering the Early College Admission Program may earn a high school diploma to be awarded with the student's class at graduation or at a later time based on the following:
 - (1) The student must demonstrate mastery of skills measured by state standardized assessments.
 - (2) The student must earn sufficient college credit to fulfill the remaining high school graduation requirements (based on three semester hours equaling one-half high school credit).
 - (3) The student must maintain at least a 2.0 GPA in college courses.
- d. Students who choose the Early College Admission option may not take any courses on their high school campus.

J. **ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)**

The ESOL program is designed to meet the immediate linguistic needs of the English Language Learner (ELL), as well as the academic needs of students whose native language is other than English and who are not proficient in the English language. The instruction shall be designed to develop the student's mastery of the four language skills, including listening, speaking, reading, and writing, as rapidly as possible. The students are served by the program as determined by the established criteria, receiving instruction as described by the English for Speakers of Other Languages Procedural Handbook which is approved by the Florida Department of Education and the School Board of Seminole County. For more information about this program, refer to <http://www.scps.k12.fl.us/esol/Home.aspx>. All ELL students must meet state requirements

(Florida Administrative Code Rule 6A-6.0903) to be exited from the program. If a student has been exited from the ESOL program and is not performing satisfactory in the regular classes, he/she may be reclassified and placed back into the ESOL program within the two-year monitoring period.

K. EXCEPTIONAL STUDENT EDUCATION

Services are available for children identified with vision and hearing disabilities from birth to age 2 and all students with disabilities ages 3 through their 22nd birthday. Students who are identified as gifted may receive services from kindergarten through grade 12. These services are described in the Exceptional Student Education Policies and Procedures (SP&P Manual) which is approved by the Florida Department of Education and the School Board of Seminole County. Refer to the Exceptional Student Education Section of the Student Progression Plan for further information.

L. TRANSCRIPT INTEGRITY-COURSE CHANGES AND WITHDRAWALS:

Occasionally it will be necessary to reschedule a student from one course to another in the same discipline to ensure appropriate placement. When a student is rescheduled from one course and enrolled in another course, the original course will not appear on the student's official transcript. The schedule change window is typically limited to the first five (5) days of each semester. For transfer students, principals who are in receipt of an official transcript from another school may substitute a course with another in the same discipline if appropriate.

II. GRADING PROCEDURES

A. REPORTING STUDENT PROGRESS

All parents/guardians will be notified quarterly of their student's achievement. The grading system is divided into four quarters of nine-weeks each. A progress report will be available at the midpoint of each nine-week grading period. Upon completion of each grading period, a report card will be issued. The report card must clearly provide:

1. the student's academic performance in each class or course in grades 9-12 (based upon examinations as well as written papers, class participation and other academic performance criteria);
2. the student's conduct and behavior;
3. the student's attendance; and
4. the student's cumulative grade point average.

Each student who does not meet specific levels of performance as determined by the district or who does not meet specific levels of performance, as determined by the state on statewide assessments at selected grade levels, may be scheduled in an acceleration support program and provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need. Services may include, but are not limited to:

1. summer school
2. special counseling
3. tutoring assistance
4. school-sponsored help sessions
5. study skills classes

At the end of each semester, parents or guardians of each student in grades 9 -12 who have attained a grade point average of less than 0.5 of a point above the cumulative grade point average required for graduation pursuant to Section 1003.43(5), Florida Statutes will be notified that the student is at risk of not meeting graduation requirements.

B. SECONDARY GRADING -- HIGH SCHOOL

The following is the grading system for Seminole County Public Schools, grade 6-12:

Letter Grade	Percentage Range	*GPA Value	Definition
A	90-100	4	Outstanding Progress
B	80-89	3	Above Average Progress
C	70-79	2	Average Progress
D	60-69	1	Lowest Acceptable Progress
F	0-59	0	Failure
I			Incomplete and I becomes an F at the end of the next semester
P		Not factored into credits for quality points	Passing
NG			No Grade

The student's nine-week grade will be calculated as follows: 80% will be determined at the professional discretion of the teacher and may include participation. The remaining 20% will be the student's grade on the nine-week exam or equivalent. Each nine-week grade will be counted as 50% of the semester grade. The student's semester grade in courses with state mandated End of Course (EOC) assessments will be calculated as follows: 30% of the semester grade will be determined by the grade earned on the End of Course assessment. Semester exams will not be given. End of Course Assessment 30% grading information can be found at [SCPS EOC Grading Requirements](#). The grading plan will be communicated to the student at the beginning of the course. A numerical grading system shall be used, the components of which are determined by the teacher. For the purpose of Class Rank, Honors, and Awards, graduating seniors grade point average will be calculated at the completion of the seventh semester of high school enrollment.

Pass/Fail Grading – The following courses are approved for a pass/fail grading option*:

1. Volunteer Service
2. Leadership – Student Government courses
3. Executive Internship
4. Teacher Assistant/Dividends
5. Peer Counseling/Mentoring
6. Drivers Education courses
7. Physical education classes specifically related to an official interscholastic sports team.
This option is not available as a substitution for the required physical education/Personal Fitness graduation requirements.
8. Engineering Design & Development

The decision to offer a pass/fail grading option for the approved courses is at the discretion of the school's principal. Students choosing to utilize the pass/fail option must notify the teacher/school at the beginning of the semester in which the course is taken.

*Requests to approve additional courses for a pass/fail grading option must be approved by the Assistant Superintendent of Secondary Education for High Schools.

Utilization of a pass/fail grading option must be designated in the high school's curriculum guide.

C. GRADE WEIGHTING

The quality points reflected below are based on a full year, two semester course (.5 quality points for each semester).

Grade weighting in Seminole County Public Schools is as follows:

Letter Grade	Quality Points for Advanced Placement, Dual Enrollment, and International Baccalaureate	Quality Points for Honors, Gifted, and Pre-International Baccalaureate *
A	5	4.5
B	4	3.5
C	3	2.5

Schools that wish to weight courses not designated as honors level courses by the Florida Department of Education must submit a formal request for approval to the Assistant Superintendent of Secondary Education for High Schools.

D. GRADE FORGIVENESS

Grade forgiveness policies for required and elective courses are limited to replacing a grade of “D” or “F” with a grade of “C” or higher that is subsequently earned in the same or comparable course with principal approval. If a student has multiple prior attempts at a course resulting in multiple grades of “D” or “F” and subsequently earns a grade of “C” or higher in the course, all prior attempts at passing that course can be forgiven for graduation purposes.

Middle school students who fail a course that awards high school credit (e.g., Algebra I Honors, Geometry Honors, Environmental Science Honors and Biology Honors) shall be promoted if they have a GPA of 2.0 or greater. Students who do not have a GPA greater than 2.0 shall be retained and will be eligible to attend summer school.

Middle school students who take any high school course for high school credit and earn a grade of “C”, “D”, or “F” or the equivalent of “C”, “D”, or “F”, shall be allowed to retake the same or a comparable course and replace the grade with a grade of “C” or higher, or the equivalent of a grade of “C” or higher, earned in the course. In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student’s grade point average, however all courses completed by the student will appear on the high school transcript. Any course not replaced according to this forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation.

E. GRADE FLAGGING

Students may flag elective courses with the lowest grades from their GPA calculation after graduation if they satisfy the state and school graduation requirements. For students at risk of failing to graduate on time due to their cumulative GPA, grade flagging may occur during the 4th quarter of the school year. Under no circumstances should grade flagging occur prior to the determination of Class Rank, Honors, and Awards.

F. HIGH SCHOOL COURSES

All high school courses are designated as semester courses. Students will be awarded credit in one-half (½) credit increments if the student successfully completes either the first or the second half of a full year course. Grades are based on student mastery of course standards.

G. FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM

The Florida Bright Futures Scholarship Program Section 1009.531, Florida Statutes provides for tuition and fee reimbursement for undergraduate studies at a public or private university, state/community college, or career and technical School. The four scholarship awards within the Bright Futures Scholarship Program are the Bright Futures Florida Academic Scholars Award, Florida Medallion Scholars Award, Florida Gold Seal Vocational Scholars Award and Florida Gold Seal CAPE Scholars Award. Each has specific criteria that must be met. Refer to the Florida Department of Education website for the most current criteria. The student report card contains a disclosure that the grade point average calculated for purposes of the Florida Bright Futures Program may differ from the grade point average on the report card. Additional information can be found at <https://www.floridastudentfinancialaidsg.org/SAPBFMAIN/SAPBFMAIN>

III. MAKE-UP ASSIGNMENTS AND ASSESSMENTS FOR ABSENCES

Regardless of whether an absence is excused or unexcused, students are required to make up all coursework and assessments missed during the period of nonattendance. Immediately upon returning to class, it is the responsibility of the student and/or parent to obtain missed coursework from the teacher, confirm corresponding dates for completion, and schedule missed assessments. Students shall earn full credit for all short-term assignments, long-term assignments, tests, and quizzes made up within the reasonable time limits established by the teacher. Partial credit shall be given for assignments not completed within the time limits established by the teacher. Students who travel outside of the United States may not have access to SCPS digital platforms.

1. Short-Term Assignments:

- a. Short-term assignments are those assignments given less than five (5) school days in advance of a student's absence.
- b. Full credit will be given for those short-term assignments turned in within the reasonable time limits set by the teacher, which shall be no less than the number of days the student was absent, plus one (1) additional day.
- c. Partial credit will be given for those short-term assignments turned in after the due date. The teacher will grade short-term assignments turned in late. After the letter grade for the assignment has been determined, the teacher may reduce it by no more than one (1) letter grade for every day the assignment was turned in late.

2. Long-Term Assignments:

- a. Long-term assignments are those assignments given five (5) or more school days in advance of a student's absence.
- b. Unless exempted from this requirement by the principal or the principal's designee, in consultation with the teacher, long-term assignments are due on the assigned date for full credit.
- c. Partial credit will be given for those long-term assignments turned in after the due date. The teacher will grade long-term assignments as determined. The teacher may impose a reasonable academic penalty.

3. Tests and Quizzes:

- a. Students are required to make up tests and quizzes missed during an absence. At a minimum, students have no less than the number of days they were absent, plus one (1) additional day, to make up tests and quizzes missed during an absence. The time and place for the make-up is the decision of the teacher. The teacher's decision on make-up schedules shall be final.
- b. The teacher may administer an alternate form test or quiz to assess competency or mastery of subject matter. There shall be no academic penalty imposed for tests and quizzes completed within the reasonable time period set by the teacher. However, if a student fails to make up the test or quiz within the reasonable time period established by the teacher, then the teacher may impose a reasonable academic penalty.

4. Exams:

Exams must be made up within the reasonable time limits established by the teacher, at minimum, the number of days absent plus one (1) additional day. The teacher may administer an alternate exam to assess competency or mastery of subject matter. The teacher's decision on make-up schedules shall be final.

IV. EXCEPTIONS

Individual student exceptions (under highly unusual circumstances) can be made only with the approval of the principal and the Assistant Superintendent of Secondary Education for High Schools.

VIRTUAL EDUCATION

I. OVERVIEW

- A. Seminole County Public Schools offers a virtual instruction program in accordance with Section 1002.45(1)(b), Florida Statutes with at least one option for part-time and full-time virtual instruction.
1. The virtual instruction program is a public school choice option per Section 1002.20(6)(a), Florida Statutes.
 2. Through its ePathways initiative, SCPS offers virtual education in conjunction with flexible student scheduling, including blended schedules (combinations of virtual and brick-and-mortar courses), virtual education during the school day in a computer lab or elsewhere on campus on a space-available basis, and/or virtual education from home or other off-campus locations if authorized by the parent.
- B. The following virtual education options may be available to students for the 2022-23 school year:
1. Seminole Academy of Digital Learning (SADL) provides part-time virtual education for students in grades K-5 and part-time virtual education for students in grades 6-12. SADL instruction is provided by SCPS teachers. The curriculum/instructional plan for courses is created and maintained by SCPS staff or by third-party providers. For scheduling purposes, students who take one or more SADL courses are enrolled in school 7023, a District Virtual Instructional Program (DVIP).
 2. Seminole County Virtual School (SCVS) provides full-time and part-time virtual education for students in grades K-12. SCVS instruction is provided by SCPS teachers, and the curriculum/instructional plan for each course is provided by Florida Virtual School (FLVS) and/or a third-party vendor. For scheduling purposes, students who take one or more SCVS courses are enrolled in school 7004, the District Franchise of FLVS. Parent(s)/guardian(s) or approved adult(s) of a K-5 student taking course(s) through SCVS are expected to serve as the student's learning coach.
 3. A hybrid option may be used for full-time students in grades K-12 by taking a combination of courses from SADL (7023) and SCVS (7004). For scheduling purposes, students in the hybrid option are co-enrolled in schools 7023 and 7004.
 4. Students in grades K-12 may also access courses directly through Florida Virtual School (FLVS). These courses are not taught by SCPS teachers, nor does SCPS create or maintain the curriculum. SCPS provides no instructional or technical support for courses taken with FLVS, and grades/credits earned in FLVS courses transfer to a SCPS student in accordance with provisions of other sections of this document.
 5. Students enrolled in full-time FLVS will be withdrawn from Seminole County Public Schools and will need to complete the full registration and student assignment processes should they wish to return to SCPS or SCVS.
- C. Students may participate in multiple virtual education options identified above if enrollment requirements are met.

II. STUDENT CLASSIFICATION

A. Public School Students

1. A student in grades K-5 entering virtual education to participate as a public school student will be classified as:
 - a. Full-time through either SCVS (7004) or co-enrollment in SADL (7023) and SCVS (7004), if the student enrolls in virtual education for all core academic courses and PE, art, and music, and takes no courses in a brick-and-mortar school. However, a

- full-time SCVS or SCVS/SADL co-enrolled student may take one or more courses at the student's zone school by mutual agreement of the SCVS/SADL principal or designee and the principal of the zone school or designee. In these cases, the student is co-enrolled in SCVS/SADL and the brick-and-mortar school. In this option, the student would take state assessments, take district assessments, and receive counseling and intervention services at the SCVS/SADL offices.
- b. Part-time in SADL (7023) or SCVS (7004) if the student is enrolled in a brick-and-mortar SCPS school and enrolls in at least one SADL/SCVS course. In this case, the student is co-enrolled in SADL/SCVS and the brick- and-mortar school. In this option, the student would take state assessments, take district assessments, and receive counseling and intervention services at the brick-and-mortar school. Students may not be simultaneously enrolled in the same course in a virtual school and brick-and-mortar school.
2. A student in grades 6-12 entering virtual education to participate as a public school student will be classified as:
- a. Full-time in SCVS (7004) if the student enrolls in virtual education for all courses and takes no courses in a brick-and-mortar school. However, a full-time SCVS student may take one or more courses at the student's zone school by mutual agreement of the SCVS principal or designee and the principal of the zone school or designee. In these cases, the student is co-enrolled in SCVS and the brick-and-mortar school. In this option, the student would take state assessments, take district assessments, and receive counseling and intervention services at the SCVS location.
 - b. Part-time in SCVS (7004) or SADL (7023) if the student is enrolled in a brick-and-mortar SCPS school and enrolls in at least one SCVS/SADL course. In this case, the student is co-enrolled in SCVS/SADL and the brick-and-mortar school. In this option, the student would take state assessments, district assessments, and receive counseling and intervention services at the brick-and-mortar school. Students may not be simultaneously enrolled in the same course in a virtual school and brick-and-mortar school, and high school students must follow the schedule change process as explained in the High School section of this document.
 - c. A student who begins his/her 12th grade school year full-time with SCVS may not enroll in another Seminole County high school during the school year except with the consent of the SCVS principal and the principal of the receiving school.
- B. Non-Public School Students:** A student who is enrolled in a non-public school may also enroll in one or more virtual education courses on a part-time basis and will be assigned to a virtual school/program based on the course(s) selected in accordance with I.B. above.
- C. Home Education Students:** A student who is registered in a Home Education program in Seminole County per Section 1002.41, Florida Statutes may access one or more virtual education courses through SADL and/or SCVS on a part-time basis. Home Education students in secondary courses may not exceed six (6) half-credit courses per semester in SADL and SCVS. Even in cases where the entire home education program consists of virtual education, the parent of a Home Education student remains responsible for maintaining a Home Education program and portfolio as required in Section 1002.41, Florida Statutes.

III. HIGH SCHOOL GRADUATION

- A. Public school students who are enrolled full-time in Seminole County Virtual School (7004) and meet the high school graduation requirements listed in the High School section of this document will receive a diploma, with the appropriate designation if so eligible, from

Seminole County Virtual School.

- B. SCVS students interested in participating in the graduation ceremony of their zoned school are expected to complete at least one course on the campus of their brick-and-mortar school during their final year.
- C. Non-public school, charter, and home education students who wish to enter SCVS or a brick-and-mortar school as a public school student for the purpose of graduation from high school should review the transfers provisions of the High School section of this document.

IV. ENROLLMENT AND ELIGIBILITY

- A. Public school students seeking enrollment into a full-time Seminole County District virtual education option must register with the SADL/SCVS offices and meet all admission requirements as outlined in the grade-appropriate section of this document.
- B. Non-public school students and home education students seeking enrollment into a Seminole County District part-time virtual education option must register with the SADL/SCVS offices and meet all of the admission requirements as outlined in the grade-appropriate section of this document. Non-public school students receiving a state scholarship may not be eligible to enroll without forfeiting their scholarship award.
- C. SCVS Full-Time Enrollment Windows and Requirements:
 - 1. Full-time enrollment in SCVS for semester 1 will be open annually for at least 90 days, ending 30 days before the first day of the school year as required by Section 1002.45, Florida Statutes.
 - 2. Full-time enrollment in SCVS for semester 2 will be open on a space-available basis beginning the Monday after Thanksgiving until the last student attendance day of the first semester as identified by the SCPS calendar.
 - 3. The enrollment period restriction may be waived for good cause (such as medical documentation, family hardship, and/or transfer from another virtual school) by the principal of SCVS.
 - 4. Any student entering SCVS with a prior year state standardized English Language Arts or state standardized Math or EOC score of Level 1 or Level 2, or with no score for the prior year, will be required to participate in an additional academic screening and may, at the discretion of the SCVS principal, be required to sign a contract as a condition of enrollment committing to either one (1) or more weekly face-to-face sessions at the SCVS Office for remedial support or attend intensive reading/math course(s) at the student's zoned school. Failure to meet the provisions of this contract will result in return to zoned school at semester or end of school year as appropriate.
 - 5. In accordance with Rule 6A-6.0334, F.A.C., if an exceptional education student who had an IEP or EP that was in effect in a previous Florida school or school district enrolls in a full-time Seminole County District virtual program under Section 1002.37 or 1002.45, F.S., the virtual program must determine if the student meets the profile for success in this educational delivery context. If the student meets the profile for success in this educational delivery context, the virtual program will provide FAPE to the student, which includes services comparable to those described in the student's IEP or EP from the previous school or school district, until the IEP team for the virtual program either:
 - (a) Adopts the student's IEP or EP from the previous school or school district, or
 - (b) Develops, adopts and implements a new IEP or EP that meets the applicable requirements of Rules 6A-3.03011-.0361, F.A.C. A virtual program may not deny or delay enrollment pending review of a student's IEP or EP.

6. When an IEP team of a school district determines that the full-time virtual program is appropriate for a student in accordance with Section 1003.57(5), F.S., within fifteen (15) business days prior to the withdrawal from the school district, the school district must convene an IEP team meeting with at least one (1) representative specific to the full-time virtual program to determine appropriate goals, supports and services for the student. The receiving virtual program may adopt and implement the student's existing IEP from the previous school district or may revise the IEP as needed, to meet the student's needs in the virtual environment.

D. For Students entering virtual education with an Individual Education Plan (IEP) or Section 504 plan, an IEP/504 team meeting will be scheduled, to include representation from virtual school, to determine whether services and accommodations can be delivered appropriately to the student.

V. ANNUAL RE-ENROLLMENT POLICY

To qualify for enrollment for the following school year, a student enrolled in full-time SCVS must maintain satisfactory attendance by participating in mandatory face-to-face sessions, completing required state/district curriculum and mandates, maintaining satisfactory course pacing, and complying with any contract(s) related to Level 1 and/or Level 2 scores on the state standardized English Language Arts and/or the state standardized Math or EOC assessment.

VI. PACE & PERFORMANCE

A. During the first twenty-eight (28) days of any virtual education course, or for a shorter period of time if so established by the principal of SADL/SCVS, a student may be dropped from the course if pace expectations, which are established and published for each course by the administration of SADL/SCVS, are not met. Following an administrative withdrawal from a course, the SADL/SCVS administration may choose to allow a student to re-enroll in the course if the student and parent enter into a performance contract.

B. The compulsory attendance requirement for full-time virtual education students is met through course pace requirements, which are established and published by the administration of SADL/SCVS. A student who falls behind pace in one or more courses will receive attendance interventions, which may include on-campus support from school staff. Students demonstrating ongoing truancy concerns despite attempted intervention may then be referred to the truancy process if pace remains deficient.

C. Full-time virtual education students are expected to attend all required state and local assessments sessions at the SADL/SCVS office. Failure to attend all required state and local assessment sessions is an indicator of inadequate pace, which may initiate the truancy process and result in the loss of re-enrollment for the following semester or next school year. Full-time virtual education students will be scheduled into state assessments at the grade level for which instruction is provided, which may be a higher grade level than indicated in the school district's student information system.

D. Virtual education students are expected to comply with the school district's Honor Code as established in the SCPS Student Conduct and Discipline Code. In addition to the consequences listed in that document, violations of the Honor Code in virtual education courses may result in additional sanctions such as course withdrawal/failure or denial of future access to virtual education courses.

EXCEPTIONAL STUDENT EDUCATION (GRADES K-12)

I. SERVICES FOR STUDENTS WITH DISABILITIES AND STUDENTS WHO ARE GIFTED

Services are available for children identified with vision and hearing disabilities from birth to 2 and all students with disabilities ages 3 through the semester they turn 22. Students who are identified as gifted may receive services from kindergarten through grade 12. These services are described in the Exceptional Student Education Policies and Procedures (SP&P manual) which is approved by the Florida Department of Education and the School Board of Seminole County.

II. HOSPITAL HOMEBOUND

Students confined to the home or hospital due to an acute or catastrophic condition for fifteen or more school days, may be eligible for Home/Hospital under the Exceptional Student Education program. Students in grades K-12 and PreK students with identified disabilities who are determined to be eligible based on state criteria by the school-based Student Study Team, continue their academic instruction in the home or hospital.

III. CURRICULUM AND INSTRUCTION

A. STATE ACADEMIC STANDARDS

The expectation is for students with disabilities to receive instruction in the state academic standards are provided based on individual student need to support the participation of students with disabilities in the general education curriculum. Accommodations are changes to how a student accesses information and demonstrates performance. Accommodations may change how students are instructed and how they are assessed. As permitted by state or national testing guidelines, accommodations provided in the classroom will be made accessible on standardized tests. The use of an accommodation must not change the standards, the instructional level, or the content; instead, it provides the student with equal access and equal opportunity to demonstrate his/her skills and knowledge. For Exceptional Education students, other than gifted, who are working on state academic standards, the student's IEP (Individual Education Plan) will specify the student's present levels of performance, special education services, related services, and accommodations as the district's offer of a free and appropriate public education (FAPE).

B. ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES Florida Standards Access Points/B.E.S.T. Standards Access Points/State Academic Standards

Access Points reflect the essence or core intent of the standards that apply to all students in the same grade level but at reduced levels of complexity. Access Points are academic expectations created specifically for students with significant cognitive disabilities. Students eligible for Access Points will take the Florida Standards Alternate Assessment. All Florida students participate in the state's assessment and accountability system. It is the responsibility of the classroom teacher to assess, instruct, and monitor progress of students' proficiency on all Florida Standard Access Points/B.E.S.T. Standards Access Points/state academic standards using the same progress monitoring testing schedule as district-wide regular assessments for progress monitoring. Each teacher shall develop daily lesson plans for all subjects taught to be checked regularly by the principal or designee. Students will receive instruction based on the requirements of the district K-12 reading, writing, math, and science instructional plans with appropriate accommodations and/or modifications.

Instruction will also include social studies, physical education, and career education at appropriate levels of instruction with accommodations and/or modifications. Modifications are changes in what a student is expected to learn; may include changes to content, requirements, and expected level of mastery; however, should align with the grade level Access Points.

IV. REPORTING STUDENT PROGRESS

The evaluation of student progress must be based on classwork, observations, tests, district and state assessments and other relevant information. All parents/guardians will be notified regularly of their child's achievement during the school year utilizing SCPS Report Cards and Progress Reports. The frequency of reporting will be the same as that of non-disabled peers enrolled in the same school. Nothing on the report card, progress report, or grade transcript may identify the student as a student with a disability. Progress toward IEP annual goals will be reported to the parent/guardian with the report card through a specific, separate report on IEP goals. Progress toward Educational Plan (EP) goals for elementary students who are gifted will be reported to parents/guardians at the same frequency of report cards utilizing SCPS Form #1317 Gifted Educational Plan Evaluation – Elementary K-5. Progress towards EP goals for students who are gifted at the secondary level will be reported at the time of regular report cards. Progress towards Service Plan goals will be reported at the report card period of the public school, utilizing SCPS Form #1484.

V. STATEWIDE ASSESSMENT FOR STUDENTS WITH DISABILITIES (Florida Administrative Code Rule 6A-1.0943)

It is expected that all students participate in state and district assessments. Students with disabilities must be afforded the appropriate allowable accommodations for state and district assessments as indicated on the IEP. The IEP team decides which, if any, testing accommodations the student will receive. The team should only consider accommodations that the student receives for classroom instruction and testing and determine whether the student also needs those accommodations for state and district assessments as allowable by state and national testing guidelines. A student's IEP team may determine that a student is eligible to participate in the statewide accountability system by participating in the Florida Alternate Assessment (FAA). This decision must be made based on specific guidelines and with parental consent.

A. GUIDELINES FOR DETERMINING APPROPRIATE ACCOMMODATIONS

Determination of appropriate accommodations in assessment situations for students with disabilities shall be based on the individual needs of each student. Decisions on accommodations shall be made by the IEP team and must be documented on the IEP. Accommodations for national assessments, such as but not exclusive to, SAT and ACT will require a separate parent-initiated application process and are not solely determined by IEP documentation. Statewide/district assessment accommodations must be the same or nearly the same as the student uses in classroom instruction and assessment activities. See allowable accommodations in the most recent Department of Education Florida Standards Assessment.

Administration Manual and/or Guidelines for End of Course Exam. For administration of CBT (Computer Based Testing) allowable accommodations must also be considered by the IEP team and indicated on IEP.

B. WAIVER OF THE STATE ASSESSMENT GRADUATION REQUIREMENTS FOR STUDENTS WITH DISABILITIES

Students with disabilities who are working toward a standard high school diploma, including students on Access Points, are expected to participate in state assessments. Legislation

provides for consideration of a waiver, with parent consent, for these assessments if specific criteria is met (refer to High School for assessment and waiver requirements).

Students with disabilities enrolled in courses for which a statewide EOC assessment is required are expected to participate in the state academic standards, Alternate EOC Assessments. Waivers are available for an EOC requirement for students who have IEPs. The IEP team must determine that an EOC assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations. The student may have the EOC assessment results waived for the purpose of determining the student's course grade and credit.

In order to be considered for the waiver from the state required assessments, the student must meet all of the following criteria:

1. Be identified as a student with a disability, as defined in Section 1007.02(2), Florida Statutes;
2. Have an active Individual Educational Plan (IEP);
3. Have taken the state required assessment with appropriate allowable accommodations at least once; and
4. Have demonstrated as determined by the IEP team, achievement of the course standards.

VI. GRADE PLACEMENT OF EXCEPTIONAL EDUCATION STUDENT

A. PROMOTION AND RETENTION OF STUDENTS WITH DISABILITIES

1. Promotion
Promotion is based upon achievement of these regular education standards on grade level standards with accommodations and/or modifications, if indicated on the IEP. (Florida Administrative Code Rule 6A-6.0312). Refer to Elementary and Secondary Education sections (grades K-5, 6-8, 9-12) for general education promotion requirements.
2. Retention
Students with disabilities will follow the same criteria as outlined in the Elementary, Middle, and High School Retention sections of the Student Progression Plan. The final decision for grade placement is the responsibility of the principal.
3. Midyear promotion of retained third graders
A third grade student with a disability who did not qualify for good cause exemption and was retained in 3rd grade may be eligible for a midyear promotion based on Florida Administrative Code Rule 6A-1.094222. See Elementary Midyear Promotion of 3rd Graders section for requirements for midyear promotion. If a midyear promotion is granted, the IEP team must convene to renew the IEP at the time of promotion and revise said IEP if necessary.

B. MANDATORY THIRD GRADE RETENTION

(See TIER 2 and TIER 3 of K-12 Comprehensive Evidence-Based Reading Plan)

C. EXEMPTION FROM MANDATORY GRADE THREE RETENTION

Section 1008.25, Florida Statutes (refer to Elementary Education section)

1. Refer to Elementary Education Section Good Cause Exemption from Mandatory Retention in grade 3 for requests for good cause exemptions for students with disabilities from the mandatory retention requirements.
2. Remediation

- a. Remediation opportunities will be based on student progress, demonstrated need and IEP goals.
- b. The IEP team will review and/or revise the Individual Educational Plan, if needed, when student achievement on state/district assessment does not meet the level of proficiency required in any area.

D. GRADE PLACEMENT OF EXCEPTIONAL EDUCATION STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

When considering grade placement of a student receiving instruction on Access Points:

1. Progress monitoring data, mastery of IEP goals and objectives, and other student performance measures based on Access Points instruction will be considered to determine whether or not students with significant cognitive disabilities should be retained in a specific grade level.
2. Beginning in grade three, Florida Standard Alternative Assessment will also be considered.

E. SUMMER SCHOOL

Students with disabilities may attend if they meet SCPS Summer Learning Camp or Summer School criteria.

F. EXTENDED SCHOOL YEAR (ESY)

A student with a disability receives extended school year (ESY) services if the student's IEP team determines that the student needs specific services beyond the regular 180-day school year in order to meet the IEP goals provided as part of the district's offer of a free and appropriate public education (FAPE). ESY services are determined for each student by the IEP team based on emerging critical life skills, severity of their disability, regression, and/or other relevant factors as related to the IEP goals, not based on exceptionality. The IEP team determines the initiation, duration, and frequency of ESY services.

G. TRANSITION PLANNING

For students with disabilities, transition planning is documented through the IEP in alignment with state-provided compliance requirements. Topics addressed include postsecondary education, employment, and independent living. Goals and services are determined by the IEP team based on the individual child's needs and transition goals, taking into account the child's strengths, preferences, and interests. Job Experience Training (JET) opportunities are determined by the IEP team. Students who secure paid employment should be enrolled in Career placement/On the Job Training (OJT).

H. COURSE CODE CONSIDERATION FOR STUDENTS WITH DISABILITIES

The Social and Personal Skills Course (ESE course code 7963070) will be credited as an elective for students with disabilities as determined by the IEP team and may be taken consecutively.

VII. GRADUATION OPTIONS FOR EXCEPTIONAL EDUCATION STUDENTS

Standard Diploma High School Graduation Options

26 credit standard diploma option available to all students, including students with disabilities	26 credit standard diploma option available only to students with disabilities	26 credit standard diploma available only to students with disabilities, who take access courses and the alternate assessment. *
4 Credits English Language arts (ELA)		
<ul style="list-style-type: none"> · ELA I, II, III, IV · ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and dual enrollment courses may satisfy this requirement. 	<ul style="list-style-type: none"> · Must earn credits for all of the courses listed in the first column · May substitute a CTE course with content related to English for English IV 	<ul style="list-style-type: none"> · Must earn credits for all of the courses listed in the first column · May substitute access courses for general education courses · May substitute a CTE course with content related to English for English IV
4 Credits Mathematics		
<ul style="list-style-type: none"> · One of which must be Algebra I 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 I and Geometry) 	<ul style="list-style-type: none"> · Must earn credits for all of the courses listed in the first column · May substitute a CTE course with content related to mathematics for one mathematics credit (except for Algebra I and Geometry) 	<ul style="list-style-type: none"> · Must earn credits for all of the courses listed in the first column · May substitute access courses for general education courses · May substitute a CTE course with content related to mathematics for one mathematics credit (except for Algebra I and Geometry)
4 Credits Science		
<ul style="list-style-type: none"> · Three of the four required credits must have a laboratory component · One of which must be Biology I, two of which must be equally rigorous science courses. · An Industry certification that leads to college credit substitutes for up to one science credit (except for Biology I) · An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology) 	<ul style="list-style-type: none"> · Must earn credits for all of the courses listed in the first column · May substitute a CTE course with content related to science for one science credit (except for Biology I) 	<ul style="list-style-type: none"> · Must earn credits for all of the courses listed in the first column · May substitute access courses for general education courses · May substitute a CTE course with content related to science for one science credit (except for Biology I)
3 or 3.5 Credits Social Studies		
<ul style="list-style-type: none"> · 1 credit World History · 1 credit in U.S. History · .5 credit in U.S. Government · .5 credit in Economics · .5 credit in Personal Financial Literacy for students in grade 9 beginning with the 2023-24 school year and thereafter 	<ul style="list-style-type: none"> · Must earn credits for all of the courses listed in the first column · May substitute a CTE course with content related to social studies for one social studies course (except for U.S. History) 	<ul style="list-style-type: none"> · Must earn credits for all of the courses listed in the first column · May substitute access courses for general education courses
		<ul style="list-style-type: none"> · May substitute a CTE course with content related to social studies for one social studies course (except for U.S. History)
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts**		
7.5 or 8 Elective Credits		

For students entering grade 9 prior to the 2023-24 school year, 8 elective credits are required. For students entering grade 9 in the 2023-24 school year and thereafter, 7.5 elective credits are required.	<ul style="list-style-type: none"> · Must include .5 credit in an employment-based course · May include ESE courses 	<ul style="list-style-type: none"> · May include employment-based course/s
1 Credit Physical Education to include the integration of health		
Students must earn a 2.0 grade point average on a 4.0 scale and pass statewide assessments unless a waiver of assessment results is granted by the IEP team.		

- * Parental Consent is required before a student may take access courses.
- ** Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory.

A. CERTIFICATION OF COMPLETION

Students who complete the required high school courses but fail to meet all of the graduation requirements for a diploma may receive a certificate of completion. A certificate of completion is not a diploma. It certifies that a student attended high school but did not meet all graduation requirements for a diploma.

A certificate of completion may be given to students with disabilities who have not satisfied all high school graduation requirements, (see Regular Education High School Section). Students with disabilities may continue to receive Free and Appropriate Public Education (FAPE) and pursue a high school diploma through the semester in which the student turns 22 years old.

B. GRADUATION FROM HIGH SCHOOL AS A RELATED TO FREE AND APPROPRIATE PUBLIC EDUCATION

All students with disabilities must be provided a free appropriate public education, until the student receives a standard diploma or turns 22 years old, whichever comes first. A student who is turning 22 and still receiving ESE services will be exited from those services on his/her 22nd birthday.

APPENDICES

APPENDIX A: STUDENT PROGRESSION ANNUAL REPORT

In compliance with the requirements of Section 1008.25(9) Florida Statutes:

I. REPORTING TO PARENTS

Seminole County Public Schools will annually report to the parent of each student the progress of the student toward achieving state and district expectations for proficiency in English Language Arts, science, social studies, and mathematics. The district will report to the parent the student's results on each statewide, standardized assessment and the statewide coordinated screening and progress monitoring system. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments, response to intensive interventions, and other relevant information. Progress reporting will be provided to the parent in writing and will be accessible through secure, web-based options.

II. REPORTING TO COMMUNITY

Seminole County Public Schools will annually publish on the district website the following information on the prior school year:

1. The provisions of 1008.25, F.S. relating to public school student progression and the district school board's policies and procedures on student retention and promotion.
2. By grade, the number and percentage of all students in grades 3 through 10 performing at Levels 1 and 2 on the statewide, standardized English Language Arts assessment.
3. By grade, the number and percentage of all students retained in kindergarten through grade 10.
4. Information on the total number of students who were promoted for good cause, by each category of good cause as specified in 1008.25(6)(b), F.S.
5. Any revisions to the district school board's policies and procedures on student retention and promotion from the prior year.

APPENDIX B: STUDENTS FROM MILITARY FAMILIES

I. INTERSTATE COMPACT (Section 1000.36, Florida Statutes)

Florida is a member state of the Interstate Compact on Educational Opportunity for Military Children as reauthorized by SB 430 (2022) through June 30, 2025. The purpose of the Interstate Compact on Educational Opportunity for Military Children is to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents.

This compact applies to the children of:

1. Active duty members of the uniformed services, including members of the National Guard and Reserve on active-duty orders pursuant to 10 U.S.C. chapters 1209 and 1211.
2. Members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of 1 year after medical discharge or retirement; and
3. Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of 1 year after death.

This compact does not apply to the children of:

1. Inactive members of the National Guard and military reserves;
2. Members of the uniformed services now retired,
3. Veterans of the uniformed services;
4. Other United States Department of Defense personnel and other federal agency civilian and contract employees not defined as active-duty members of the uniformed services.

If a child's official education records cannot be released to the parents for the purpose of transfer, the custodian of the records in the sending state shall prepare and furnish to the parent a complete set of unofficial educational records containing uniform information as determined by the Interstate Commission. Upon receipt of the unofficial education records by a school in the receiving state, that school shall enroll and appropriately place the student based on the information provided in the unofficial records pending validation by the official records, as quickly as possible.

Simultaneous with the enrollment and conditional placement of the student, the school in the receiving state shall request the student's official education record from the school in the sending state. Upon receipt of the request, the school in the sending state shall process and furnish the official education records to the school in the receiving state within 10 days or within such time as is reasonably determined under the rules adopted by the Interstate Commission.

Districts must give 30 days from the date of enrollment or within such time as is reasonably determined under the rules adopted by the Interstate Commission for students to obtain any immunization or a series of immunizations required by the receiving school.

Students shall be allowed to continue their enrollment at grade level commensurate with their grade level, including kindergarten, from a local education agency in the sending state at the time of transition, regardless of age. If a student enrolls before or during the school year, the receiving school shall initially honor placement in courses based on the student's enrollment in the sending school if the courses are offered. Course placement includes, but is not limited to, Honors, International Baccalaureate, Advanced Placement, vocational, technical, and career pathways courses. The receiving school is not precluded from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the

courses. The receiving school must initially honor placement of the student in educational programs such as Gifted and talented and English as a Second Language based on current educational assessments conducted at the sending school.

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

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

1. Local education agency administrative officials shall waive specific courses required for graduation if similar coursework has been satisfactorily completed in another local education agency or shall provide reasonable justification for denial. If waiver is not granted to a student who would qualify to graduate from the sending school, the local education agency must provide an alternative means of acquiring required coursework so that graduation may occur on time.
2. 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 testing requirements for graduation in the receiving state. If these alternatives cannot be accommodated by the receiving state for a student enrolling in his or her senior year, then the provisions of the following shall apply.
3. If a military student enrolls at the beginning of or during his or her senior year and is not eligible to graduate from the receiving local education agency after all alternatives have been considered, the sending and receiving local education agencies must ensure the receipt of a diploma from the sending local education agency, if the student meets the graduation requirements of the sending local education agency.
4. 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.

II. TRANSITION ASSISTANCE (Section 1003.05, Florida Statutes)

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

EDUCATIONAL EQUITY

The Educational Equity Administrator for Seminole County Public Schools has the responsibility of assuring compliance with the educational equity requirements by providing technical expertise, monitoring activities or programs related to compliance, and responding to equity complaints. One of the responsibilities is to administer the Educational Equity Complaint/Grievance Procedures as adopted by the School Board.

It is the policy of the School Board of Seminole County, Florida, that no employee, student, or applicant shall be excluded from participating in, be denied the benefits of, or be subjected to discrimination and/or harassment under any educational programs, activities, or in any employment conditions, policies, or practices conducted by the District. The School Board does not discriminate on the basis of race, color, national origin, sex (including sexual orientation, transgender status, or gender identity), disability (including HIV, AIDS, or sickle cell trait), pregnancy, marital status, age, religion, ancestry, or genetic information which are classes protected by State and/or Federal law in its programs and activities, including employment opportunities. Additionally, the School board of Seminole County provides equal access to public school facilities for the Boy Scouts of America and other designated youth groups as required by 34 C.F.R. 108.6.

Every employee, student, or applicant for employment at Seminole County Public Schools has a solemn right to be treated fairly, equally, equitably, and with dignity. If for any reason you - the employee, student, or applicant for employment - find that you have been victimized by acts of discrimination and or harassment, whether intentional or unintentional, you are strongly encouraged to file an Educational Equity Complaint or Grievance with the Educational Equity Administrator, or any county or school-level administrator. All such complaints must be immediately forwarded to the Educational Equity Administrator for dissemination, action, and resolution. Forward to: SCPS Educational Equity Administrator, Seminole County Public Schools, Educational Support Center, 400 E. Lake Mary Blvd., Sanford, FL 32773-7127. 407.320.0317