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Student Progression Plan Guide

2005-2006

Florida Department of Education • Bureau of Exceptional Education and Student Services

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Florida Department of Education Bureau of Exceptional Education and Student Services

Student Progression Plan Guide 2005-2006

The Florida Department of Education is committed to a seamless education system where all students can learn, and where we will continue to lead the nation in improving students rates of learning. The purpose of these charts is to assist districts in the revision and development of policies and procedures related to promotion and retention. District student progression plans help to ensure that the required program of study, placement, promotion, reporting, retention, and assessment procedures are equitable and comprehensive, thereby providing accountability for all students. The charts reflect current legislative requirements for student progression.

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Chapter 1

A Student Progression Plan Index — Required and Optional Elements

This chapter contains a reference guide to the required and optional elements of the student progression plan, listed in alphabetical order by subject. The elements are cross-referenced to the appropriate Florida Statutes. As districts revise and update their plans, using the index as a reference can ensure that each of the required elements is included. For districts that wish to incorporate some of the optional elements, the index provides a quick overview of these elements. In addition to statutory changes resulting from the 2005 Florida Legislature, this document reflects additional information and revisions to make it more comprehensive.

A Student Progression Plan Index – Required and Optional Elements

Subject	2004 Florida Statutes	Optional	Required	2005 Legislative Changes	Document Changes
Absence Due to Religious Instruction or Holidays	1003.21(2)(b)	X			
Academic Improvement Plan (AIP)	1008.25(4)(b)		X		X
Accelerated High School Graduation Program Selection Requirements	1003.429(2)		X		X
Accelerated High School Graduation Options	1003.429(1)		X		X
Acceleration Mechanisms: Parental Notification	1003.02(1)(i)	X			X
Access to Postsecondary Education and Meaningful Careers for Students with Disabilities-ENNOBLES Act	1007.02		X		
Adult Student High School Diploma	1003.43(6)		X		
Annual Reports: Local Newspaper	1008.25(8)(b)		X		
Annual Reports: Parent	1008.25(8)(a)		X		
Articulated Acceleration Mechanisms	1007.27		X		
Articulated Acceleration: Advanced International Certificate of Education Programs	1007.27(9)		X	X	
Articulated Acceleration: Advanced Placement	1007.27(6)		X		
Articulated Acceleration: Credit by Examination	1007.27(7)		X		
Articulated Acceleration: Early Admission	1007.27(5)		X		
Articulated Acceleration: Home Education	1007.27(4)		X		
Articulated Acceleration: International Baccalaureate	1007.27(8)		X		
Assessment and Remediation	1008.25(4)		X		
Attendance: Certificates of Exemption	1003.21(3)	X			
Attendance Policy	1003.24	X			
Attendance Policy Enforcement	1003.26	X			
Attendance Policy Enforcement: Child Noncompliance	1003.26(1)(g)	X			
Attendance Policy Enforcement: Contact, Refer, and Enforce	1003.26(1)(a)	X			
Attendance Policy Enforcement: CST Refers to Superintendent	1003.26(1)(d)	X			

Required elements in this index are defined as components, elements, and programs that districts are required by Florida Statutes to provide and to address in the student progression plan. **Optional elements** in this index are defined as components, elements, and programs that districts may include but are not required to be included in the student progression plan. This does not mean that the implementation of these laws is optional. **2005 Legislative Changes** reference those statutes amended or added due to bills passed and signed into law as a result of the 2005 Legislative Session. **Document Changes** in this index is defined as those areas where additional information and revisions have occurred to make the document more comprehensive.

Subject	2004 Florida Statutes	Optional	Required	2005 Legislative Changes	Document Changes
Attendance Policy Enforcement: Give Written Notice	1003.26(2)(a)	X			
Attendance Policy Enforcement: Interventions	1003.26(1)(c)	X			
Attendance Policy Enforcement: Parent Enrolls Child in Home Education	1003.26(1)(f)1	X			
Attendance Policy Enforcement: Parent Fails to Provide Portfolio	1003.26(1)(f)2	X			
Attendance Policy Enforcement: Parent Refuses Participation in Remedial Strategies	1003.26(1)(e)	X			
Attendance Policy Enforcement: Referral to Child Study Team (CST)	1003.26(1)(b)	X			
Attendance Policy Enforcement: Report to Division of Jobs and Benefits	1003.26(4)	X			
Attendance Policy Enforcement: Request Parent Meeting	1003.26(1)(b)	X			
Attendance Policy Enforcement: Return Child to Parent	1003.24(3)	X			
Attendance Policy Enforcement: Right to Inspect	1003.24(5)	X			
Attendance Policy Enforcement: School Board Policies	1003.26	X			
Attendance Policy: Homeless Children	1003.21(1)(f)	X			
Attendance Policy: Married or Pregnant Students	1003.21(1)(d)	X			
Attendance Records and Reports	1003.23(1)	X			
Attendance Register as Evidence	1003.27	X			
Automatic Change to Four Year Graduation Program	1003.429(8)		X		X
Career Education Certification	1003.431(1)	X			
Career and Technical Education	1003.491(1)	X			
Community Control and Probation: Teacher Notification	948.03(9)(c)	X			
Community Control and Probation: Juvenile	948.03(9)(a)-(b)	X			
Cooperative Agreements and Prosecutions	1003.27(4)	X			
Comprehensive Program for Student Progression	1008.25(2)		X		X
Compulsory School Attendance	1003.21(1)(a)	X			
Declaration of Intent to Terminate School Enrollment (age 16)	1003.21(1)(c)	X			
Diagnostic Assessments	1008.25(4)(a)		X		X
Disclosure at School Registration	1006.07(1)(b)	X			
District Testing Programs	1008.22(4)	X			
Driver's License Requirements	1003.27(2)(b)	X			
Dropout Prevention and Academic Instruction: Student Eligibility	1003.53(1)(a)	X			

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Subject	2004 Florida Statutes	Optional	Required	2005 Legislative Changes	Document Changes
Dropout Prevention and Academic Intervention	1003.53(1)(a)	X			
Dropout Prevention and Academic Intervention: Evaluation	1003.53(3)	X			
Dropout Prevention and Academic Intervention: Grade Levels	1003.53(1)(b)	X			
Dropout Prevention and Academic Intervention: Program Criteria	1003.53(1)(c)	X			
Dropout Prevention and Academic Intervention: Program Implementation	1003.53(2)(a)	X			
Dropout Prevention and Academic Intervention: Student Records and Parent Notification	1003.53(5)	X			
Dropout Prevention and Academic Intervention: School Improvement Plan	1003.53(2)(b)	X			
Dropout Prevention and Academic Intervention: Second Chance Schools	1003.53(1)(d)1	X			
Dropout Prevention and Academic Intervention: Staff Development	1003.53(4)	X			
Dropout Prevention and Academic Intervention: Startup Grants	1003.53(1)(d)2	X			
Dual Enrollment and Advanced Placement Instruction	1007.272(1)		X	X	
Dual Enrollment and Advanced Placement Instruction Funding	1007.272(2)		X	X	
Dual Enrollment and Advanced Placement Instruction: Declaration of Type of Credit	1007.272(3)		X		X
Dual Enrollment Course Weighting	1007.271(16)		X		X
Dual Enrollment Career and Technical	1007.271(4)		X	X	
Dual Enrollment Fee Exemption	1007.271 (13)		X	X	
Dual Enrollment Informing Students	1007.271 (5)		X	X	
Dual Enrollment Programs	1007.271(1)-(2)		X	X	
Dual Enrollment Teacher and Student Qualifications	1007.271(3)		X	X	X
Elementary Reading Deficiency: Intensive Reading Instruction	1008.25(5)(a)		X		X
Elementary Reading Deficiency: Mandatory Retention	1008.25(5)(b)		X		
Elementary Reading Deficiency: Parent Notification	1008.25(5)(c)		X		X

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Subject	2004 Florida Statutes	Optional	Required	2005 Legislative Changes	Document Changes
Equivalencies for Standardized Tests	1008.22(9)(a)-(b)	X			
Evaluation of Performance Related to the Sunshine State Standards	1008.25(2)(a)		X		
Family and School Partnership for Student Achievement Act	1002.23(1)-(9)	X		X	
First Grade Admission	1003.21(1)(b)	X			
Florida Partnership for Minority and Underrepresented Student Achievement	1007.35(1)	X			
Florida Partnership for Minority and Underrepresented Student Achievement: Contracting for Operation	1007.35(3)	X			
Florida Partnership for Minority and Underrepresented Student Achievement: Legislative Intent	1007.35(2)(a)	X			
Florida Partnership for Minority and Underrepresented Student Achievement: Partnership Report	1007.35(8)(a)	X			
Florida Partnership for Minority and Underrepresented Student Achievement: Requirements	1007.35(6)(a)-(6)(h)	X			
Florida Virtual School	1001.42(21)		X		
Graduation Option Selection Parent and Student Responsibility	1003.429 (4)		X		
Guidance Services Report	1006.025(1)	X			
Habitual Truancy Cases	1003.27(3)	X			
Habitual Truant Defined	1003.01	X			
High School Assistance for Students in Meeting Graduation Requirements	1003.43(5)(c)		X		
High School Course Credit: Courses Taken Prior to Ninth Grade	1003.43(1)(k)		X		
High School Courses Excluded from Credit Awarding	1003.43(7)		X		
High School Credit Awarding	1003.436(2)		X		
High School Definition of "Credit"	1003.436(1)(a)		X		X
High School Equivalency Diploma Exception	1003.43(5)(c)3		X		
High School Grading System	1003.437		X		
High School Graduation Credit Requirements	1003.43(1)		X		X
High School Graduation Requirements in Excess of Minimum 18 Credits	1003.429 (5)		X		
High School Graduation Requirements in Excess of Minimum 24 Credits	1003.43(4)(a)2(c)		X		
High School Graduation Requirements: 2.0 GPA	1003.43(5)(c)		X		

A Student Progression Plan Index – Required and Optional Elements

Subject	2004 Florida Statutes	Optional	Required	2005 Legislative Changes	Document Changes
High School Graduation Requirements: Voluntary Service Credit	1003.43(1)(k)		X		
High School Graduation Special Requirements: Exceptional Student	1003.438		X		
High School Standard Diploma Strategies for Exceptional Students	1003.43(4)(a)		X		
High School Weighted Grading System	1003.437		X		
High School: Establishment of Graduation Standards	1003.43(5)		X		X
High School: Parent Notification of Students with at Risk GPA	1003.43(5)(e)2		X		
Industry Certified Career Education Programs	1003.492(1)-(2)	X			
Intensive Acceleration Class for Retained Third Graders	1008.25(7)(b)8		X		X
Interinstitutional Articulation Agreements	1007.235	X			
Interscholastic Extracurricular Eligibility	1006.15(3)(a)	X			
Interscholastic Extracurricular Eligibility: Definitions	1006.15(2)	X			
Interscholastic Extracurricular Eligibility: Home Education	1006.15(3)(a)4(c)	X			
K-3 READ Initiative	1008.25(7)(b)7		X		X
Kindergarten Admission	1003.21(1)(a)2	X			
Kindergarten Admission: Evidence of Age	1003.21(4)	X			
Kindergarten and First Grade Out-of-State Transfers	1003.21(2)(a)	X			
Kindergarten School Readiness Uniform Screening	1008.21		X		
Learning Opportunities for Out-of-State and Out-of-County Transfer Students Needing Additional Instruction to Meet High School Graduation Requirements	1003.433		X		
Mandatory Retention Exemptions for Good Cause	1008.25(6)(b)		X		X
Mandatory School Conferences (Learnfare Program)	414.1251(2)	X			
Middle Grades Reform Act	1003.415(2)		X		
Middle Grades Definition	1003.415(3)		X		X
Middle Grades Rigorous Reading Requirement (RRR)	1003.415(5)(a)		X		X
Military Personnel’s Dependent Children Transfer and Standardized Test	1008.221		X		X

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Subject	2004 Florida Statutes	Optional	Required	2005 Legislative Changes	Document Changes
Equivalencies					
National Education Comparisons	1008.22(2)	X			
No Academic Exemptions/Attendance	1003.33(2)		X		
Notification at Grade Ten Completion If Student Is Not on Track to Meet Accelerated Graduation Program Requirements	1003.429(7)		X		
Parent Notification of Graduation Options	1003.429(3)		X		
Parent Notification: Retained Third Graders	1008.25(7)(b)		X		X
Personalized Middle School Success Plan (PMSSP)	1003.415(7)(a)		X		
Personalized Middle School Success Plan Requirements	1003.415(7)(b)		X		X
Physical Education and Assessment	1003.455(1)-(3)	X			
Postsecondary Feedback of Information to High Schools	1008.37(1)	X			
Postsecondary Feedback of Information: Reporting Numbers of Students Needing Remediation	1008.37(2)	X			
Postsecondary Feedback of Information: Reporting Summary Reports to School Districts	1008.37(3)	X			
Postsecondary Feedback of Information: Strategies to Improve Readiness	1008.37(4)-(5)	X			
Preschool Children with Disabilities	1003.21(1)(e)	X			
Proceedings and Prosecutions: Who May Begin	1003.27(6)	X			
PSAT/NMSQT or PLAN Academic Advisement	1007.35(5)(a)	X			
PSAT/MMSQT or PLAN Requirement	1007.35(5)(c)	X			
Public School Student Progression; Remedial Instruction; Reporting Requirements	1008.25(1)		X		X
Reading Assessment K-3	1002.20(11)		X		X
Readiness for Postsecondary Education: Business Community	1007.21(2)(f)	X			
Readiness for Postsecondary Education: Early Admission of Common Placement Test	1007.21(2)(c)	X			
Readiness for Postsecondary Education: Level 1 Courses Access	1007.21(3)(a)	X			
Readiness for Postsecondary Education: Models for Career Goal Planning	1007.21(1)	X			
Readiness for Postsecondary Education: School Principal	1007.21(3)(b)1	X			

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Subject	2004 Florida Statutes	Optional	Required	2005 Legislative Changes	Document Changes
Readiness for Postsecondary Education: Service Learning	1007.21(2)(g)-(h)	X			
Readiness for Postsecondary Education: Student Progression Model	1007.21(2)(a)-(b)	X			
Readiness for Postsecondary Education: Tech Prep	1007.21(2)(e)	X			
Remedial and Compensatory Credit	1003.43(2)		X		
Report Cards	1003.33(1)		X		
Reporting: Student Workforce Preparation	1006.02(4)		X		
Requests for Good Cause Exemptions	1008.25(6)(c)		X		
Required Instruction	1003.42(1)	X			
Required Instruction: Content Areas	1003.42(2)	X			
Required Instruction: Teaching of Disease Exemption	1003.42(3)	X			
Resource Allocation	1008.25(3)(a)-(b)		X		X
Retention: Alternative Placement	1008.25(2)(c)		X		X
School-Entry: Health Examinations	1003.22(1)	X			
School Entry: Immunizations against Communicable Diseases	1003.22(4)	X			
School-to-Work Transition Accountability	1006.02(1)	X			
Social Promotion Elimination	1008.25(6)(a)		X		
Specific District Levels of Performance for Student Progression	1008.25(2)(b)		X		
Standard Diploma Awarding: Certificate of Completion	1003.43(10)(b)		X		
Standard Diploma Awarding: Florida Gold Seal Career and Technical Endorsement	1003.43(10)(a)		X		
Standard Diploma Awarding: Students with Disabilities	1003.43(11)(a)				
Standard Diploma Awarding: FCAT Waiver	1003.43(11)(b)		X		
Standard Diploma Awarding: Three-Year Graduation Options	1003.429(9)		X		X
State Universities Admissions of Students	1007.261	X			
Statewide Assessment Program	1008.22(3)	X			
Student Assessment Program for Public Schools: Purpose	1008.22(1)	X			

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Subject	2004 Florida Statutes	Optional	Required	2005 Legislative Changes	Document Changes
Student Subject to School Control	1003.31(1)	X			
Student Subject to School Control: "Reasonable Time"	1003.31(2)	X			
Student Subject to School Control: Daily Conduct Pledge	1003.31(4)	X			
Student Subject to School Control: Right to Expel	1003.31(3)	X			
Successful Progression for Retained Readers	1008.25(7)(a)		X		X
Teacher Notification: Juvenile on Community Control	948.03(9)(c)	X			
Three-Year Career Preparatory Program	1003.429(1)(c)		X		X
Three-Year Graduation Options FCAT and GPA Requirements	1003.429 (6)		X		X
Three-Year Standard College Preparatory Program	1003.429(1)(b)		X		X
Volunteer and Nonacademic Activity Credit	1003.43(3)		X		
Zero Tolerance Policy	1006.13(1)(a)	X			

Chapter 2

Required Elements of a Student Progression Plan

The district student progression plan is the comprehensive tool designed to assist schools in ensuring that all students are successful and prepared for the next grade level. This document plays a vital role in aligning the strategies, standards, interventions, assessments, and guidelines for curriculum, instruction, and assessment that meet the State Board of Education's Strategic Imperative to set, align, and apply curricular and testing standards for all students.

Chapter 2 lists elements that are required by Florida Statutes to be included in student progression plans. These elements are listed with the corresponding statutory citation, as well as the descriptions. In the annual revision of student progression plans, districts should compare their student progression plans with each of the statutory requirements to ensure that every required element is incorporated in the plan in language that is clear and unambiguous. Also, other local policies should be examined to ensure consistency with statutory requirements. Additionally, the district must have policies for informing each student and his or her parent of that student's academic progress.

Section 1008.25, Florida Statutes, requires each district school board to establish a comprehensive program for student progression that includes standards for evaluating how well each student masters the performance standards (Sunshine State Standards). 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' classwork, observations, tests, district and other assessments, or other relevant information.

The student progression plan must include the levels of performance on the statewide assessment Florida Comprehensive Assessment Test (FCAT) below which a student must receive remediation or be retained within an intensive program that is different from the previous year's program and takes into account the student's learning style. If a student has been retained two or more years, an appropriate alternative placement must be provided, the value of which is determined by the district. Florida law also prohibits the assignment of a student based solely on age or other factors that constitute social promotion.

The student progression plan must specify that any student who exhibits a substantial deficiency in reading based on locally determined assessments or statewide assessments conducted in kindergarten or grade 1, 2, or 3 must be given intensive reading instruction immediately following the identification of the reading deficiency. If any student in K-3 exhibits a substantial deficiency in reading, the parent must be notified immediately in writing of specific information and the district's criteria and policies for mid-year

promotion. If the student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring at level 2 or above on the reading portion of the grade 3 FCAT, the student must be retained. The student progression plan must specify that the district school board may exempt students from mandatory retention in grade 3 who demonstrate a continued deficiency in reading only for good cause. Good causes are limited in scope and specified in section 1008.25(6)(b), Florida Statutes. Allocation of remedial and supplemental instruction resources to students is specified in law in a priority order.

The student progression plan must incorporate statutory requirements relative to articulated acceleration mechanisms; three-year standard college preparatory program and three-year career preparatory program graduation options; student and parent notification of available high school graduation options; student and parent selection of an appropriate high school graduation option; automatic change to a four year graduation program; parent notification of elementary reading deficiency; parent notification for retained third graders; reading assessment K-3; intensive acceleration class for retained third graders; K-3 Reading Enhancement and Acceleration Development (READ) Initiative; good cause exemptions to mandatory third grade retention; transitional instructional setting for retained third graders; mid-year promotion for retained third graders; successful progression of retained third grade readers; middle grades rigorous reading requirement; personalized middle school success plan requirements; reporting requirements; and military personnel's dependent children transfer and standardized test equivalencies. Additional required elements for inclusion in the student progression plan are provided in the table that follows.

Chapter 2—Required Elements of Student Progression Plan

Subject	Florida Statutes	<i>The Student Progression Plan must</i>
Florida Virtual School	s. 1001.42(21), F.S.	<ul style="list-style-type: none"> specify that the district school board shall provide students with access to enroll in courses available through the Florida Virtual School and award credit for successful completion of such courses. Access shall be available to students during or after the normal school day, and through summer school enrollment.
Reading Assessment K-3	s. 1002.20(11), F.S.	<ul style="list-style-type: none"> specify that each elementary school shall regularly assess the reading ability of each K-3 student. If any K-3 student exhibits a reading deficiency, the parent shall be immediately notified of the student’s deficiency with 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; shall be consulted in the development of a detailed academic improvement plan (AIP), as described in s. 1008.25(4)(b); and shall be informed that the student will be given intensive reading instruction until the deficiency is corrected. This is an additional requirement to the remediation and notification provisions contained in s. 1008.25, F.S. and in no way reduces the rights of a parent or the responsibilities of a school district under that section. (<i>Explanatory Note:</i> Refer to DPS Memorandum 05-016, Third Grade Student Progression – Sample Letters, August 10, 2004, for sample notices to parents. These sample letters are available on the Department’s website at http://www.firn.edu/doe/commhome/progress/proghome.htm.)
Acceleration Mechanisms: Parental Notification	s. 1003.02(1)(i), F.S.	<ul style="list-style-type: none"> specify that at the beginning of each school year parents of students in or entering high school must be notified of the opportunity and benefits of advanced placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, and Florida Virtual School courses.
Report Cards	s. 1003.33(1), F.S.	<ul style="list-style-type: none"> specify established and published policies requiring the content and regular issuance of student report cards for all elementary, middle, and high school students. These report cards must clearly depict and grade <ul style="list-style-type: none"> the student’s academic performance in each class or course in grades 1 through 12 based on examinations as well as written papers, class participation, and other academic performance criteria the student’s conduct and behavior the student’s attendance, including absences and tardiness.
End-of-Year Status Statement	(2)	<ul style="list-style-type: none"> specify that the final report card for a school year shall contain a statement indicating end-of-the-year status or performance or nonperformance at grade level, acceptable or unacceptable behavior and attendance, and promotion or nonpromotion.
No Academic Exceptions Based on Attendance	(2)	<ul style="list-style-type: none"> provide that schools shall not exempt students from academic performance requirements, such as final exams, based on practices or policies designed to encourage student attendance. A student’s attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement.

Chapter 2—Required Elements of Student Progression Plan

Subject	Florida Statutes	<i>The Student Progression Plan must</i>
Middle Grades Reform Act	s. 1003.415(2), F.S.	<ul style="list-style-type: none"> • specify the purpose of this section is to provide added focus and rigor to academics in the middle grades. Using reading as the foundation, all middle grade students should receive rigorous academic instruction through challenging curricula delivered by highly qualified teachers in schools with outstanding leadership and the support of engaged and informed parents. It is the intent of the Legislature that students promoted from the eighth grade will be ready for success in high school. (<i>Explanatory note:</i> Reform efforts must seek to create high-performing schools with the goal of ensuring success for all students by strengthening academic core and creating a challenging learning environment. A middle school student’s program of study should lead to successful completion of requirements for the student’s chosen postsecondary goals. Refer to DPS Memorandum 05-042, Technical Assistance Paper Related to the Middle Grades Reform Act-Rigorous Reading Requirement (RRR) and Personalized Middle School Success Plan (PMSSP), dated September 24, 2004.)
Middle Grades Definition	(3)	<ul style="list-style-type: none"> • indicate the term “middle grades” means grades 6, 7, and 8.
Middle Grades Rigorous Reading Requirement (RRR)	(5)(a)	<ul style="list-style-type: none"> • state that beginning with the 2004-2005 school year, each public school serving middle grade students, including charter schools, with fewer than 75 percent of its students reading at or above grade level in grade 6, grade 7, or grade 8 as measured by a student scoring at level 3 or above on the FCAT during the prior school year, must incorporate by October 1 a rigorous reading requirement for reading and language arts programs as the primary component of its school improvement plan. The DOE shall annually provide to each district school board by June 30 a list of its schools that are required to incorporate a rigorous reading requirement as the primary component of the school’s improvement plan. The DOE shall provide technical assistance to school districts and school administrators required to implement the rigorous reading requirement. (<i>Explanatory note:</i> Each school must use research-based reading activities that have been shown to be successful in teaching reading to low-performing students. These research-based activities should align with the Florida Formula for Success. The RRR as part of the school improvement plan must describe how the school’s plan will align with the Florida Formula and include a listing and description of specified components. Refer to DPS Memorandum 05-042, Technical Assistance Paper Related to the Middle Grades Reform Act-Rigorous Reading Requirement (RRR) and Personalized Middle School Success Plan (PMSSP), dated September 24, 2004.)
	(5)(b)	<ul style="list-style-type: none"> • indicate the purpose of the rigorous reading requirement is to assist each student who is not reading at or above grade level to do so before entering high school. The rigorous reading requirement must include for a middle school’s low-performing student population specific areas that address phonemic awareness, phonics, fluency, comprehension, and vocabulary; the desired levels of performance in those areas; and the

Chapter 2—Required Elements of Student Progression Plan

Subject	Florida Statutes	<i>The Student Progression Plan must</i>
		preparing the student for success in high school. The plan may address such components as coursework and extracurricular activities designed to prepare the student to meet his or her goals. Districts may consider developing an academic improvement plan (AIP) for level 2 students as the foundation for their PMSSP. Refer to DPS Memorandum 05-042, Technical Assistance Paper Related to the Middle Grades Reform Act-Rigorous Reading Requirement (RRR) and Personalized Middle School Success Plan (PMSSP), dated September 24, 2004.)
Accelerated High School Graduation Options	s. 1003.429(1), F.S.	<ul style="list-style-type: none"> specify that students who enter grade 9 in the 2004-2005 school year and thereafter may select one of the three high school graduation options (<i>Explanatory Note:</i> Refer to Section 1: Course Code Directory System Guide Graduation Requirements for Basic, Adult and Special Programs via online at www.fldoe.org. From the “Site Index” menu select <i>Course Code Directory</i>.)
Four-Year Standard 24 Credit Program	(1)(a)	<ul style="list-style-type: none"> completion of the general 24 credits for high school graduation as specified in s. 1003.43, F.S.
Three-Year Standard College Preparatory Program	(1)(b)	<ul style="list-style-type: none"> specify that completion of a three-year college preparatory program requiring successful completion of a minimum of 18 academic credits in grades 9 through 12. At least 6 of the 18 credits required for completion of this program must be received in classes that are honors, dual enrollment, advanced placement, International Baccalaureate, Advanced International Certificate of Education, specifically listed or identified by the Department of Education as rigorous pursuant to s. 1009.531(3), F.S., or weighted by the district school board for class ranking purposes. (<i>Explanatory Note:</i> The Department of Education identifies rigorous courses as those courses listed as level 3 in the <i>Florida Course Code Directory and Instructional Personnel Assignments</i> that meet the course distribution requirements for state university admissions. Many school districts have school board policy that identifies additional courses as weighted and this must be reflected in the district’s student progression plan. All 18 credits required for the three-year college preparatory program, including three electives, must satisfy the course distribution requirements for state university admissions. Guidance counselors should refer to the <i>Florida Counseling for Future Education Handbook</i> for specific courses, personal academic transcript information, and career guidance programs. This document can be accessed at www.FACTS.org under “Advising Manuals.” Also refer to DPS Memorandum 05-072, Technical Assistance Materials Related to the Implementation of High School Graduation Programs as Amended in CS/SB 364, January 10, 2005, including TAP FY 2005-07 High School Graduation Programs.) The 18 primary credits required for completion of this program shall be distributed as follows: <ul style="list-style-type: none"> – four credits in English, with major concentration in composition and literature
	(1)(b)1	

Chapter 2—Required Elements of Student Progression Plan

Subject	Florida Statutes	<i>The Student Progression Plan must</i>
	(1)(b)2	<ul style="list-style-type: none"> – three credits in mathematics at Algebra I level or higher from the list of courses that qualify for state university admission
	(1)(b)3	<ul style="list-style-type: none"> – three credits in natural science, two of which must have a laboratory component
	(1)(b)4	<ul style="list-style-type: none"> – three credits in social sciences, which must include one credit in American history, one credit in world history, one-half credit in American government, and one-half credit in economics
	(1)(b)5	<ul style="list-style-type: none"> – two credits in the same second language unless the student is a native speaker of or can otherwise demonstrate competency in a language other than English. If the student demonstrates competency in another language, the student may replace the language requirement with two credits in other academic courses
	(1)(b)6	<ul style="list-style-type: none"> – three credits in electives.
Three-Year Career Preparatory Program	(1)(c)	<ul style="list-style-type: none"> • specify that completion of a three-year career preparatory program requiring successful completion of a minimum of 18 academic credits in grades 9 through 12. Also refer to DPS Memorandum 05-072, Technical Assistance Materials Related to the Implementation of High School Graduation Programs as Amended in CS/SB 364, January 10, 2005), including TAP FY 2005-07 High School Graduation Programs. The 18 primary credit requirements shall be distributed as follows: <ul style="list-style-type: none"> – four credits in English, with major concentration in composition and literature – three credits in mathematics, one of which must be Algebra I – three credits in natural science, two of which must have a laboratory component – three credits in social sciences, which must include one credit in American history, one credit in world history, one-half credit in American government, and one-half credit in economics – three credits in a single vocational or career education program, three credits in career and technical certificate dual enrollment courses, or five credits in vocational or career education courses (<i>Explanatory Note: A single vocational or career education program consists of a sequential program of studies that requires at least three secondary school career and technical credits taken over at least two academic years that will qualify a student for the Florida Gold Seal Vocational Scholars (GSV) award. In Florida, there are eight defined career education program areas: Agriscience and Natural Resources, Business Technology, Diversified Education, Family and Consumer Sciences, Health Science, Industrial Marketing, Public Service, and Technology Education. Refer to DPS Memorandum 05-072, Technical Assistance Materials Related to the Implementation of High School Graduation Programs as Amended in CS/SB 364, January 10, 2005, including TAP FY 2005-07 High School Graduation Programs.</i>)
	(1)(c)1	
	(1)(c)2	
	(1)(c)3	
	(1)(c)4	
	(1)(c)5	
	(1)(c)6	<ul style="list-style-type: none"> – two credits in electives unless five credits are earned pursuant to s. 1003.429(1)(c)5,

Chapter 2—Required Elements of Student Progression Plan

Subject	Florida Statutes	<i>The Student Progression Plan must</i>
		<p>F.S. Any student who selected an accelerated graduation program (standard college preparatory or career preparatory) before July 1, 2004, may continue that program, and all statutory program requirements that were applicable when the student made the program choice shall remain applicable to the student as long as the student continues that program. (<i>Explanatory Note:</i> The requirements that were in effect from July 1, 2003 until June 30, 2004 for the accelerated graduation programs are as follows:</p> <ol style="list-style-type: none"> 1) the three-year college preparatory program requiring successful completion of a minimum of 18 academic credits in grades 9 through 12. The 18 primary credit requirements include four credits in English, with major concentration in composition and literature; three credits in mathematics at Algebra I level or higher from the list of courses that qualify for state university admission; three credits in natural science, two of which must have a laboratory component; three credits in natural science, two of which must have a laboratory component; two credits in the same second language unless the student is a native speaker of or can otherwise demonstrate competency in a language other than English. If the student demonstrates competency in another language, the student may replace the language requirement with two credits in other academic courses; and three credits in electives <p style="text-align: center;">OR</p> <ol style="list-style-type: none"> 2) the three-year career preparatory program requiring successful completion of a minimum of 18 academic credits in grades 9 through 12. The 18 primary credit requirements include four credits in English, with major concentration in composition and literature; three credits in mathematics, one of which must be Algebra I; three credits in natural science, two of which must have a laboratory component; three credits in social sciences; two credits in the same language unless the student is a native speaker of or can otherwise demonstrate competency in a language other than English. If the student demonstrates competency in another language, the student may replace the language requirement with two credits in other academic courses; and three credits in electives. 3) Students pursuing accelerated three-year high school graduation options, college or career preparatory programs, are required to earn passing scores on the FCAT as defined in s. 1008.22(3)(c) and achieve a cumulative grade point average of 2.0 on a 4.0 scale, or its equivalent, in the courses required by the chosen accelerated three-year high school graduation option.)

Chapter 2—Required Elements of Student Progression Plan

Subject	Florida Statutes	<i>The Student Progression Plan must</i>
Accelerated High School Graduation Program Selection Requirements	(2) (2)(a) (2)(b) (2)(c)	<ul style="list-style-type: none"> • specify that prior to selecting an accelerated graduation program described in s. 1003.429(1)(b) or (1)(c), F.S., the following requirements must be met: <ul style="list-style-type: none"> – 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. – The student shall submit to the high school principal and guidance counselor a signed parental consent to enter the 3-year accelerated graduation program. – The student shall have achieved at least an FCAT reading achievement level of 3, an FCAT mathematics achievement level of 3, and FCAT Writing score of 3 on the most recent assessments taken by the student. (<i>Explanatory Note:</i> Students who were in ninth or tenth grade in 2003-2004 who did not choose a graduation option prior to July 1, 2004, may choose one of the “amended” three-year programs in effect for the incoming ninth graders 2004-2005. Refer to DPS Memorandum 05-072, Technical Assistance Materials Related to the Implementation of High School Graduation Programs as Amended in CS/SB 364, January 10, 2005, including TAP FY 2005-07 High School Graduation Programs.)
Parent Notification of Graduation Options	(3)	<ul style="list-style-type: none"> • specify that beginning with the 2004-2005 school year, each district school board shall provide each student in grades 6-9 and their parents with information concerning the three-year and four-year high school graduation options listed in s. 1003.429(1), F.S., including the respective curriculum requirements for those options, so that the students and their parents may select the postsecondary education or career plan that best fits their needs. The information shall include a timeframe for achieving each graduation option. (<i>Explanatory Note:</i> School districts may provide this information through written communication or a group meeting and invite students and parents who are interested in selecting one of the three-year programs to schedule a face-to-face meeting with designated school staff to obtain additional specific information. This scheduled meeting with interested students and parents would meet the requirements for school staff to meet with the student and parent and without requiring such individual meetings with all students in the sixth through the ninth grade and their parents. Refer to DPS Memorandum 05-072, Technical Assistance Materials Related to the Implementation of High School Graduation Programs as Amended in CS/SB 364, January 10, 2005, including TAP FY 2005-07 High School Graduation Programs.)
Graduation Option Selection Parent and Student Responsibility	(4)	<ul style="list-style-type: none"> • specify that selection of one of the graduation options listed in s. 1003.429(1), F.S. must be completed by the student prior to the end of grade 9 and is exclusively up to the student and parent, subject to the requirements in s. 1003.429(2), F.S.. Each district school board shall establish policies for extending this deadline to the end of a student’s first semester of grade 10 for a student who entered a Florida public school after grade 9

Chapter 2—Required Elements of Student Progression Plan

Subject	Florida Statutes	<i>The Student Progression Plan must</i>
		upon transfer from a private school or another state or who was prevented from choosing a graduation option due to illness during grade 9. If the student and parent fail to select a graduation option, the student shall be considered to have selected the 24 general requirements for high school graduation specified in s. 1003.429(1)(a), F.S.
High School Graduation Requirements in Excess of Minimum Eighteen Credits	(5)	<ul style="list-style-type: none"> • not establish requirements for accelerated three-year high school graduation options in excess of the requirements in s. 1003.429(1)(b), F.S., three-year standard college preparatory program and in s. 1003.429, F.S., three-year career preparatory program.
Three-Year Graduation Options FCAT and GPA Requirements	(6) (6)(a)	<ul style="list-style-type: none"> • state that students pursuing accelerated three-year high school graduation options, college, or career preparatory programs specified in s. 1003.429(1)(b) or (1)(c), F.S., are required to <ul style="list-style-type: none"> – earn passing scores on the FCAT as defined in s. 1008.22(3)(c), F.S., or scores on a standardized test that are concordant with passing scores on the FCAT as defined in s. 1008.22(9), F.S. (<i>Explanatory Note:</i> The 2003 and 2004 Florida Legislature authorized the use of concordant standardized test scores as an option for seniors graduating in the 2002-2003 and 2003-2004 graduating classes only. Students must take the grade 10 FCAT a total of three times without earning a passing score in order to use the scores on an alternate assessment. This requirement shall not apply to a student who transferred into the Florida public school system in the twelfth grade. Refer to TAP FY 2005-02, Technical Assistance Paper Regarding Alternative Assessment Options for Meeting the Grade 10 FCAT Graduation Requirement. In addition, policy was developed for students eligible to graduate in 2004-2005 based on Florida law (s. 1008.301, F.S. [FCAT equivalency; concordance study.--]) requires the State Board of Education to conduct a concordance study to determine if crosswalk scores can be equivalent to those required on the Florida Comprehensive Assessment Test (FCAT) for high school graduation. If such equivalencies can be determined, the State Board is authorized to adopt those scores as meeting the graduation requirement in lieu of the FCAT passing score. This provision takes effect for those students who are eligible to graduate in the 2003-2004 school year and thereafter. Therefore, based on the concordance studies adopted by the State Board of Education, twelfth grade students scheduled to graduate in the 2004-2005 school year who have attained the ACT or SAT scores concordant with the FCAT passing scores shown below satisfy the assessment requirement for a standard high school diploma as provided for by Florida law [sections 1003.4395)(a), (General requirements for high school graduation.--) and 1003.429 (6)(a) (Accelerated high school graduation options.--), F.S.]. Refer to DPS Memorandum 2005-56, Alternative Assessment Options for Grade 10 FCAT Graduation Requirements, May 18, 2005. DPS Memorandum 2005-51, Assistance to 11th and 12th Grade Students

Chapter 2—Required Elements of Student Progression Plan

Subject	Florida Statutes	<i>The Student Progression Plan must</i>																				
		<p>Who Have Not Earned Passing Scores on Grade 10 FCAT for 2004-2005, April 21, 2005, provides suggestions for appropriate remediation activities for students who did not earn passing scores.).</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;">2003 Concordant Scores</th> <th colspan="2" style="text-align: center;">2004 and 2005 Concordant Scores</th> </tr> <tr> <th style="text-align: center;">Reading</th> <th style="text-align: center;">Mathematics</th> <th style="text-align: center;">Reading</th> <th style="text-align: center;">Mathematics</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">FCAT 287</td> <td style="text-align: center;">FCAT 295</td> <td style="text-align: center;">FCAT 300</td> <td style="text-align: center;">FCAT 300</td> </tr> <tr> <td style="text-align: center;">SAT 370</td> <td style="text-align: center;">SAT 350</td> <td style="text-align: center;">SAT 410</td> <td style="text-align: center;">SAT 370</td> </tr> <tr> <td style="text-align: center;">ACT 14</td> <td style="text-align: center;">ACT 15</td> <td style="text-align: center;">ACT 15</td> <td style="text-align: center;">ACT 15</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li style="margin-bottom: 10px;">(6)(b)1 <ul style="list-style-type: none"> ○ achieve a cumulative weighted grade point average of 3.0 on a 4.0 scale or its equivalent in the courses required for the college preparatory accelerated three-year high school graduation option specified in s. 1003.429(1)(b), F.S. or ○ achieve a cumulative weighted grade point average of 3.0 on a 4.0 scale or its equivalent in the courses required for the career preparatory accelerated three-year high school graduation option stated in s. 1003.429(1)(c), F.S. (<i>Explanatory Note:</i> The GPA for a three-year graduation plan is calculated on the specific eighteen credits required to graduate.) <li style="margin-bottom: 10px;">(6)(b)2 <ul style="list-style-type: none"> ○ achieve a cumulative weighted grade point average of 3.0 on a 4.0 scale or its equivalent in the courses required for the career preparatory accelerated three-year high school graduation option stated in s. 1003.429(1)(c), F.S. (<i>Explanatory Note:</i> The GPA for a three-year graduation plan is calculated on the specific eighteen credits required to graduate.) <li style="margin-bottom: 10px;">(6)(c) <ul style="list-style-type: none"> – receive a weighted or unweighted grade that earns at least 3.0 points or its equivalent to earn course credit toward the 18 credits required for the college preparatory accelerated three-year program stated in s. 1003.429(1)(c), F.S. (<i>Explanatory Note:</i> Students must earn a “B” or better if the district does not weight the course and the weighted equivalent of a “B” or better if the district weights the course in each course that applies toward graduation.) <li style="margin-bottom: 10px;">(6)(d) <ul style="list-style-type: none"> – receive a weighted or unweighted grade that earns at least 2.0 points, or its equivalent, to earn course credit toward the 18 credits required for the career preparatory accelerated three-year high school graduation option stated in s. 1003.429(1)(c), F.S. Weighted grades referred to in s. 1003.429(6)(b)-(d), F.S., shall be applied to those courses specifically listed or identified by the department as rigorous pursuant to s. 1009.531(3), F.S. or weighted by the district school board for class ranking purposes. (<i>Explanatory Note:</i> Students who select the career preparatory program must earn a “C” or better if the district does not weight the course and the weighted equivalent of a “C” or better if the district weights the course in each course that applies toward graduation.) 	2003 Concordant Scores		2004 and 2005 Concordant Scores		Reading	Mathematics	Reading	Mathematics	FCAT 287	FCAT 295	FCAT 300	FCAT 300	SAT 370	SAT 350	SAT 410	SAT 370	ACT 14	ACT 15	ACT 15	ACT 15
2003 Concordant Scores		2004 and 2005 Concordant Scores																				
Reading	Mathematics	Reading	Mathematics																			
FCAT 287	FCAT 295	FCAT 300	FCAT 300																			
SAT 370	SAT 350	SAT 410	SAT 370																			
ACT 14	ACT 15	ACT 15	ACT 15																			
Notification at Grade 10 Completion If Student is Not on Track to Meet Accelerated Graduation Program	(7) (7)(a)	<ul style="list-style-type: none"> • state that if, at the end of grade 10, a student is not on track to meet the credit, assessment, or grade point average requirements of the accelerated graduation option selected, the school shall notify the parent of the following: <ul style="list-style-type: none"> – the requirements that the student is not currently meeting 																				

Chapter 2—Required Elements of Student Progression Plan

Subject	Florida Statutes	<i>The Student Progression Plan must</i>
Requirements	(7)(b) (7)(c)	<ul style="list-style-type: none"> – the specific performance necessary in grade 11 for the student to meet the accelerated graduation requirements – the right of the student to change to the four-year program set forth in s. 1003.43, F.S.
Automatic Change to Four-Year Graduation Program	(8) (8)(a) (8)(b) (8)(c) (8)(d)	<ul style="list-style-type: none"> • establish that a student who selected one of the accelerated three-year graduation options shall automatically move to the four-year program stated in s. 1003.43, F.S., if the student <ul style="list-style-type: none"> – exercises his or her right to change to the four-year program – fails to earn five credits by the end of grade 9 or fails to earn 11 credits by the end of grade 10 – does not achieve a score of 3 or higher on the grade 10 FCAT Writing assessment – by the end of grade 11 does not meet the requirements of subsections 1003.429(1), and (6), F.S. (<i>Explanatory Note:</i> A student who has not completed all requirements for the three-year graduation program, including earning passing scores on the FCAT and achieving the required grade point average, must be required to meet the traditional minimum 24-credit program pursuant to s. 1003.43, F.S. and must attend high school a fourth year. Refer to DPS Memorandum 05-072, Technical Assistance Materials Related to the Implementation of High School Graduation Programs as Amended in CS/SB 364, January 10, 2005, including TAP FY 2005-07 High School Graduation Programs.)
Standard Diploma Awarding Three-Year Graduation Options	(9)	<ul style="list-style-type: none"> • specify that a student who meets all requirements prescribed in s. 1003.429(1) and (6), F.S., shall be awarded a standard diploma in a form prescribed by the State Board of Education. (<i>Explanatory Note:</i> Students selecting one of the three-year programs must be treated equally with students graduating via the minimum 24-credit general high school graduation program in all ways, including eligibility for valedictorian, salutatorian, Talented 20, and Bright Futures. A school district may, however, choose to recognize a valedictorian and a salutatorian from each graduation program. Students graduating in three years cannot be excluded from activities traditionally provided for graduating students during their anticipated graduation year. Refer to DPS Memorandum 05-072, Technical Assistance Materials Related to the Implementation of High School Graduation Programs as Amended in CS/SB 364, January 10, 2005, including TAP FY 2005-07 High School Graduation Programs.)
High School Graduation Requirements	s. 1003.43(1), F.S.	<ul style="list-style-type: none"> • establish graduation requirements that include, at a minimum, successful completion of 24 academic credits in grades 9-12 or an International Baccalaureate curriculum. (<i>Explanatory Note:</i> Refer to Section 1: Course Code Directory System Guide Graduation) • Requirements for Basic, Adult and Special Programs via online at www.fldoe.org. From the “Site Index” menu select <i>Course Code Directory</i>. The 24 credits shall be distributed as follows:

Chapter 2—Required Elements of Student Progression Plan

Subject	Florida Statutes	<i>The Student Progression Plan must</i>
	(1)(a)	– four credits in English with major concentration in composition and literature
	(1)(b)	– three credits in mathematics, including for students entering 9th grade beginning in 1997-98 and thereafter, one credit in Algebra I, a series of courses equivalent to Algebra I, or a higher-level mathematics course
	(1)(c)	– three credits in science, two of which must have a laboratory component. Agriscience Foundations I, the core course in secondary Agriscience and Natural Resource programs, counts as one of the science credits
	(1)(d)	– one credit in American history
	(1)(e)	– one credit in world history, including a comparative study of the history, doctrines, and objectives of all major political systems
	(1)(f)	– one-half credit in economics, including a comparative study of the history, doctrines, and objectives of all major economic systems
	(1)(g)	– one-half credit in American government, including study of the Constitution of the United States (For students entering the 9th grade in 1997-1998 school year and thereafter, the study of Florida government, including study of the State Constitution, the three branches of state government, and municipal and county government must be included as part of the required study of American Government.)
	(1)(h)1	– one credit in practical arts career and technical education or exploratory career and technical education (Any career and technical education course as defined in s. 1003.01, F.S. may be taken to satisfy the high school graduation requirement for one credit in practical arts or exploratory career and technical education.); <i>or</i>
	(1)(h)2	– one credit in performing fine arts to be selected from music, dance, drama, painting, or sculpture. A course in any art form, in addition to painting or sculpture, that requires manual dexterity, or a course in speech and debate, may be taken to satisfy the high school graduation requirement for one credit in performing fine arts; <i>or</i>
	(1)(h)3	– one-half credit each in practical arts career and technical education <i>and</i> performing fine arts. Such credit for practical arts career and technical education or exploratory career and technical education or for performing fine arts must be made available in the 9th grade, and students must be scheduled into a 9th grade course as a priority
	(1)(i)	– one-half credit in life management skills, to include consumer education, positive emotional development, marriage and relationship skill-based education, nutrition, parenting skills, prevention of human immunodeficiency virus infection and acquired immune deficiency syndrome and other sexually transmissible diseases, benefits of sexual abstinence and consequences of teenage pregnancy, information and instruction on breast cancer detection and breast self-examination, cardiopulmonary resuscitation, drug education, and the hazards of smoking
	(1)(j)	– one credit in physical education to include assessment, improvement, and maintenance of personal fitness. Participation in an interscholastic sport at the junior

Chapter 2—Required Elements of Student Progression Plan

Subject	Florida Statutes	<i>The Student Progression Plan must</i>
		<p>varsity or varsity level for two full seasons shall satisfy the one-credit requirement if the student makes a “C” or better on a competency test on the personal fitness developed by the Florida Department of Education. A school board may not require that one credit in physical education be taken during the ninth grade year.</p> <p>Completion of one semester with a grade of “C” or better in a marching band class or in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a Reserve Officer Training Corps (R.O.T.C.) class a significant component of which is drills shall satisfy a one-half credit requirement in physical education. This one-half credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual education plan (IEP) or Section 504 plan.</p>
Voluntary Service Credit	(1)(k)	<ul style="list-style-type: none"> • eight and one-half elective credits <ul style="list-style-type: none"> – include a provision that the school board may award a maximum of one-half credit in social studies <i>and</i> one-half credit elective for student completion of nonpaid voluntary community or school service work. Students must complete a minimum of 75 hours of service in either category. Credit may not be earned for service provided as a result of court action. District school boards that approve the award of credit for student volunteer services must develop guidelines regarding the award of credit, and school principals are responsible for approving specific volunteer activities.
Course Credit for Courses Taken Prior to Ninth Grade	(1)(k)	<ul style="list-style-type: none"> – state the conditions which the school board has adopted for a course designated in the <i>Florida Course Code Directory and Instructional Personnel Assignments</i> as grades 9-12 that is taken below the 9th grade may be used to satisfy high school graduation requirements or Florida Academic Scholars award requirements. A student must be granted credit toward high school graduation requirements for courses taken through dual enrollment, as identified in s. 1007.271(6), F.S.
Remedial and Compensatory Credit	s. 1003.43(2), F.S.	<ul style="list-style-type: none"> • state that remedial and compensatory courses taken in grades 9-12 may only be counted as elective credit.
Volunteer and Nonacademic Activity Credit	s. 1003.43(3), F.S.	<ul style="list-style-type: none"> • state that credit for high school graduation may be earned for volunteer activities and nonacademic activities that have been approved by the State Board of Education.
Strategies for Exceptional Students to Meet Standard Diploma Requirements	<p>s. 1003.43(4)(a), F.S.</p> <p>(4)(a)1</p> <p>(4)(a)2</p> <p>(4)(a)2(b)</p>	<ul style="list-style-type: none"> • address that a school may require specific modified courses or programs of study so that exceptional students are assured the opportunity to meet graduation requirements through one of the following strategies: <ul style="list-style-type: none"> – assignment of the exceptional student to an exceptional class for a basic course with the same student performance standards as those for nonexceptional students; or – assignment of the exceptional student to a basic education class for instruction, which is modified to accommodate the student’s exceptionality. <ul style="list-style-type: none"> ○ the district shall determine which of these strategies to employ based on an

Chapter 2—Required Elements of Student Progression Plan

Subject	Florida Statutes	<i>The Student Progression Plan must</i>
<p>High School Graduation Requirements in Excess of Minimum 24 Credits</p>	<p>s. 1003.43(4)(a)2(c), F.S.</p>	<p style="text-align: center;">assessment of the student’s needs and shall reflect this decision in the student’s individual education plan.</p> <ul style="list-style-type: none"> • district school boards are authorized to establish requirements for high school graduation in excess of the minimum requirements. An increase in academic credit or minimum grade point average requirements shall not apply to students in grades 9-12 at the time of the increase. Any increase in academic credit or minimum grade point average requirements must not apply to a student who earns credit toward the graduation requirements for equivalent courses taken through dual enrollment. • establish standards for graduation which must include <ul style="list-style-type: none"> – earning a passing score on the FCAT (grade 10) as defined in s. 1008.22(3)(c), F.S., or scores on a standardized test that are concordant with passing scores on the FCAT as defined in s. 1008.22(9), F.S. The passing score on the 10th grade FCAT is designated by the State Board of Education. (<i>Explanatory Note:</i> The 2003 and 2004 Florida Legislature authorized the use of concordant standardized test scores as an option for seniors graduating in the 2002-2003 and 2003-2004 graduating classes only. This option will not be in effect for students graduating in future years unless the Legislature authorizes the continued use of an alternative assessment for meeting high school graduation requirements.)
<p>Establishment of Graduation Standards</p>	<p>s. 1003.43(5), F.S. (5)(a)</p>	<ul style="list-style-type: none"> • establish standards for graduation which must include <ul style="list-style-type: none"> – earning a passing score on the FCAT (grade 10) as defined in s. 1008.22(3)(c), F.S., or scores on a standardized test that are concordant with passing scores on the FCAT as defined in s. 1008.22(9), F.S. The passing score on the 10th grade FCAT is designated by the State Board of Education. (<i>Explanatory Note:</i> The 2003 and 2004 Florida Legislature authorized the use of concordant standardized test scores as an option for seniors graduating in the 2002-2003 and 2003-2004 graduating classes only. Students must take the grade 10 FCAT a total of three times without earning a passing score in order to use the scores on an alternate assessment. This requirement shall not apply to a student who transferred into the Florida public school system in the twelfth grade. Refer to TAP FY 2005-02, Technical Assistance Paper Regarding Alternative Assessment Options for Meeting the Grade 10 FCAT Graduation Requirement.. In addition, policy was developed for students eligible to graduate in 2004-2005 based on Florida law [s. 1008.301, F.S. (FCAT equivalency; concordance study.--)] requires the State Board of Education to conduct a concordance study to determine if crosswalk scores can be equivalent to those required on the Florida Comprehensive Assessment Test (FCAT) for high school graduation. If such equivalencies can be determined, the State Board is authorized to adopt those scores as meeting the graduation requirement in lieu of the FCAT passing score.

Chapter 2—Required Elements of Student Progression Plan

Subject	Florida Statutes	<i>The Student Progression Plan must</i>																				
		<p>This provision takes effect for those students who are eligible to graduate in the 2003-2004 school year and thereafter. Therefore, based on the concordance studies adopted by the State Board of Education, twelfth grade students scheduled to graduate in the 2004-2005 school year who have attained the ACT or SAT scores concordant with the FCAT passing scores shown below satisfy the assessment requirement for a standard high school diploma as provided for by Florida law [sections 1003.4395)(a), (General requirements for high school graduation.--) and 1003.429 (6)(a) (Accelerated high school graduation options.--), F.S.]. Refer to DPS Memorandum 2005-56, Alternative Assessment Options for Grade 10 FCAT Graduation Requirements, May 18, 2005. DPS Memorandum 2005-51, Assistance to 11th and 12th Grade Students Who Have Not Earned Passing Scores on Grade 10 FCAT for 2004-2005, April 21, 2005, provides suggestions for appropriate remediation activities for students who did not earn passing scores.)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2" style="text-align: center;">2003 Concordant Scores</th> <th colspan="2" style="text-align: center;">2004 and 2005 Concordant Scores</th> </tr> <tr> <th style="text-align: center;">Reading</th> <th style="text-align: center;">Mathematics</th> <th style="text-align: center;">Reading</th> <th style="text-align: center;">Mathematics</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">FCAT 287</td> <td style="text-align: center;">FCAT 295</td> <td style="text-align: center;">FCAT 300</td> <td style="text-align: center;">FCAT 300</td> </tr> <tr> <td style="text-align: center;">SAT 370</td> <td style="text-align: center;">SAT 350</td> <td style="text-align: center;">SAT 410</td> <td style="text-align: center;">SAT 370</td> </tr> <tr> <td style="text-align: center;">ACT 14</td> <td style="text-align: center;">ACT 15</td> <td style="text-align: center;">ACT 15</td> <td style="text-align: center;">ACT 15</td> </tr> </tbody> </table>	2003 Concordant Scores		2004 and 2005 Concordant Scores		Reading	Mathematics	Reading	Mathematics	FCAT 287	FCAT 295	FCAT 300	FCAT 300	SAT 370	SAT 350	SAT 410	SAT 370	ACT 14	ACT 15	ACT 15	ACT 15
2003 Concordant Scores		2004 and 2005 Concordant Scores																				
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ACT 14	ACT 15	ACT 15	ACT 15																			
	(5)(b)																					
Graduation Requirement 2.0 GPA	(5)(c)	<ul style="list-style-type: none"> - completing all requirements for student progression and remedial instruction. - specifies that students entering 9th grade before the 1997-1998 school year, a 1.5 cumulative GPA on a 4.0 scale, or its equivalent, is required; however, these students must earn a cumulative 2.0 GPA on a 4.0 scale for all courses that apply to the 24 required credits in s. 1003.43(1), F.S. taken after July 1, 1997, or the student must have an overall cumulative G.P.A. of 2.0 or above on a 4.0 scale. 																				
	(5)(d)	<ul style="list-style-type: none"> - specifies that students entering 9th grade in the 1997-1998 school year and thereafter, achievement of a cumulative GPA of 2.0 on a 4.0 scale, or its equivalent, in the courses required by s. 1003.43(1), F.S., for graduation. For students entering 9th grade in 2000-2001, required GPA must be based on all courses taken, except courses forgiven under state and district forgiveness policies. 																				
Assistance for Students in Meeting Graduation Requirements; Grade Forgiveness	(5)(e)1	<ul style="list-style-type: none"> - identify district policies to assist students in meeting these requirements. These policies may include but are not limited to forgiveness policies, summer school attendance, special counseling, volunteer and/or peer tutors, school-sponsored help sessions, homework hotlines, and study skills classes. Forgiveness policies should be clearly stated. Beginning with entering ninth graders in the 2000-2001 school year and each year thereafter, forgiveness policies for <i>required</i> courses shall be 																				

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		<p>limited to replacing a grade of “D” or “F” or their equivalent with a grade of “C” or higher or its equivalent earned subsequently in the same or comparable course. Forgiveness policies for <i>elective</i> courses shall be limited to replacing a grade of “D” or “F” or their equivalent with a grade of “C” or higher or its equivalent earned subsequently in another course. These restrictions on forgiveness do not apply to students below 9th grade taking high school courses. Such students may repeat a course for forgiveness with grades above a “D.” Any course grade not replaced according to a district forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation. Districts may no longer count the best twenty-four (24) credits of all courses taken to meet the cumulative grade point average for graduation requirements. (<i>Explanatory Note:</i> Rule 6A-1.0955(3)(a)(7), FAC, requires each school district to keep a record of courses taken and a record of achievement, such as grades, unit, or certification of competence. Student records cannot be altered at any time unless it has been determined that the information is inaccurate or in violation of the privacy or other rights of the student. All courses and grades must be included on the student’s transcript. The authority for the school board to adopt a forgiveness policy does not provide the authority to alter a student’s record to delete the forgiven course and grade. The forgiveness policy authorization is for the express purpose of assisting students in meeting the requirement to attain a minimum grade point average necessary to graduate from high school. The board does not have the authority to purge that student’s record to delete the first grade. All forgiven courses and grades must be included on a student’s transcript as an accurate reflection of the student’s record of achievement. Refer to DPS Memorandum 2005-08, Forgiveness Policies and Grade Reporting on Student Transcripts, dated February 17, 2005.)</p>
Parent Notification: Students with At-Risk GPA	(5)(e)2	<ul style="list-style-type: none"> - state that parents of students who have a cumulative GPA of less than .5 above the cumulative GPA required for graduation at the end of each semester in grades 9, 10, 11, and 12 shall be notified that the student is at risk of not meeting the graduation requirements. The notice shall contain an explanation of the policies the district has in place to assist the student in meeting the GPA requirement.
High School Equivalency Diploma Assistance Exception	(5)(e)3	<ul style="list-style-type: none"> - state that special assistance to obtain a high school equivalency diploma pursuant to s. 1003.435, F.S. may only be given when all requirements for graduation are completed <i>except</i> for the required cumulative grade point average.
Adult Student High School Diploma	s. 1003.43(6), F.S.	<ul style="list-style-type: none"> • establish the following graduation requirements for students enrolled in adult general education in accordance with s. 1004.93, F.S.
Physical Education	(6)(a)	<ul style="list-style-type: none"> - the one credit in physical education is not required for graduation and shall be substituted with an elective credit keeping total credits consistent with the 24 credits

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Science	(6)(b)	<ul style="list-style-type: none"> - district school board may waive the lab component of science requirement when facilities do not exist or are inaccessible
Performing Fine Arts	(6)(c)	<ul style="list-style-type: none"> - any course listed within the <i>Florida Course Code Directory and Instructional Personnel Assignments</i> in the areas of art, drama, dance, or music may be taken by adult education students and will satisfy the credit in performing arts required for high school graduation.
High School Courses or Programs Excluded from Credit Awarding	s. 1003.43(7), F.S. (7)(a) (7)(b) (7)(c) (7)(d)	<ul style="list-style-type: none"> • state that no student may be granted credit toward high school graduation for enrollment in the following programs or courses: <ul style="list-style-type: none"> - more than a total of nine elective credits in remedial programs - more than one credit in exploratory vocational courses - more than three credits in practical arts family and consumer sciences classes - any level 1 course unless the student’s assessment indicates a more rigorous course would be inappropriate, in which case a written assessment of the need must be included in the individual educational plan or student performance plan and signed by the principal, guidance counselor, and the parent if the student is not 18 years or older. (<i>Explanatory Note:</i> A statement as to appropriateness of a level 1 course in an academic improvement plan (AIP) or placed in the student’s cumulative folder will meet the requirement relating to a student progression plan.)
Standard Diploma Awarding	s. 1003.43(10)(a), F.S.	<ul style="list-style-type: none"> • address that a student who meets all requirements prescribed in subsections (1), (4), and (5) shall be awarded a standard diploma in a form prescribed by the state board. School boards may <ul style="list-style-type: none"> - attach a Florida gold seal career and technical endorsement to a standard diploma or award differentiated diplomas to those exceeding the prescribed minimums.
Florida Gold Seal Career and Technical Endorsement		
Certificate of Completion	(10)(b)	<ul style="list-style-type: none"> • address that a certificate of completion be awarded to a student who completes standard graduation course credit requirements but is unable to earn a passing score on the FCAT, complete all requirements in student progression and remedial instruction, achieve a cumulative grade point average requirement as specified in paragraph (5)(c), or complete all other requirements prescribed by the district school board. Students may elect to remain in secondary school as full-time or part-time students for up to one additional year and receive instruction to remedy the deficiencies. (<i>Explanatory Note:</i> 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 high school diploma whenever the requirements are completed. Additionally, the awarding of a certificate of completion is limited to those students choosing the 24-credit general high school graduation program and is not applicable to the three-year accelerated graduation programs.)

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Subject	Florida Statutes	<i>The Student Progression Plan must</i>																								
	(1)(b)	<p>Definition of Credit, June 5, 2003.)</p> <ul style="list-style-type: none"> address that the State Board of Education shall determine the number of postsecondary credit hours earned through dual enrollment that satisfy the requirements of the district’s interinstitutional articulation agreement according to s. 1003.235, F.S. and that equal one full credit of the equivalent high school course identified in s. 1007.271(6), F.S. address that the hourly requirements for one-half credit are one half of the requirements specified in (1)(a). 																								
High School Credit Awarding	(2)	<ul style="list-style-type: none"> state that the school district maintains a one-half credit earned system that includes courses provided on a full-year basis state that one-half credit shall be awarded if the student successfully completes either the first or the second half of a full year course but fails to successfully complete the other half. If the student successfully completes either the first or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades in each half would result in a passing grade. The student must successfully meet additional school board requirements, such as class attendance, homework, participation, and other indicators of performance. 																								
High School Grading System	s. 1003.437, F.S. (1) (2) (3) (4) (5)	<ul style="list-style-type: none"> address the grading system and interpretation of letter grades as follows: <table style="margin-left: 20px; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u>Percentage</u></th> <th style="text-align: left;"><u>Grade Point Average</u></th> <th style="text-align: left;"><u>Value</u></th> <th style="text-align: left;"><u>Definition</u></th> </tr> </thead> <tbody> <tr> <td>A</td> <td>90-100</td> <td>4</td> <td>Outstanding Progress</td> </tr> <tr> <td>B</td> <td>80-89</td> <td>3</td> <td>Above Average Progress</td> </tr> <tr> <td>C</td> <td>70-79</td> <td>2</td> <td>Average Progress</td> </tr> <tr> <td>D</td> <td>60-69</td> <td>1</td> <td>Lowest Acceptable Progress</td> </tr> <tr> <td>F</td> <td>0-59</td> <td>0</td> <td>Failure</td> </tr> </tbody> </table> 	<u>Percentage</u>	<u>Grade Point Average</u>	<u>Value</u>	<u>Definition</u>	A	90-100	4	Outstanding Progress	B	80-89	3	Above Average Progress	C	70-79	2	Average Progress	D	60-69	1	Lowest Acceptable Progress	F	0-59	0	Failure
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High School Weighted Grading System	s. 1003.437, F.S.	<ul style="list-style-type: none"> address a weighted grading system for the purpose of class ranking, if the district chooses to implement such a weighted system. 																								
High School Graduation Special Requirements: for Exceptional Students Special Diploma	s. 1003.438, F.S.	<ul style="list-style-type: none"> address that a student who has been classified as “educable mentally handicapped,” “trainable mentally handicapped,” “hearing impaired,” “specific learning disabled,” “physically or language impaired,” or “emotionally handicapped” shall not be required to meet standard high school graduation requirements (s. 1003.43, F.S.) and, upon meeting the requirements prescribed by the school board pursuant to s. 1008.25, F.S., shall be awarded a special diploma. 																								
Special Certificate of Completion		<ul style="list-style-type: none"> address that a special certificate of completion shall be awarded to any student who meets all special requirements of the district school board for exceptionality but is unable to meet the special state minimum graduation requirements. 																								
Profoundly Handicapped		<ul style="list-style-type: none"> address that a student classified as “profoundly handicapped” who meets the district requirements for a special diploma shall be awarded a special diploma and shall alternatively be eligible for a special certificate of completion if all school requirements 																								

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Standard Diploma Option		<p>for students who are “profoundly handicapped” have been met.</p> <ul style="list-style-type: none"> • address that an exceptional student is not restricted or limited solely to a special diploma or special certificate of completion and upon proper request shall be afforded the opportunity to fully meet all standard graduation requirements of s. 1003.43, F.S., and qualify for a standard diploma.
Reporting Requirements: Student Workforce Preparation	s. 1006.02(4), F.S.	<ul style="list-style-type: none"> • provide that before the student graduates from high school, the school shall assess the student’s preparation to enter the workforce and provide the student and the student’s parent with the results of the assessment. The Department of Education has determined that since FCAT assesses certain Education Goal 3 standards, which were developed from a U.S. Secretary of Labor’s report on necessary skills for the workforce (SCANS), the FCAT can serve as this assessment.
Access to Postsecondary Education and Meaningful Careers for Students with Disabilities ENNOBLES Act	s. 1007.02, F.S.	<ul style="list-style-type: none"> • address access to postsecondary education and meaningful careers for students with disabilities. This is known by the popular name the "Enhanced New Needed Opportunity for Better Life and Education for Students with Disabilities (ENNOBLES) Act." For the purposes of this act, the term “student with a disability” means any student who is documented as having mental retardation; a hearing impairment, including deafness; a speech or language impairment; a visual impairment, including blindness; a serious emotional disturbance, including an emotional handicap; an orthopedic impairment; autism; a traumatic brain injury; or a specific learning disability, including but not limited to dyslexia, dyscalculia, or developmental aphasia.
Interinstitutional Articulation Agreements	s. 1007.235, F.S. (1) (2) (2)(a) (2)(b)1 (2)(b)2 (2)(b)3 (2)(b)4 (2)(b)5 (2)(b)6 (2)(b)7	<ul style="list-style-type: none"> • address that the superintendent of schools and president of the community college shall establish an articulation committee to develop a comprehensive interinstitutional articulation agreement for the school district. • address that the district interinstitutional articulation must be completed prior to fall registration each year. The agreement must include the following minimum requirements: <ul style="list-style-type: none"> – a ratification of all existing articulation agreements – courses and programs available to eligible dual enrollment students – eligibility criteria for student participation in dual enrollment programs – the process by which students and their parents exercise their option to participate in an articulated acceleration program – high school credits earned for completion of each dual enrollment course – postsecondary courses that meet the criteria for inclusion in the district articulated acceleration program to be counted toward meeting graduation requirements of s. 1003.43, F.S. – eligibility criteria for student participation in dual enrollment courses and programs <p>institutional responsibilities regarding student screening prior to enrollment and monitoring student performance</p>

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Subject	Florida Statutes	<i>The Student Progression Plan must</i>
	(2)(b)8 (2)(b)9 2)(b)10 (2)(b)11	<ul style="list-style-type: none"> - identify the instructional quality criteria dual enrollment courses and programs are to be judged - delineate institutional responsibilities for assuming the cost of dual enrollment courses and programs including responsibilities for student instructional materials - responsibility for providing student transportation if the dual enrollment is conducted at a facility other than the high school campus - process for converting college credit hours earned through dual enrollment and early admission programs to high school credit based on mastery of course outcomes.
Articulated Acceleration Mechanisms	s. 1007.27, F.S.	<ul style="list-style-type: none"> • address that articulated acceleration shall be available and will serve to shorten the time necessary for a student to complete the requirements associated with a high school diploma and a postsecondary degree, broaden the scope of curricular options available to students or increase the depth of study available for a particular subject. This shall include but not be limited to dual enrollment, early admission, advanced placement, credit by examination, and the International Baccalaureate Program, and the Advanced International Certificate of Education Program. Credit earned through the Florida Virtual School shall provide additional opportunities for early graduation and acceleration.
Home Education	(4)	<ul style="list-style-type: none"> • specify that home education students may participate in dual enrollment, career and technical dual enrollment, early admission, and credit by examination.
Early Admission	(5)	<ul style="list-style-type: none"> • address that early admission shall be in form of dual enrollment through which eligible secondary students enroll in a postsecondary institution in courses that are creditable toward the high school diploma and the associate or baccalaureate degree. Students enrolled are exempt from the payment of registration, matriculation, and lab fees.
Advanced Placement	(6)	<ul style="list-style-type: none"> • specify that 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 shall be awarded to students who score a minimum of 3 on a 5-point scale on the corresponding AP exam. Students shall be exempt from the payment of any fees.
Credit by Examination	(7)	<ul style="list-style-type: none"> • address that credit by examination shall be the program through which postsecondary credit is earned based on the receipt of a specified minimum score on nationally standardized general or subject area examinations. The State Board of Education states minimum scores required for an award of credit in the statewide articulation agreement.
International Baccalaureate	(8)	<ul style="list-style-type: none"> • address that the International Baccalaureate (IB) Program is the curriculum whereby students are enrolled in a program of studies offered through the IB Program administered by the IB Office. The State Board of Education has established rules that specify the cutoff scores and IB Examination that will be used to grant postsecondary credit at community colleges and universities. Students shall be exempt from payment of any fees for administration of the examinations regardless of whether or not the student

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	(2)	<p>of 1.0 FTE. Each semester of instruction that is eligible for high school and postsecondary credit shall be reported by school districts as 75 membership hours for purposes of FTE calculation. Any student so enrolled is exempt from the payment of registration, tuition, and laboratory fees. Vocational-preparatory instruction, college-preparatory instruction and other forms of precollegiate instruction, as well as physical education courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, are ineligible for inclusion in the dual enrollment program. Recreation and leisure studies courses shall be evaluated individually in the same manner as physical education courses for potential inclusion in the program.</p>
Teacher and Student Qualifications	(3)	<ul style="list-style-type: none"> • recognize the Department of Education’s adopted guidelines to achieve comparability across school districts of both student qualifications and teacher qualifications for dual enrollment courses. Student qualifications must <ul style="list-style-type: none"> – demonstrate readiness for college-level coursework if the student is to be enrolled in college courses – demonstrate readiness for career-level coursework if the student is to be enrolled in career courses. – indicate that in addition to the common placement examination, student qualifications for enrollment in college credit dual enrollment courses must include a 3.0 unweighted grade GPA , and student qualifications for enrollment in career certificate dual enrollment courses must include a 2.0 unweighted grade point average. (<i>Explanatory Note:</i> Community college boards of trustees may establish additional admissions criteria, which shall be included in the district interinstitutional articulation agreement developed to ensure student readiness for postsecondary instruction. Additional requirements included in the agreement shall not arbitrarily prohibit students who have demonstrated the ability to master advanced courses from participating in dual enrollment courses. District school boards may not refuse to enter into an agreement with a local community college if that community college has the capacity to offer dual enrollment courses.)
Career and Technical Dual Enrollment	(4)	<ul style="list-style-type: none"> • provide that career dual enrollment shall be provided as a curricular option for secondary students to pursue in order to earn a series of elective credits toward the high school diploma. Career dual enrollment shall be available for secondary students seeking a degree or certificate from a complete career-preparatory program and shall not be used to enroll students in isolated career courses. (<i>Explanatory Note:</i> It is the intent of the Legislature that career dual enrollment provide a comprehensive academic and career dual enrollment program within the career center or community college.)
Informing Students	(5)	<ul style="list-style-type: none"> • provide that all secondary school students of dual enrollment as an educational option and mechanism for acceleration. Students shall be informed of eligibility criteria, the option

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Subject	Florida Statutes	<i>The Student Progression Plan must</i>
		for taking dual enrollment courses beyond the regular school year, and the minimum academic credits required for graduation. (<i>Explanatory Note:</i> District school boards must annually assess the demand for dual enrollment and other advanced courses, and the district school board shall consider strategies and programs to meet that demand.)
Fee Exemption	(13)	<ul style="list-style-type: none"> specify that students who meet the eligibility requirements of s. 1007.271, F.S. and who choose to participate in dual enrollment programs are exempt from the payment of registration, tuition, and laboratory fees.
Course Weighting	1007.271(16)	specify that school districts and community colleges must weigh college-level dual enrollment courses the same as honors courses and advanced placement courses when grade point averages are calculated. Alternative grade calculation or weighting systems that discriminate against dual enrollment courses are prohibited.
Dual Enrollment and Advanced Placement Instruction	s. 1007.272(1), F.S.	<ul style="list-style-type: none"> address that the school district, community college, and state university may conduct advanced placement instruction within dual enrollment courses.
Funding	(2)	<ul style="list-style-type: none"> address that students enrolled in a joint dual enrollment and advanced placement course may be funded by either dual enrollment or advanced placement formula specified in s. 1001.62, F.S.; however, no student shall be funded through both a dual enrollment and advanced placement program. The school board shall utilize the funding formula that more closely approximates the cost of the course.
Declaration of Type of Credit	(3)	<ul style="list-style-type: none"> address that postsecondary credit for a joint dual enrollment and advanced placement course shall be awarded as either dual enrollment or advanced placement credit, based on student preference. An award of advanced placement credit must be limited to students who score a minimum of 3 on a 5-point scale on the Advanced Placement Examination. No student shall claim double credit based on the completion of a single joint dual enrollment and advanced placement course, nor shall any student be required to complete the Advanced Placement Examination.
Kindergarten School Readiness Uniform Screening	s. 1008.21, F.S.	<ul style="list-style-type: none"> specify that beginning with the 2002-2003 school year, all school districts are required to administer the school readiness uniform screening implemented by the Department of Education to each kindergarten student in the district school system upon the student's entry into kindergarten. state that children who enter public school for the first time in first grade must be administered the school readiness uniform screening adopted for use in first grade.
Military Personnel's Dependent Children Transfer to Florida Schools and Equivalencies for Standardized Tests	s. 1008.221, F.S.	<ul style="list-style-type: none"> specify that a dependent child of a member of the United States Armed Forces who enters a public school at the grade 12 level from out-of-state or from a foreign country and provides satisfactory proof of attaining a score on an approved alternative assessment that is concordant to a passing score on the grade 10 FCAT shall satisfy the assessment requirement for a standard high school diploma as provided in s. 1003.43(5)(a) (General requirements for high school graduation). (<i>Explanatory Note:</i> Refer to DPS

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Subject	Florida Statutes	<i>The Student Progression Plan must</i>
		Memorandum 05-003, 2004 Legislative Changes Related to Military-Dependent Students.
Public School Student Progression; Remedial Instruction; Reporting Requirements	s. 1008.25(1), F.S.	<ul style="list-style-type: none"> • indicate that student progression from one grade to another is partially based on proficiency in reading, writing, science, and mathematics. • reflect district policies that facilitate student achievement of proficiency. contain policies to inform each student and his/her parent of academic progress. (GUIDANCE: Provide introductory statements that express that a school district student progression plan (SPP) is required by s.1008.25, F.S. and must reflect the statutory intent that each student’s progression from one grade to another be determined by criteria that reflect the student’s proficiency in the Sunshine State Standards and established, specific levels of proficiency in reading, writing, science, and mathematics. The SPP would be enhanced by a statement to the effect that the SPP is a contract delineating what a student must know and be able to do to be promoted and what the district will do to help the student meet the requirements for promotion. The purpose of the SPP might be described as the Board rules and administrative procedures required to implement state legislative and local board student progression requirements in order to present to school personnel, parents, students, and other interested citizens. A statement of responsibility might be included, such as “It is the responsibility of the school board and district administration to provide students with effective instructional and remedial programs that monitor progress, promote continuous achievement, and make provisions for individual differences; of students to assume responsibility for learning, being at school and in class, and to engage instruction; of parents for their children’s attendance and for promoting an interest in learning and ensuring their children’s proper conduct while at school; of the principal for required records and reports; of teachers for providing effective instruction and remediation and documenting instruction in and students’ mastery of the Sunshine State Standards.”)
Comprehensive Program for Student Progression	(2) (2)(a)	<ul style="list-style-type: none"> • be a comprehensive program for student progression established by the district school board and must include (GUIDANCE: Include a statement about policies establishing a comprehensive program for student progression. This statutory statement iterates that the SPP is not only the requirements to be met by students but also the district’s program for ensuring student progression, both through initial and remedial instruction and through other support services.) <ul style="list-style-type: none"> – standards for evaluating student performance and how well a student masters the performance standards (Sunshine State Standards). (GUIDANCE: Include a specific statement that the Sunshine State Standards [SSS] are the basis for curriculum, instruction, and evaluation of student performance in the school district. Section 1003.41, F.S., [Sunshine State Standards] may be cited.)

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	(2)(b)	<ul style="list-style-type: none"> <li data-bbox="955 276 1921 1393">– specific district levels of performance for student progression in reading, writing, science, and mathematics for each grade level that include the state levels of performance on statewide assessments (Florida Comprehensive Assessment Test [FCAT]) as defined by the Commissioner of Education. <i>(Explanatory Note:</i> The Commissioner of Education has determined the following levels of performance for student progression: [1] students who score at achievement level 1 on FCAT Sunshine State Standards tests in reading and mathematics in grades 3-10 will be required to receive remediation through an academic improvement plan or be retained, as determined by the district student progression plan. The district may determine that students performing at a higher level, [e.g. level 2], should receive remediation through an academic improvement plan. Retention decisions should be based on more than a single test score; [2] At a minimum, students who score lower than 2 on the FCAT writing tests at grades 4, 8, and 10 must be required to receive remediation through an academic improvement plan or be retained, as determined by the district student progression plan. Retention decisions should be based on more than a single test score.) If a student is retained, it must be within an intensive program that is different from the previous year’s program and that takes into account the student’s learning style. (GUIDANCE: There must be a clear statement of levels of performance for remediation and promotion in reading, writing, science, and mathematics for each grade that has been established by district policy. These performance levels must, at a minimum, include FCAT score levels established by the Commissioner of Education (below Level 2 in FCAT reading and mathematics and below a score of 3 on FCAT writing). District criteria for remediation and/or promotion may exceed the minimum state requirements. In grades where there is no FCAT, the district must establish and state in the SPP its requirements for remediation and promotion. In addition to clear statements of the conditions under which a student will be retained (or promoted), there must be a reference or, better yet, a description of the ways the intensive program must be different from previous year. The nature of the different program is to be determined by the district. There is no state requirement that the program must be in a different setting or with a different teacher, but it must go much beyond the student merely repeating the same curriculum and instruction and must take into account the student’s learning style. The intent is that an instructional program be tailored to the needs of the individual student that has been retained. The SPP might include a statement such as, school personnel must use all available resources to achieve parent understanding and cooperation regarding the student’s grade placement.)

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Subject	Florida Statutes	<i>The Student Progression Plan must</i>
Retention: Alternative Placement	(2)(c)	<ul style="list-style-type: none"> – include an appropriate alternative placement for a student who has been retained two or more years. The nature of the alternative placement is determined by the school district. (GUIDANCE: In addition to descriptions of the program for once-retained students, there must be a reference or, better yet, a description of the required alternative placement for students retained two or more times. The nature of the alternative placement is to be determined by the district. The intent is to separate significantly overage children from the younger children in the class and to intensify the intervention for students who are clearly not responding to what has been done before.)
Resource Allocation	(3) (3)(a) (3)(b)	<ul style="list-style-type: none"> • state that the allocation of remedial and supplemental instruction resources for students shall occur in the following priority: <ul style="list-style-type: none"> – students who are deficient in reading by the end of grade 3 – students who fail to meet performance levels required for promotion consistent with the district school board’s plan for student progression. (GUIDANCE: Include this or a similar statement in district context regarding this requirement. The SPP would be enhanced by information specifically operationalizing the required resource allocation.)
Assessment and Remediation	(4)	<ul style="list-style-type: none"> • state that each student must participate in statewide assessment tests at designated grade levels, as required by s. 1008.22, F.S.
Diagnostic Assessments	(4)(a)	<ul style="list-style-type: none"> – state that each student who does not meet state or district levels of performance for student progression in reading, writing, science, and mathematics for each grade level must be provided with additional diagnostic assessments to determine the nature of the student’s difficulty and areas of academic need. It is up to school districts and schools to determine the nature of this diagnostic assessment. (GUIDANCE: The intent is that the next step after identifying those students not meeting proficiency levels and in need of remediation be a process determined by the district to determine the specific problems that are causing the student to not meet proficiency levels so that remediation may be targeted specifically on areas of need and not be wasted on areas that are not causing difficulty.)
Academic Improvement Plan (AIP)	(4)(b)	<ul style="list-style-type: none"> ○ provide that schools must develop, in consultation with the student’s parent, and must implement an academic improvement plan designed to assist each student who has been identified as not meeting state or district expectations for proficiency in reading, writing, science, and mathematics. For a student for whom a personalized success plan is required pursuant to s. 1003.415, F.S., the middle school success plan must be incorporated in the student’s academic improvement plan. (<i>Explanatory Note:</i> The plan must include intensive remedial instruction in the areas of weakness. Schools are expected to provide, with

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Subject	Florida Statutes	<i>The Student Progression Plan must</i>
		<ul style="list-style-type: none"> - strategies to meet the individual needs of students. These strategies may include but are not limited to summer school, dropout prevention services, parent tutorial programs, contracted academic services, exceptional education services, modified curriculum, reading instruction, after school instruction and other extended day services, tutoring, mentoring, class size reduction, extended school year, and intensive skills development programs. Whatever the format, the AIP should <ul style="list-style-type: none"> o clearly identify the specific diagnosed academic needs to be remediated o clearly identify the success-based intervention strategies to be used <ul style="list-style-type: none"> clearly identify how, when, how often, by whom, and how long intensive school district assistance, a variety of remedial instruction is to be provided o clearly identify the monitoring and reevaluation activities to be employed.) <p>(GUIDANCE: The SPP must be clear that each school <i>must</i> develop an academic improvement plan for <i>each</i> student who is not meeting proficiency levels for promotion in <i>each</i> grade in <i>any and each</i> of the areas of reading, writing, science, and mathematics. The SPP must state the requirement to consult the parent and would be enhanced by establishing what constitutes consultation, how it must be documented, and what is done if the parent refuses to cooperate. The responsibility to remediate students who are not meeting proficiency levels for promotion is the district's, and it is the district and school that are held accountable for correcting the student's deficiencies. A parent refusing to cooperate in remediation does not relieve the district and school of responsibility to remediate the student. The SPP might include a statement such as, school personnel must use all available resources to achieve parent understanding of and cooperation with the academic improvement plan requirements. Specifying the resources to be used is recommended. The SPP should describe the components of and processes used to develop the AIP. The intent is that the AIP be a specific and detailed prescription for remedying the student's deficiencies that addresses</p> <ul style="list-style-type: none"> o the student performance data that identified the student as needing remediation o data on the diagnosis of the student's specific problems o a specific action plan to remedy the deficiencies. <p>The action plan to remedy the deficiencies, identifies specific scientifically validated remedial instructional strategies including the identification of who will be providing the instruction and the frequency of progress monitoring in order to determine if the intervention is successful or needs to be revised. Reference and describe the personal middle school success plan including how the AIP and PMSSP will be combined to ensure that all required components of both are addressed.)</p>

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Subject	Florida Statutes	<i>The Student Progression Plan must</i>
	(4)(c)	<ul style="list-style-type: none"> • specify that beginning with the 2002-2003 school year, if the student at any grade has been identified as having a deficiency in reading, the academic improvement plan must identify <ul style="list-style-type: none"> – the student’s specific areas of deficiency in phonemic awareness, phonics, fluency, comprehension, and vocabulary – the desired levels of performance in these areas – the instructional and support services to be provided to meet the desired levels of performance (GUIDANCE: The intent is that Florida’s high priority for ensuring that all students can read on grade level is reinforced.) • specify that schools shall also provide for the frequent monitoring of the student’s progress in meeting the desired levels of performance. (GUIDANCE: Include this or a similar statement in district context regarding this requirement. The SPP would be enhanced if the frequency of required monitoring were stated.) • specify that the school board shall assist schools and teachers to implement research-based reading activities that have been shown to be successful in teaching reading to low-performing students. (GUIDANCE: Include this or a similar statement in district context regarding this requirement. The SPP would be enhanced if some research-based reading activities that have been shown to be successful in teaching reading to low-performing students were identified or the nature of the district assistance was described.) • address that remedial instruction provided during high school may not be in lieu of English and mathematics credits required for graduation. • provide that if the documented deficiency has not been remediated according to the academic improvement plan, the student may be retained. • specify that each student who does not meet minimum performance expectations for the statewide assessment tests in reading, writing, science, and mathematics must continue remedial instruction or supplemental instruction until expectations are met or the student graduates from high school or is not subject to compulsory school attendance. (GUIDANCE: Include this or a similar statement in district context regarding this requirement. The intent is that it be clearly understood that the interventions must continue for as long as it takes to meet the expectations.)
Elementary Reading Deficiency Intensive Reading Instruction	(5)(a)	<ul style="list-style-type: none"> • specify that any student who exhibits a substantial deficiency in reading, based on locally determined or statewide assessments conducted in kindergarten or grades 1, 2, or 3 must be given intensive reading instruction immediately following the identification of the reading deficiency. (GUIDANCE: Include this or a similar statement in district context regarding this requirement. The intent is to make it clear that intervention must begin <i>as soon as</i> the deficiency is identified.)

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Subject	Florida Statutes	<i>The Student Progression Plan must</i>
		<ul style="list-style-type: none"> • state that students must have their reading proficiency reassessed by locally determined assessments or teacher observations at the beginning of the grade following the intensive instruction address that intensive instruction shall be continued until reading deficiency is remediated. (<i>Explanatory Note:</i> Intensive instruction is usually associated with the following characteristics: <ul style="list-style-type: none"> – diagnosis/prescription targeted to specific skill development – variety of opportunities for repetitions [repeated exposure] – smaller chunks of text or content – guided and independent practice – skill development and practice integrated into all activities – frequent monitoring – criterion-based evaluation of success.)
Mandatory Retention	(5)(b)	<ul style="list-style-type: none"> • specify that beginning with the 2002-2003 school year if the student’s reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring at Level 2 or above on the statewide assessment test in reading for grade 3, the student <i>must be retained</i>. (<i>Explanatory Note:</i> Students transferring into the district should be assessed immediately for reading proficiency to determine if remediation is appropriate. This is especially true in grade 3. If a student transfers after the administration of the FCAT in grade 3, it is up to the district to assess the student’s reading proficiency at the end of the year to determine if the student needs to repeat the third grade.) (GUIDANCE: Include this or a similar statement in district context regarding this requirement. The SPP must make it very clear that the student must meet this requirement or a good cause exemption in order to be promoted from grade 3.)
Parent Notification	(5)(c) (5)(c)1 (5)(c)2 (5)(c)3 (5)(c)4 (5)(c)5 (5)(c)6	<ul style="list-style-type: none"> • specify that the parent of any student in K-3 who exhibits a substantial deficiency in reading must be notified in writing of the following: <ul style="list-style-type: none"> – that his or her child has been identified as having a substantial deficiency in reading – a description of the current services that are provided to the child – a description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency – 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 – strategies for parents to use in helping their child succeed in reading proficiency – that the Florida Comprehensive Assessment Test (FCAT) is not the sole determiner of promotion and that the 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.

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Subject	Florida Statutes	<i>The Student Progression Plan must</i>
		(GUIDANCE: Include this or a similar statement in district context regarding this requirement. The SPP would be enhanced with information about when and how the parent will be notified and how the notification will be documented.)
	(5)(c)7	<ul style="list-style-type: none"> - the district’s specific criteria and policies for mid-year promotion. Mid-year promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level. (<i>Explanatory Note:</i> Refer to DPS Memorandum 05-016, Third Grade Student Progression – Sample Letters, August 10, 2004, for sample notices to parents. These sample letters are available on the Department’s website at http://www.firn.edu/doi/commhome/progress/proghome.htm.)
Social Promotion Elimination	(6)(a)	<ul style="list-style-type: none"> • state that no student can be assigned to a grade level based solely on age or other factors that constitute social promotion. (<i>Explanatory Note:</i> Social promotion occurs when a student is promoted based on factors other than the student achieving the district and state levels of performance for student progression. A student fails to meet the state portion of levels of performance for student progression when the student fails to achieve the required levels in reading, writing, mathematics, or science on the Florida Comprehensive Assessment Test of Sunshine State Standards. Students with disabilities must meet the state or district levels of performance for student progression unless the disabling condition prevents the student from attaining the required levels of performance in the regular curriculum in pursuit of a standard diploma. In such cases, promotion will be based on the student meeting the goals and objectives on the individual educational plan. Retention of limited English proficient (LEP) students must be determined by a school’s LEP committee, except in the case of mandatory retention for reading deficiencies in grade 3.)
Mandatory Retention Exemptions for Good Cause	(6)(b) (6)(b)1 (6)(b)2 (6)(b)3	<ul style="list-style-type: none"> • specify that the school board may only exempt students in grade 3 who demonstrate a continued deficiency in reading from mandatory retention for good cause. Good cause exemptions are limited to the following: <ul style="list-style-type: none"> - limited English proficient students who have had less than two years of instruction in an English for speakers of other languages program. - students with disabilities, whose individual educational plan indicates that participation in statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule. - students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education. (<i>Explanatory Note:</i> The State Board of Education determined that the alternative standardized assessment to be used is the grade 3 reading Norm Referenced Test (NRT) portion of the FCAT, the SAT-10 alternative assessment, or the SAT-9

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Subject	Florida Statutes	<i>The Student Progression Plan must</i>
	(6)(b)4	<ul style="list-style-type: none"> - alternative assessment. The acceptable levels of performance on the alternative assessments for grade 3 for the 2004-2005 school year are <ul style="list-style-type: none"> o to promote a student using the grade 3 reading NRT portion of the FCAT as an alternative assessment for good cause exemption, the grade 3 student scoring a level 1 Reading on the FCAT must score at or above the 45th percentile on the grade 3 reading NRT portion of the FCAT <li style="text-align: center;">OR o to promote a student using the SAT-10 as an alternative assessment for good cause exemption, the grade 3 student scoring a level 1 on the Reading FCAT must score at or above the 45th percentile on the parallel form of the SAT 10. For districts choosing to use the SAT-9 as the alternative assessment, the cut score remains at or above the 51st percentile. There must be at least 30 days between alternate assessment administrations. Districts are strongly encouraged to administer the alternative assessment at the end of summer camp.) - students who demonstrate, through a student portfolio, that they are reading on grade level, as evidenced by demonstration of mastery of the Sunshine State Standards in reading equal to at least a level 2 performance on FCAT. (<i>Explanatory Note:</i> The State Board of Education adopted the following student portfolio guidelines on January 21, 2003: To be accepted as meeting the portfolio option for demonstrating mastery of the required reading skills, the student portfolio contents must <ul style="list-style-type: none"> o be selected by the student’s teacher o be an accurate picture of the student’s ability and only include student work that has been independently produced in the classroom o include evidence that the benchmarks assessed by the grade 3 reading FCAT have been met. This includes multiple-choice items and passages that are approximately 60% literary text and 40% information text and that are between 100–700 words with an district’s/school’s adopted core reading curriculum that are aligned with the Sunshine State Standards or teacher-prepared assessments that are aligned with the Sunshine State Standards o be an organized collection of evidence of the student’s mastery of the Sunshine State Standard Benchmarks for Language Arts that are assessed by the grade 3 reading FCAT (For each benchmark, there must be at least five examples of mastery as demonstrated by a grade of “C” or above.) be signed by the teacher and the principal as an accurate assessment of the required reading skills.
	(6)(b)5	<ul style="list-style-type: none"> - students with disabilities who participate in the FCAT and who have an individual educational plan or a Section 504 plan that reflects that the student has received intensive remediation in reading, as required by s. 1008.25(4)(b), F.S., for more than

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Subject	Florida Statutes	<i>The Student Progression Plan must</i>
	(6)(b)6	<p>two years but still demonstrates a deficiency in reading and was previously retained in kindergarten, grade 1, grade 2, or grade 3.</p> <ul style="list-style-type: none"> – students who have received intensive remediation in reading as required by s. 1008.25(4)(b), F.S., for two 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 two years. Intensive reading instruction for students so promoted must include an altered instructional day based on an academic improvement plan that includes specialized diagnostic information and specific reading strategies for each student. The district school board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low performing readers.
Requests for Good Cause Exemptions	(6)(c) (6)(c)1 (6)(c)2	<ul style="list-style-type: none"> • state that requests for good cause exemptions for students from the mandatory retention requirement must include the following: <ul style="list-style-type: none"> – documentation submitted from the student’s teacher to the principal that indicates that the promotion of the student is appropriate and is based on the student’s academic record. Documentation shall only consist of the existing academic improvement plan; individual educational plan, if applicable; report card; or student portfolio. – discussion with the teacher by the school principal to review the recommendation and make the determination if the student should be promoted or retained. If the school principal determines that the student should be promoted, the principal must submit the recommendation in writing to the district school superintendent. The district school superintendent shall accept or reject the school principal’s recommendation in writing.
Successful Progression for Retained Readers	(7)(a) (7)(b) (7)(b)1	<ul style="list-style-type: none"> • Students retained under the provisions of s. 1008.25(5)(b), F.S., must be provided intensive interventions in reading to ameliorate the student’s specific reading deficiency, as identified by a valid and reliable diagnostic assessment. This intensive intervention must include effective instructional strategies, participation in the school district’s summer reading camp, and appropriate teaching methodologies necessary to assist those students in becoming successful readers able to read at or above grade level and ready for promotion to the next grade. (<i>Explanatory Note:</i> Refer to DPS 05-029, Technical Assistance Paper Related to Third Grade Student Progression, August 20, 2004). • specify that beginning with the 2004-2005 school year, each school district shall <ul style="list-style-type: none"> – conduct a review of student academic improvement plans for all students who did not score above a level 1 on the reading portion of the FCAT and did not meet the criteria for one of the good cause exemptions outlined in s. 1008.25(6)(b). The review shall address additional supports and services needed to remediate the

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Subject	Florida Statutes	<i>The Student Progression Plan must</i>
	<p>(7)(b)2</p> <p>(7)(b)2.a. (7)(b)2.b. (7)(b)2.c. (7)(b)2.d. (7)(b)2.e. (7)(b)2.f. (7)(b)2.g.</p> <p>(7)(b)3</p>	<p>identified areas of reading deficiency. The school district shall require a student portfolio to be completed for each such student. (<i>Explanatory Note:</i> The portfolio must meet all State Board of Education requirements delineated by Rule 6A-1.094221, FAC (portfolio requirements for good cause promotion). It must contain evidence of mastery of benchmarks, other information to inform parents and teachers of the student’s proficiency, as well as results of diagnostics and progress monitoring. Every retained third grade student who may qualify for a promotion for good cause must have the opportunity to have a portfolio. If a portfolio already exists for a student, it can continue to be used and expanded.) (GUIDANCE: Include this or a similar statement in district context regarding this requirement. Include a description of additional support and services to remediate students’ deficiencies, as well as a description of the contents of the portfolio.)</p> <ul style="list-style-type: none"> - provide students who are retained in grade 3 due to a reading deficiency as evidenced by not scoring level 2 or above on the reading portion of the grade 3 FCAT, (s. 1008.25(5)(b), F.S.), with intensive instructional services and supports to remediate the identified areas of reading deficiency, including a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction and the other strategies prescribed by the school district, which may include but are not limited to <ul style="list-style-type: none"> o small group instruction o reduced teacher-student ratios o more frequent progress monitoring o tutoring or mentoring o transition classes containing 3rd and 4th grade students o extended school day, week, or year o summer reading camps. <p>(<i>Explanatory Note:</i> Refer to DPS Memorandum 04-140, Technical Assistance Paper for Implementation of the READ Initiative and Intensive Acceleration Class—CS/SB 364, June 21, 2004. An Academic Support Plan for K-3 readers, which includes Tier 1, Tier 2, and Tier 3 guidelines, is available online at http://info.fldoe.org/dscgi/ds.py/Get/File-2157/DPS04-14At.pdf). (GUIDANCE: Include this or a similar statement in district context regarding this requirement. Include a description of the teacher:student ratio (this can be that the ratio is lower than other classrooms at the same grade level in a school), a description of the frequency of the progress monitoring and the instruments used during the course of the school year, and the frequency of tutoring and by whom.)</p> <p>provide written notification to the parent of any student who is retained in grade 3 due to a reading deficiency as evidenced by not scoring level 2 or above on the reading portion of the grade 3 FCAT, (s. 1008.25(5)(b), F.S.), that his or her child</p>

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Subject	Florida Statutes	<i>The Student Progression Plan must</i>
	(7)(b)6 (7)(b)6.a. (7)(b)6.b. (7)(b)6.c.	<ul style="list-style-type: none"> - provide parents of students to be retained with at least one of the following instructional options in addition to required reading enhancement and acceleration strategies: <ul style="list-style-type: none"> o supplemental tutoring in scientifically research-based reading services in addition to the regular reading block, including tutoring before and/or after school o a “Read at Home” plan outlined in a parental contract, including participation in “Families Building Better Readers Workshops” and regular parent-guided home reading o a mentor or tutor with specialized reading training. (<i>Explanatory Note:</i> The student should also demonstrate his readiness for performing the work of the next grade in other core subjects before receiving a midyear promotion. The mentor/tutor option does not require that districts must pay for private tutors. Volunteers or school staff may be used.) (GUIDANCE: The Department of Education interpretation is that supplemental tutoring equates to intervention. A list of approved supplemental programs can be found at www.fcrr.org. Click on Tier 3 students to access this list)
K-3 READ Initiative	(7)(b)7 (7)(b)7.a. (7)(b)7.b. (7)(b)7.c. (7)(b)7.c(I)	<ul style="list-style-type: none"> - establish a Reading Enhancement and Acceleration Development (READ) Initiative. The focus of the READ Initiative shall be to prevent the retention of grade 3 students and to offer intensive accelerated reading instruction to grade 3 students who failed to meet standards for promotion to grade 4 and to each K-3 student who is assessed as exhibiting a reading deficiency. The READ Initiative must <ul style="list-style-type: none"> o be provided to all K-3 students at risk of retention as identified by the statewide assessment system used in Reading First schools (<i>Explanatory Note:</i> A diagnostic assessment that meets psychometric standards is recommended. The assessment must measure phonemic awareness, phonics, fluency, vocabulary, and comprehension. The Florida Center for Reading Research has a resource list of such assessments at www.fcrr.org. Select the link Assessment.) (GUIDANCE: Include a description of the Reading Enhancement and Accelerated Development [READ] provided.) o be provided during regular school hours in addition to the regular reading instruction o provide a state-identified reading curriculum that has been reviewed by the Florida Center for Reading Research at Florida State University and meets, at a minimum, the following specifications: <ul style="list-style-type: none"> ➤ assists students assessed as exhibiting a reading deficiency in developing the ability to read at grade level

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Subject	Florida Statutes	<i>The Student Progression Plan must</i>
	(7)(b)7.c(II) (7)(b)7.c(III) (7)(b)7.c(IV) (7)(b)7.c(V) (7)(b)7.c(VI)	<ul style="list-style-type: none"> ➤ provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension ➤ provides scientifically based and reliable assessment ➤ provides initial and ongoing analysis of each student’s reading progress ➤ is implemented during regular school hours ➤ provides a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects. (<i>Explanatory Note:</i> The comprehensive core reading programs (CCRPs) on the state-adopted instructional materials list for K-5 satisfy this requirement. Districts should also visit www.fcrr.org to view reports on supplemental reading programs (SPRs).) (GUIDANCE: Include some detail about the curriculum in the core academic subjects.)
Intensive Acceleration Class for Retained Third Graders	(7)(b)8 (7)(b)8.a (7)(b)8.b. (7)(b)8.c. (7)(b)8.d. (7)(b)8.e.	<ul style="list-style-type: none"> – establish at each school, where applicable, an intensive acceleration class for retained grade 3 students who subsequently score at a level 1 on the reading portion of the FCAT. The focus of the intensive acceleration class shall be to increase a child’s reading level at least two grade levels in one school year. (<i>Explanatory Note:</i> This class is for a student who would be spending his third year in third grade. Applicable schools are those with retained grade 3 students who subsequently score at level 1 on FCAT reading. Through this class, a retained third grader could be promoted from third grade to fifth grade.) The intensive acceleration class must <ul style="list-style-type: none"> ○ be provided to any student in grade 3 who scores at level 1 on the reading portion of the FCAT and who was retained in grade 3 the prior year because of scoring at level 1 on the reading portion of the FCAT ○ have a reduced teacher-student ratio (GUIDANCE: Include a description of the ratio. This can be that the ratio is lower than other classrooms at the same grade level in a school.) ○ provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master the grade 4 Sunshine State Standards in other core subject areas ○ use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year (GUIDANCE: Include a description of the Scientifically-Based Reading Research (SBRR) provided program. A list of approved supplemental SBRR programs can be found at www.fcrr.org. Click on Tier 3 students to access this list.) ○ provide intensive language and vocabulary instruction using a scientifically research-based program, including use of a speech language therapist

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Subject	Florida Statutes	<i>The Student Progression Plan must</i>
	(7)(b)8.f. (7)(b)8.g. (7)(b)9 (7)(b)10	<p><i>(Explanatory Note:</i> This provision does not mandate the use of a speech and language pathologist but rather allows the speech and language pathologist to be involved in designing the intensive accelerated class and, through multi-stream funding, perhaps work with certain students whose diagnosed reading deficiencies might best be addressed by a speech and language pathologist.)</p> <ul style="list-style-type: none"> ○ include weekly progress monitoring measures to ensure progress is being made ○ report to the Department of Education, in the manner described by the department, the progress of students in the class at the end of the first semester – report to the State Board of Education, as requested, on the specific intensive reading interventions and supports implemented at the school district level. – provide a student who has been retained in grade 3 and has received intensive instructional services but is still not ready for grade promotion, as determined by the school district, the option of being placed in a transitional instructional setting. Such setting shall specifically be designed to produce learning gains sufficient to meet grade 4 performance standards while continuing to remediate the areas of reading deficiency. <i>(Explanatory Note:</i> The primary factor is what is being provided to help the student catch up, not where it is being provided.) (GUIDANCE: Include descriptions of student teacher ratio, Core Comprehensive Reading Program used, supplemental programs provided, and the number of adults in the class. The core helps teachers implement explicit and systematic instruction in all five areas of reading.)
Annual Reports Parent	(8)(a)	<ul style="list-style-type: none"> • specify that the district school board must annually report to the parent of each student the progress of the student towards achieving state and district expectations for proficiency in reading, writing, science, and mathematics, including the student’s results on each statewide assessment test. The evaluation of each student’s progress must be based on the student’s classroom work, observations, test, district and state assessments, and other relevant information. Progress reporting must be provided to the parent in writing in a format adopted by the district school board. <i>(Explanatory Note:</i> No one test with a single administration should determine promotion or retention. The preponderance of evidence from evaluations should be used to determine if a student is ready for the work of the next grade.)
Local Newspaper	(8)(b) (8)(b)1	<ul style="list-style-type: none"> • specify that the district school board must annually publish in the local newspaper and report in writing to the State Board of Education by September 1 of each year the following information on the prior school year: <ul style="list-style-type: none"> – the provisions of the law relating to public school student progression and the district school board’s policies and procedures on student retention and promotion

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Subject	Florida Statutes	<i>The Student Progression Plan must</i>
	(8)(b)2	<ul style="list-style-type: none"> - by grade, the number and percentage of all students in grades 3-10 performing at levels 1 and 2 on the reading portion of the FCAT
	(8)(b)3	<ul style="list-style-type: none"> - by grade, the number and percentage of all students in grades 3-10
	(8)(b)4	<ul style="list-style-type: none"> - information on the total number of students who were promoted for good cause, by each category of good cause
	(8)(b)5	<ul style="list-style-type: none"> - any revisions to the district school board’s policy on retention and promotion from the prior year.

Chapter 3

Optional Elements of a Student Progression Plan

Chapter 3 is a guide to elements that are not required but may be included in the plan. Districts are encouraged to examine these carefully. Although not mandatory, many of these elements are compatible with a district's educational goals; in such cases, the inclusion in the progression plan can strengthen the district's educational program. The optional elements are listed with corresponding statutory citations (Florida School Code 2005 revisions), as well as the descriptions. This does not mean that the implementation of these laws is optional.

Chapter 3—Optional Elements of Student Progression Plan

Subject	Florida Statutes	<i>Optional Elements for Implementation of Student Progression Plan</i>
Mandatory School Conferences (Learnfare Program)	s. 414.1251(2), F.S.	<ul style="list-style-type: none"> Each participant of the Learnfare Program with a school-age child is required to have a conference with an appropriate school official of the child’s school during each semester to assure that the participant is involved in the child’s educational progress and is aware of any existing attendance or academic problems. The conference must address acceptable student attendance, grades, and behavior and must be documented by the school and reported to the Department of Children and Families.
Community Control and Probation: Juvenile	s. 948.03(9)(a), F.S. (9)(b)	<ul style="list-style-type: none"> An offender who has not obtained a high school diploma, high school equivalency diploma, or who lacks basic functional literary skills, upon acceptance by an adult education program, is required to make a good faith effort toward completion of basic or functional literacy skills or a high school equivalency diploma, as defined in s. 1003.435, F.S. A juvenile on community control who is a public school student must attend a public adult education program or a dropout prevention program, unless the principal of the school determines that special circumstances warrant continuation in the regular educational school program.
Teacher Notification	(9)(c)	<ul style="list-style-type: none"> If a juvenile on community control attends a regular educational school program, then the identity of the juvenile and the nature of the felony offense must be made known to each of the student’s teachers.
Function, Mission, and Goals of the Florida K-20 System	s. 1000.03, F.S.	
Education Priorities Student Performance	(5)(b)	<ul style="list-style-type: none"> The state as a whole shall work toward the goal that all students must make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards. Student performance is included in the priorities of Florida’s K-20 education system. This educational priority specifies that students demonstrate that they meet the expected academic standards consistently at all levels of their education.
Family and School Partnership for Student Achievement Education Act	s. 1002.23(1), F.S. (1)(a) (1)(b) (1)(c)	<ul style="list-style-type: none"> The purpose of the Family and School Partnership for Student Achievement Act is to <ul style="list-style-type: none"> – provide parents with specific information about their child’s educational progress – provide parents with comprehensive information about their choices and opportunities for involvement in their child’s education – provide a framework for building and strengthening partnerships among parents, teachers, principals, district school superintendents, and other personnel. <p>Each district school board, school district superintendent, and teacher shall fully</p>

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		support and cooperate in implementing a well-planned, inclusive, and comprehensive program to assist parents and families in effectively participating in their child’s education.
Facilitation	(2)	<ul style="list-style-type: none"> • To facilitate meaningful parent and family involvement, the Department of Education shall develop guidelines for a parent guide to successful student achievement which describes what parents need to know about their child’s educational progress and how they can help their child to succeed in school. The guidelines shall include but need not be limited to
Parental Information	(2)(a) (2)(a)1 (2)(a)2 (2)(a)3 (2)(a)4 (2)(b) (2)(c) (2)(d) (2)(e) (2)(f) (2)(g)	<ul style="list-style-type: none"> – parental information regarding <ul style="list-style-type: none"> ○ requirements for their child to be promoted to the next grade, as specified in s. 1008.25, F.S. ○ progress of their child toward achieving state and district expectations for academic proficiency ○ assessment results, including report cards and progress reports ○ qualifications of their child’s teachers. – services available for parents and their children, such as family literacy services; mentoring, tutorial, and other academic reinforcement programs; college planning, academic advisement, and student counseling services; and after-school programs – opportunities for parental participation, such as parenting classes, adult education, school advisory councils, and school volunteer programs – opportunities for parents to learn about rigorous academic programs that may be available for their child, such as honors programs, dual enrollment, advanced placement, International Baccalaureate, International General Certificate of Secondary Education (pre-AICE), Advanced International Certificate of Education, Florida Virtual High School courses, and accelerated access to postsecondary education – educational choices, as provided for in s. 1002.20(6), F.S. Educational choice public school, private school, home education and private tutoring, and corporate income tax credit scholarships, as specified in s. 220.187, F.S. – classroom and test accommodations available for students with disabilities – school board rules, policies, and procedures for student promotion and retention, academic standards, student assessment, courses of study, instructional materials, and contact information for school and district offices.
District Check List	(3)	<ul style="list-style-type: none"> • The Department of Education shall develop and disseminate a checklist for school districts to provide to parents to assist with the parent’s involvement in their child’s educational progress. The checklist shall address parental actions that

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	(3)(a) (3)(b) (3)(c)	<ul style="list-style-type: none"> - strengthen the child’s academic progress, especially in the area of reading - strengthen the child’s citizenship, especially social skills and respect for others - strengthen the child’s realization of high expectations and setting lifelong learning goals
Parent Response Center	(3)(d) (4)	<ul style="list-style-type: none"> - place a strong emphasis on the communication between school and home. • The Department of Education shall establish a parent response center to provide assistance to parents and families in answering questions and resolving issues related to the child’s education.
District Rule Development	(5) (5)(a) (5)(b) (5)(c) (5)(d)	<ul style="list-style-type: none"> • Each district school board shall adopt rules that strengthen family involvement and family empowerment. The rules shall be developed in collaboration with parents, school administrators, teachers, and community partners, and shall address <ul style="list-style-type: none"> - parental choices and responsibilities - links with community services - opportunities for parental involvement in the development, implementation, and evaluation of family involvement programs - opportunities for parents to participate on school advisory councils and in school volunteer programs and other activities.
District to Submit Rules	(6)	<ul style="list-style-type: none"> • Beginning with the 2003-2004 school year, each school district shall submit a copy of the rules developed under subsection (5) to the Department of Education by October 1.
Parent Guide Elements	(7) (7)(a) (7)(b) (7)(c) (7)(d)	<ul style="list-style-type: none"> • Each school district shall develop and disseminate a parent guide to successful student achievement consistent with the guidelines of the Department of Education which addresses what parents need to know about their child’s educational progress, how parents need to know about their child’s educational progress, and how parents can help their child to succeed in school. The guide must <ul style="list-style-type: none"> - be understandable to students and parents - be distributed to all parents, students, and school personnel at the beginning of each school year - be discussed at the beginning of each school year in meetings of students, parents, and teachers - include information concerning services, opportunities, choices, academic standards, and student assessment. <p>The parent guide may be included as a part of the code of conduct that is required in s. 1006.07(2), F.S.</p>
Checklist of Parental Actions	(8)	<ul style="list-style-type: none"> • Each school district shall develop and disseminate a checklist of parental actions that can strengthen parental involvement in their child’s educational progress consistent with the requirements in subsection (3). The checklist shall be provided each school year to all

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District Compliance	(9)	<p>parents of students in kindergarten through grade 12 and shall focus on academics, especially reading, high expectations for students, citizenship, and communication.</p> <ul style="list-style-type: none"> The State Board of Education shall review annually each school district’s compliance with this section and the district’s success in achieving improved services for families. The State Board of Education shall use all appropriate enforcement actions, as provided for in s. 1008.32, F.S. until the school district fully complies with the requirements of this section.
Habitual Truant Defined	s. 1003.01(8), F.S.	<ul style="list-style-type: none"> A habitual truant is defined as a student who has 15 unexcused absences within 90 calendar days with or without the knowledge or consent of the student’s parent and is subject to compulsory school attendance under s. 1003.21(1), F.S., and (2)(a) and is not exempt under s. 1003.21(3), F.S., or s. 1003.24, F.S., or by meeting the criteria for any other exemption specified by law or rules of the State Board of Education.
Compulsory School Attendance	s.1003.21(1)(a), F.S.	<ul style="list-style-type: none"> All children who have attained the age of six years or who will have attained the age of six years by February 1 of any school year or who are older than six years of age but who have not attained the age of 16 years are required to attend school regularly during the entire school term.
Kindergarten Admission	(1)(a)2	<ul style="list-style-type: none"> Children who have attained the age of five years on or before September 1 of the school year are eligible for admission to public kindergarten during that school year under the rules prescribed by the district school board.
First Grade Admission	(1)(b)	<ul style="list-style-type: none"> Any child who has attained the age of six years on or before September 1 of the school year and who has been enrolled in a public school or who has attained the age of six years on or before September 1 and has satisfactorily completed the requirements for kindergarten in a private school from which the district school board accepts transfer of academic credit or who otherwise meets the criteria for admission or transfer in a manner similar or applicable to other grades, shall progress according to the district’s student progression plan. The state or any school district shall not oversee or exercise control over the curricula or academic programs of private schools or home education programs.
Declaration of Intent to Terminate School Enrollment (age 16) Habitual Truant	(1) (c)	<ul style="list-style-type: none"> A student who attains the age of 16 years during the school year is not subject to compulsory school attendance beyond that date and may file a formal declaration of intent to terminate school enrollment. The declaration must acknowledge that terminating school enrollment is likely to reduce the student’s potential earning power and must be signed by the student and the student’s parent.
Attendance Policy: Married or Pregnant Students	(1)(d)	<p>Students who become or have become married and students who are pregnant shall not be prohibited from attending school. These students and students who are parents shall receive the same educational instruction or its equivalent as other students but may</p>

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Preschool Children with Disabilities	(1)(e)	<p>voluntarily be assigned to a class or program suited to their special needs. Consistent with s. 1003.54, F.S., pregnant or parenting teens may participate in a teenage parent program.</p> <ul style="list-style-type: none"> Children with disabilities who have attained the age of three years shall be eligible for admission to public special education adopted by the school board. Exceptional children who are deaf or hard of hearing, visually impaired, dual sensory impaired, severely physically handicapped, trainable mentally handicapped, or profoundly handicapped, or who have established conditions, or exhibit developmental delays, below age three may be eligible for supplemental instruction. Rules for the identification of established conditions for children birth through two years of age and developmental delays for children birth through five years of age must be adopted by the State Board of Education.
Attendance Policy: Homeless Children	(1)(f)	<ul style="list-style-type: none"> Homeless children, as defined in s. 1003, F.S., must have access to a free and public education and must be admitted to school in the school district in which they or their families live. School districts shall assist homeless children to meet the requirements for proof of age of admission, s. 1003.21(4), F.S., as well as local requirements for documentation.
Kindergarten and First Grade Out-of-State Transfers	(2)(a)	<ul style="list-style-type: none"> The State Board of Education may adopt rules under which students not meeting the entrance age may be transferred from another state if their parents have been legal residents of that state. Rule 6A-1.0985, Entry into Kindergarten and First Grade by Out-of-State Transfer Students, Florida Administrative Code (FAC) states <ul style="list-style-type: none"> (1) Any student who transfers from an out-of-state public school and who does not meet regular age requirements for admission to Florida public schools shall be admitted upon presentation of the data required in subsection (3). (2) Any student who transfers from an out-of-state nonpublic school and who does not meet regular age requirements for admission to Florida public schools may be admitted if the student meets age requirements for public schools within the state from which he or she is transferring, and if the transfer of the student's academic credit is acceptable under rules of the school board. Prior to admission, the parent or guardian must also provide the data required in subsection (3). (3) In order to be admitted to Florida schools, such a student transferring from an out-of-state school must provide the following data: <ul style="list-style-type: none"> (a) 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; (b) An official letter or transcript from proper school authority which shows record of attendance, academic information, and grade placement of the student; (c) Evidence of immunization against communicable diseases as required in s. 1003.22, F.S.;

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		<p>(d) Evidence of date of birth in accordance with s. 1003.21, F.S.; and</p> <p>(e) Evidence of a medical examination completed within the last twelve (12) months in accordance with s. 1003.22, F.S.</p>
Absence Due to Religious Instruction or Holidays	(2)(b)	<ul style="list-style-type: none"> • District school boards, in accordance with the rules of the State Board of Education, shall adopt a policy that authorizes a parent to request and be granted permission for absence of a student from school for religious instruction or religious holidays.
Attendance: Certificates of Exemption	(3)	<ul style="list-style-type: none"> • The district school superintendent may authorize certificates of exemptions from school attendance requirements in certain situations. Students within the compulsory attendance age limits who hold valid certificates of exemption that have been issued by the superintendent shall be exempt from attending school. A certificate of exemption is valid only through the end of the school year in which it is issued.
Kindergarten Admission: Evidence of Age	(4)	<ul style="list-style-type: none"> • Before admitting a child to kindergarten, the principal shall require evidence that the child has attained five years on or before September 1 of the school year, (s. 1003.21(1)(a)2, F.S.). The district school superintendent may require evidence of the age of any child whom he or she believes to be within the limits of compulsory attendance. If evidence of the date of birth (birth certificate) is not available, the next evidence obtainable in the order listed below must be accepted. <ul style="list-style-type: none"> – a duly attested transcript of the child’s birth record filed according to law with a public officer charged with the duty of recording births – a duly attested transcript of a certificate of baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent – an insurance policy on the child’s life that has been in force for at least 2 years – a bona fide contemporary religious record of the child’s birth accompanied by an affidavit sworn to by the parent – a passport or certificate of arrival in the United States showing the age of the child – a transcript of record of age shown in the child’s school record of at least 4 years prior to application, stating date of birth – if none of these evidences can be produced, an affidavit of age sworn to by the parent accompanied by a certificate of age signed by a public health officer of by a public school physician, or if neither of these is available in the county, by a licensed practicing physician designated by the district school board, which certificate states that the health officer or physician has examined the child and believes that the age as stated in the affidavit is substantially correct. A
	(4)(a)	
	(4)(b)	
	(4)(c)	
	(4)(d)	
	(4)(e)	
	(4)(f)	
	(4)(g)	

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		homeless child, as defined in s. 1003.01, F.S., shall be given temporary exemption from this section for 30 school days.
School-Entry: Health Examinations	s. 1003.22(1), F.S.	<ul style="list-style-type: none"> • Each district school board must require that each child who is entitled to admittance to kindergarten or is entitled to any other initial entrance into a public school in the state present a certification of a school-entry health examination performed within 1 year prior to enrollment in school. Each district school board may establish a policy that permits a student up to 30 school days to present a certification of a school entry health examination. A homeless child, as defined in s. 1003.01, F.S., must be given a temporary exemption for 30 school days. Any district school board that establishes such a policy shall include provisions in its local health services plan to assist students in obtaining the health examinations. However, any child shall be exempt from the requirement of a health examination upon written request of the parent of the child stating objection to the examination on religious grounds.
School Entry: Immunizations against Communicable Diseases	(4)	<ul style="list-style-type: none"> • Each district school board shall establish and enforce as policy that each child prior to admittance to or attendance in a public kindergarten through grade 12, or any other initial entrance into a Florida public school, must present or have on file with the school a certification of immunization for the prevention of those communicable diseases for which immunization is required by the Department of Health and further shall provide for appropriate screening of its students for scoliosis at the proper age. The certification must be made on forms approved and provided by the Department of Health and shall become part of each student’s permanent record to be transferred when the student transfers, is promoted, or changes schools. The transfer of an immunization certification by Florida public schools must be accomplished using the Florida Automated System for Transferring Education Records.
Attendance Records and Reports	s. 1003.23(1), F.S.	<ul style="list-style-type: none"> • The attendance of all public K-12 school students shall be checked each school day in the manner prescribed by rules of the State Board of Education and recorded in the teacher’s register or by some approved system of recording attendance. Students may be counted in attendance only if they are actually present at school or are away from school or on a school day and are engaged in an educational activity which constitutes a part of the school-approved instructional program for the student.
Attendance Policy	s. 1003.24, F.S.	<ul style="list-style-type: none"> • Parents/guardians are specified as responsible for student’s attendance at school. A parent or guardian of a child is not responsible for the child’s nonattendance at school under the following conditions: <ul style="list-style-type: none"> – with permission of head of school, without the parents’ knowledge, financial inability of parent, or sickness/injury. • Students who are continually ill and absent from school must be under a physician’s

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		supervision to be excused. Such excuse provides that a student’s condition justifies absence for more than the number of days permitted by the district school board. District school boards must establish an attendance policy that includes length of school year, number of allowable absences and tardies after which a statement explaining such absences must be on file at the school, and a definition of excused and unexcused absences.
Attendance Policy Enforcement	s. 1003.26, F.S.	<ul style="list-style-type: none"> The superintendent of each school district is responsible for enforcing school attendance of all children and youth subject to the compulsory school age in the school district. The responsibility includes recommending policies and procedures to the school board to ensure that schools respond in a timely manner to every unexcused absence or absence for which the reason is unknown of the students enrolled in schools.
School Board Policies		<ul style="list-style-type: none"> School board policies must require each parent or guardian of a student to justify each absence of the student. Justification will be evaluated based on adopted school board policies that define excused and unexcused absences. Policies must provide that schools track excused and unexcused absences and contact the home in the case of an unexcused absence from school or an absence from school for which the reason is unknown, to prevent the patterns of nonattendance. The Legislature finds that early intervention in school attendance matters is the most effective way of producing good attendance habits that will lead to improved student learning and achievement. Each public school shall implement steps to enforce regular school attendance as outlined in s. 1003.26, (1)-(4), F. S.
Contact, Refer, Enforce	(1)(a)	<ul style="list-style-type: none"> The school principal (or designee) shall contact the student’s parent to determine the reason for absence. If the absence is excused, the school shall provide an opportunity for the student to make up assigned work and not receive an academic penalty unless work is not made up within a reasonable time. The student’s primary teacher shall report to the school principal (or designee) that the student may be exhibiting a pattern of nonattendance if a student has had <ul style="list-style-type: none"> at least five unexcused absences within a calendar month or for which reasons are unknown ten unexcused absences or absences for which reasons are unknown within a 90 calendar-day period.
Referral to the Child Study Team (CST)	(1)(b)	<ul style="list-style-type: none"> The principal shall refer the case to the school’s child study team to determine if patterns of truancy are developing unless there is clear evidence that the absences are not a pattern of nonattendance.
Request Parent Meeting		<ul style="list-style-type: none"> A meeting with the parent must be scheduled to identify potential remedies if a pattern of nonattendance is developing whether the absences are excused or unexcused. The principal

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Return Child to Parent	(3)	<ul style="list-style-type: none"> A designated school representative shall visit the home or place of residence of a student and any other place in which he or she is likely to find any student who is required to attend school when the student is not enrolled or is absent from school during school hours without an excuse and when the student is found, shall return the child to his or her parent, principal, teacher in charge of the school; the private tutor from whom absent; or to the juvenile assessment center or other location established by the school board to receive students who are absent from school. Upon receipt of the student, the parent shall be immediately notified.
Report to the Division of Jobs and Benefits	(4)	<ul style="list-style-type: none"> A designated school representative shall report to the Division of Jobs and Benefits of the Department of Labor and Employment Security all violations of the Child Labor Law.
Right to Inspect	(5)	A designated school representative shall have the same right of access as is given by law to the Division of Jobs and Benefits only for the purpose of ascertaining whether children of compulsory school age are actually employed there and are working there regularly. The designated school representative shall report findings of unsatisfactory working conditions or violation of the Child Labor Law to the Division of Jobs and Benefits.
Court Procedures and Penalties	s. 1003.27, F.S.	
Driver's License Requirements	(2)(b)	Issuance of a drivers license or a learner's drivers license is prohibited and driving privileges will be suspended for nonattendance. Principals (or designee) shall notify the district school board of each student who accumulates 15 unexcused absences in 90 calendar days. Each private school governing body designee and each parent whose child is enrolled in a home education program may provide the Department of Highway Safety and Motor Vehicles with the legal name, sex, date of birth, and social security number of each minor student under his or her jurisdiction who fails to satisfy relevant attendance requirements. The superintendent must notify the Department of Highway Safety and Motor Vehicles with the legal name, sex, date of birth, and social security number of each student. The Department of Highway Safety and Motor Vehicles may not issue a drivers license or learner's drivers license and shall suspend any previously issued drivers license or learner's drivers license of a minor student.
Habitual Truancy Cases	(3)	<ul style="list-style-type: none"> The district school superintendent is authorized to file a truancy petition as specified in s. 984.151, F.S. If the district school superintendent chooses not to file a truancy petition, procedures for filing a child-in-need-of-services petition must be followed according to this section and chapter 984. The designated school representative shall refer a student who is habitually truant and the student's family to the children in-need-of-services

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		and families-in-need-of-services provider or the case staffing committee as determined by the cooperative agreement and the procedures established by the district school board. Prior to the filing of a petition, the district school board must have complied with the requirements of attendance policy enforcement, s. 1003.26, F.S., and those efforts must have been unsuccessful.
Cooperative Agreements and Prosecutions	(4) (4)(a) (4)(b) (4)(c) (4)(d)	<ul style="list-style-type: none"> • The district administrator of the Department of Children and Family Services or designee, the circuit manager of the Department of Juvenile Justice or designee, and the district school superintendent or superintendent’s designee of schools must develop a cooperative interagency agreement that <ul style="list-style-type: none"> – clearly identifies each department’s role and function in working with habitual truants and their families – identifies and implements measures to resolve and reduce truant behavior – addresses issues of streamlining service delivery, the appropriateness of legal intervention, case management, the role of case staffing committee, student and parental intervention, student and parental involvement, and community action plans – delineates time frames for implementation and identifies a mechanism for reporting results by the circuit juvenile justice manager or the circuit manager’s designee and the district school superintendent or the superintendent’s designee to the Department of Juvenile Justice and Department of Education.
Attendance Register as Evidence	(5)	<ul style="list-style-type: none"> • The register of attendance of students at a public, parochial, religious, denominational, or private school, or of students taught by a private tutor, kept in compliance with rules of the State Board of Education is prima facie evidence of the facts which it is required to show. A certified copy of any rule and a statement of the date of its adoption by the State Board of Education is admissible as prima facie evidence of the provisions of rule and of the date of its adoption.
Proceedings and Prosecutions: Who May Begin	(6)	<ul style="list-style-type: none"> • If proceedings and prosecution have been commenced against a parent/guardian or child, the presiding courts shall make every effort to coordinate sanctions ordering the child and parent to perform community service, attend counseling, make monetary payment, make up missed work, and attend school with the child. Employers cannot terminate any employee who is attending school with a child pursuant to a court order.
Student Subject to School Control	s. 1003.31(1),F.S.	<ul style="list-style-type: none"> • Each student enrolled in school is subject to law and rules and regulations of the State Board of Education and of the district school board during the time he or she is being transported to or from school at public expense, is attending school, or is on school premises participating with authorization in a school-sponsored activity. A student is also subject to rules of the district school board during a reasonable time

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		before and after the student is on the premises for attendance at school or for authorized participation in a school-sponsored activity. The student shall be under the control and direction of the principal or teacher in charge of the school and under the immediate control and direction of the teacher or other member of the instructional staff or the bus driver to whom the responsibility is assigned by the principal.
Reasonable Time	(2)	<ul style="list-style-type: none"> • The term “reasonable time” means 30 minutes before or after the activity is scheduled or actually begins or ends, whichever period is longer. A school or district school board may assume a longer period of supervision by policy or other formal action. Casual or incidental contact between school district personnel and students on school property shall not result in a legal duty to supervise outside of the reasonable times provided that parents shall be advised in writing twice per year or by posted signs of the school’s formal supervisory responsibility and that parents should not rely on additional supervision. The duty of supervision shall not extend to anyone other than students attending school and students authorized to participate in school-sponsored activities.
Right to Expel	(3) (3)(a) (3)(b) (3)(c)	<ul style="list-style-type: none"> • Nothing shall prohibit a district school board from having the right to expel or to take disciplinary action against a student who is found to have committed an offense on school property at any time if <ul style="list-style-type: none"> – the student is found to have committed a delinquent act which would be a felony if committed by an adult – the student has adjudication withheld for a delinquent act which if committed by an adult would be a felony – the student has been found guilty of a felony. • If the student has a disability the disciplinary action must comply with the procedures set forth in State Board of Education rule.
Daily Conduct Pledge	(4)	<ul style="list-style-type: none"> • Students may be required by the school district to recite a daily conduct pledge, which states positive behavior and conduct.
Career Education Certification	s. 1003.431(1), F.S. (1)(a) (1)(b) (2)	<ul style="list-style-type: none"> • A student who fulfills the following requirements shall be recognized with a career education certification on his or her high school diploma: <ul style="list-style-type: none"> – completion of the requirements for high school graduation as provided in s. 1003.429, F.S. or s. 1003.43, F.S. – a passing score on the college entry-level placement test or an equivalent test identified by the DOE with a score adequate to enroll in a public postsecondary educational program without the need for college preparatory or career preparatory instruction. • a comprehensive program of study in career education must be designed to prepare a student to continue his or her education at a postsecondary educational institution

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		and obtain employment. A comprehensive career education program of study must require of each student
	(2)(a)	<ul style="list-style-type: none"> - completion of academic courses with a designation from the DOE of level two or above (All credits earned to meet graduation requirements in mathematics, science, and communication must have that designation.)
	(2)(b)	<ul style="list-style-type: none"> - attainment of at least one occupational completion point in an industry-certified career education program or completion of at least two courses in a technology education program
	(2)(c)	<ul style="list-style-type: none"> - completion of a one credit course addressing workplace readiness skills (The course requirement may be satisfied by infusing course content into an existing select career and education course. The State Board of Education must define by rule the content of the course and must ensure that the course meets graduation requirements for performing fine arts or practical arts.)
	(2)(d)	<ul style="list-style-type: none"> - participation in work-based learning experiences, as defined by rule by the State Board of Education
	(2)(e)	<ul style="list-style-type: none"> - participation in a capstone activity that includes a project related to a career (This activity is designed to apply and demonstrate the competencies and concepts attained in the student’s program of study. The State Board of Education may specify by rule characteristics of capstone activities that meet the intent of this paragraph.)
	(3)	<ul style="list-style-type: none"> • The career education certification indicates that the student is prepared to continue into postsecondary education without the need for remediation and that the student has marketable employment skills. The State Board of Education may adopt by rule a standard format for the certification.
	(4)	<ul style="list-style-type: none"> • A school district is not required to offer a comprehensive career education program pursuant to this section. However, for each student who receives the career education certification on his or her high school diploma, the school district may receive incentive funding contingent upon funding in the annual General Appropriations Acts
	(5)	<ul style="list-style-type: none"> • A school district that generates funds as a result of incentive funding for student achievement of the career education certification on the high school diploma must expend the total amount on the comprehensive career education program of study. The school district may not apply indirect charges to incentive funds earned.
Physical Education and Assessment	s. 1003.455(1), F.S.	<ul style="list-style-type: none"> • It is the responsibility of each district school board to develop a physical education program that stresses physical fitness and encourages healthy, active lifestyles and to encourage all students in prekindergarten through grade 12 to participate in physical education. Physical education shall consist of physical activities of at least a

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	<p>(2)</p> <p>(3)</p>	<p>moderate intensity level and for a duration sufficient to provide a significant health benefit to students, subject to the differing capabilities of students.</p> <ul style="list-style-type: none"> • Each district school board must, no later than December 1, 2004, adopt a written physical education policy that details the school district’s physical education program and expected program outcomes. Each district school board must provide a copy of its written policy to the Department of Education by December 15, 2004. • Any district that does not adopt a physical education policy by December 1, 2004, must at a minimum implement a mandatory physical education program for kindergarten through grade 5 which provides students with thirty minutes of physical education each day, 3 days a week.
Required Instruction	s. 1003.42(1), F.S.	<ul style="list-style-type: none"> • Each school district shall provide all courses required for high school graduation and appropriate instruction designed to ensure that students meet State Board of Education adopted standards (Sunshine State Standards) in the following subject areas: reading and other language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts.
Content Areas	(2)	<ul style="list-style-type: none"> • Members of the instructional staff of public schools shall teach efficiently using books and materials required and including the following prescribed courses of study: <ul style="list-style-type: none"> – the content of the Declaration of Independence and how it forms the philosophical foundation of our government – the arguments in support of adopting our republican form of government as they are embodied in the Federalist Papers – the essentials of the United States Constitution and how it provides the structure of our government – flag education including proper flag display and flag salute – the elements of civil government including the primary functions of the federal government; the state; and its counties, municipalities, school districts, and special districts – the history of the Holocaust (1933-45), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions – the history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage

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		<p>to America, the enslavement experience, abolition, and the contributions of African Americans to society</p> <ul style="list-style-type: none"> - the elementary principles of agriculture - the true effects of all alcoholic and intoxication liquors and narcotics on the human body and mind - kindness to animals - the history of the state - the conservation of natural resources - comprehensive health education that addresses concepts of community health; consumer health; environmental health; family life, including an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy; mental and emotional health; injury prevention and safety; nutrition; personal health; prevention and control of disease; and substance use and abuse - additional subjects as are prescribed by law or fields in such grades as are prescribed by law or by rules of the State Board of Education and the district school board in fulfilling the requirements of law - the study of Hispanic contributions to the U.S. - the study of women’s contributions to the U.S - a character development program in the elementary schools similar to Character First or Character Counts, which is secular in nature and stresses such character qualities as attentiveness, patience, and initiative. Beginning in school year 2004-2005, the character-development program shall be required in kindergarten through grade 12. Each district school board must develop or adopt a curriculum for the character development program that must be submitted to the department for approval. The character-development curriculum shall stress the qualities of patriotism, responsibility, citizenship, kindness, respect, honesty, self-control, tolerance, and cooperation. - the sacrifices that veterans have made in serving our country and protecting democratic values worldwide on or before Veteran’s Day and Memorial Day using the assistance of local veterans when practicable (<i>Explanatory Note:</i> It is up to the school district to determine how, for how long, to whom, in what courses, and what materials will be used to teach these topics.)
Teaching of Disease Exemption	(3)	<ul style="list-style-type: none"> • Any student whose parent presents a written request to the principal shall be exempted from the teaching of the reproductive health or any disease, including HIV/Aids, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption. Course descriptions for

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		comprehensive health education shall not interfere with the local determination of appropriate curriculum which effects local values and concerns.
Career and Technical Education	s. 1003.491(1), F.S. (1)(a) (1)(b) (1)(c) (1)(d) (1)(e) (1)(f) (1)(g) (2) (3)	<ul style="list-style-type: none"> • School board, superintendent, and school accountability for career and technical education within elementary and secondary schools includes but is not limited to <ul style="list-style-type: none"> – student exposure to a variety of careers and provision of instruction to explore specific careers in greater depth – student awareness of available career and technical programs and the corresponding occupations into which such programs lead – student development of individual career plans – integration of academic and career and technical skills in the secondary curriculum – student preparation to enter the workforce and enroll in postsecondary education without being required to complete college preparatory or career vocational preparatory instruction – student retention in school through high school graduation – career education and technical curriculum articulation with corresponding postsecondary programs in the career local area technical center or community college or both. • No school board or public school shall require a student to participate in any school-to-work or job training program. A district school board or school must not require a student to meet occupational standards for grade level promotion or graduation unless the student is voluntarily enrolled in a job training program. • Each district school board and superintendent must implement all components required to obtain career education certification on the high school diploma if the school district chooses to offer certification.
Industry Certified Career Education Programs	1003.492(1), F.S. (2)	<ul style="list-style-type: none"> • A career education program within a comprehensive high school program of study must be coordinated with the appropriate industry indicating that all components of the program are relevant and appropriate to prepare the student for further education or for employment in that industry. • The State Board of Education shall adopt rules as specified in s. 120.536(1) and 120.54, F.S., for implementing an industry certification process, which rules must establish any necessary procedures for obtaining appropriate business partners and requirements for business and industry involvement in curriculum oversight and equipment procurement.
Dropout Prevention and Academic Intervention	s. 1003.53(1)(a), F.S.	<ul style="list-style-type: none"> • School districts are encouraged to develop and establish dropout prevention and academic intervention activities designed to meet the needs of students who do not perform well in traditional educational programs. Student participation in programs

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		shall be voluntary. Districts may assign students to a program for disruptive students.
Student Eligibility		<ul style="list-style-type: none"> • Dropout prevention and academic intervention programs may differ from traditional education programs and schools in scheduling, administrative structure, philosophy, curriculum, or setting and shall employ alternative teaching methodologies, curricula, learning activities, and diagnostic and assessment procedures in order to meet the needs, interests, abilities, and talents of eligible students.
Character Development and Law Education		<ul style="list-style-type: none"> • The educational program shall provide curricula, a character development and law education, and related services which support the program and goals and lead to improved performance in the areas of academic achievement, attendance, and discipline.
Single-Parent Family		<ul style="list-style-type: none"> • No student shall be identified as being eligible to receive services funded through the dropout prevention and academic intervention program based solely on the student being from a single-parent family. Students in grades 1-12 shall be eligible for dropout prevention and academic intervention programs.
Grade Levels	(1)(b)	<ul style="list-style-type: none"> • Eligible students shall be reported in the appropriate basic cost factor. The strategies and supports provided to eligible students shall be funded through the General Appropriations Act and may include but are not limited to those services identified on the student’s academic intervention plan.
Program Criteria	(1)(c) (1)(c)1 (1)(c)2 (1)(c)3 (1)(c)3a (1)(c)3b	<ul style="list-style-type: none"> • A student shall be identified as eligible to receive services based on one of the following criteria: <ul style="list-style-type: none"> – the student is academically unsuccessful as evidenced by low test scores; retention; failing grades; low grade point average; falling behind in earning credits; or not meeting state or district levels in reading, mathematics, or writing – the student has a pattern of excessive absenteeism or has been identified as a habitual truant – the student has a history of disruptive behavior in school or has committed an offense that warrants out-of-school suspension or expulsion from school according to the district code of student conduct (“Disruptive behavior” is behavior that <ul style="list-style-type: none"> ○ interferes with the student’s own learning or the educational process of others and requires attention and assistance beyond that which the traditional program provides or results in frequent conflicts of a disruptive nature while the student is under the jurisdiction of the school either in or out of the classroom ○ severely threatens the general welfare of students or with others with whom the student comes into contact.)

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Second Chance Schools	(1)(d)1	<ul style="list-style-type: none"> • “Second Chance Schools” means school district programs provided through cooperative agreements between the Department of Juvenile Justice, private providers, state or local law enforcement agencies, or other state agencies for students who have been disruptive or violent or who have committed serious offenses.
Startup Grants	(1)(d)2	<ul style="list-style-type: none"> • School districts seeking to enter into a partnership with a private entity or public entity to operate a second chance school for disruptive students may apply to the Department of Education for start-up grants from the DOE.
Program Implementation	(2)(a)	<ul style="list-style-type: none"> • Each district may establish dropout prevention and academic intervention programs at the elementary, middle, junior, or high school level. • Programs designed to eliminate patterns of excessive absenteeism or habitual truancy shall emphasize academic performance and may provide specific instruction in the areas of <ul style="list-style-type: none"> – career education – behavioral management.
School Improvement Plan	(2)(b)	<ul style="list-style-type: none"> • Each school that establishes a dropout prevention and academic intervention program at the school site shall reflect that program in the school improvement plan as required under s. 1001.42(16), F.S.
Evaluation	(3)	<ul style="list-style-type: none"> • Each school district receiving state funding for dropout prevention and academic intervention programs through the General Appropriations Act shall submit information through an annual report to the DOE’s database documenting the extent to which each of the district’s dropout prevention and academic intervention programs has been successful in the areas of graduation rate, dropout rate, attendance rate, and retention/promotion rate.
Staff Development	(4)	<ul style="list-style-type: none"> • Each school district shall establish procedures for ensuring that teachers assigned to dropout prevention and academic intervention programs possess the affective, pedagogical, and content-related skills necessary to meet the needs of these students.
Student Records and Parent Notification	(5)	<ul style="list-style-type: none"> • Each district providing a dropout prevention and academic intervention program shall maintain records documenting the student’s eligibility, the length of participation, the type of program to which the student was assigned or the type of academic intervention services provided, and an evaluation of the student’s academic and behavioral performance while in the program. • Prior to placement or provision of academic services, the principal or his designee must provide written notice before placement or services by certified mail, return receipt requested, to the student’s parent. The parent of the student must sign an acknowledgement of the notice and return the signed acknowledgement to the principal within 3 days after receipt of the notice. The parents of the assigned student

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		<p>must be notified in writing and entitled to an administrative review of placement action by school personnel.</p>
<p>School-to-Work Accountability Provision of Information to Students and Parents</p>	<p>s. 1006.02(1), F.S.</p> <p>(2)</p> <p>(3)</p>	<ul style="list-style-type: none"> • Each public K-20 schools must document the manner in which they have prepared students to enter the workforce, including information regarding the provision of accurate, timely career and curricular counseling to students. This information must include <ul style="list-style-type: none"> – available career opportunities – educational requirements associated with each career – student financial aid available to enable students to pursue any postsecondary instruction required to enter that career. • This information must also delineate school procedures for identifying student interests and aptitudes, include recommended high school coursework that prepares students for success in college-level work. • This information shall be made known to parents and students annually through inclusion in the school’s handbook, manual, or similar documents or other communication regularly provided to parents and students. • School-to-work transition information must delineate the availability of applied instruction utilizing examples comparable to the student performance standards specified for corresponding college-preparatory courses and must delineate the support services available for students who need assistance to complete instruction necessary to enroll in postsecondary education or enter the workforce successfully. • School-to-work transition information must delineate the availability of instruction that enables students to acquire technical skills associated with specific clusters of occupations as well as employability skills that apply to most occupations and describe and identify the available workplace-based learning experiences. Any school that conducts secondary career education programs must identify any agreements that specify the programs that articulate into corresponding postsecondary programs. • Each school must assess the student’s preparation to enter the workplace and must provide the student and the student’s parents with the results of this assessment.
<p>Guidance Services Report</p>	<p>1006.025(1), F.S.</p> <p>(2)</p>	<ul style="list-style-type: none"> • Each district school board must annually submit a district guidance report to the Commissioner by June 30. • The guidance report must include but not be limited to the following: <ul style="list-style-type: none"> – examination of student access to guidance counselors – degree to which a district has adopted or implemented a guidance model program – evaluation of the information and training available to guidance counselors and

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John Winn, Commissioner
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