Developmental Research School
*at the University of Florida*

# Student Progression Plan
# Secondary: Grades 6-12
# 2026-2027

*P.K. Yonge Developmental Research School*
*College of Education, University of Florida*
*1200 S.W. 6th Street, Gainesville, FL 32601*
*www.pkyonge.ufl.edu | 352-392-1554*

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# STUDENT PROGRESSION PLAN

P.K. Yonge Developmental Research School strives to inspire strength of character and a passion for lifelong learning in all students, supporting the development of educated and caring contributors to the world.

To ensure that P.K. Yonge Developmental Research School is meeting the needs of students, and in response to legislation, we have established a comprehensive program for student progression that includes the following:

- standards for evaluating each student's performance, including how well he or she masters the performance standards approved by the State board of Education
- specific levels of performance in reading, writing, science, and mathematics for each grade level, including the levels of performance on statewide assessments
- appropriate alternative placement for a student who has been retained two or more years
- procedures for grade placement for English Language Learners (ELL) based on age and past educational experiences as verified by student records
- procedures for informing each student and his or her parents/guardians of the student's academic progress. The P.K. Yonge Developmental Research School Student Progression Plan is a contract delineating what a student must know and be able to do to be promoted and what the school will do to help the student meet the requirements for promotion. The plan and the procedures for its implementation reflect clearly that promotion is based on student achievement. The plan establishes procedures to achieve parent understanding, cooperation and acceptance of the student's placement. School attendance procedures as described in the school's Attendance Policy are considered as part of the Student Progression Plan. The program for student progression is based upon goals and objectives that are compatible with the state's plan for education. Pertinent factors considered by the teacher before recommending that a student progress from one grade to another have been prescribed by the school in its plan. The Student Progression Plan is governed by state statutes and school policy. All procedures listed in the Student Progression Plan are subject to change due to legislative action. The Student Progression Plan is reviewed annually and posted on the school website. Students will be placed in programs and levels best suited to meet their academic needs and customized learning paths, with consideration given to their social, emotional and physical development. Decisions regarding student promotion, retention and special placement are primarily the responsibility of the school's professional staff. State regulations and school policies place the responsibility for decisions regarding student placement with the principal and the Student Success Team or its equivalent.

It is the responsibility of school administration to provide students with effective instructional and remedial programs that accomplish the following:

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

A student scoring/performing significantly below grade level expectations will receive support and/or be recommended for intensive supplemental programs that address the student's learning needs.

## English Language Learner (ELL) Students

The education of the English Language Learner (ELL) is tailored to student needs through design, scheduling, instructional strategies, philosophy, and learning activities through the identification, assessment, and classification process. English language instruction for ELL students shall: utilize English for Speakers of Other Languages (ESOL) instructional strategies in approach; provide courses leading to English language proficiency; ensure access to appropriate ESOL instruction and to categorical programs and services; ensure qualified instructional personnel and monitoring for program compliance, equal access, and program effectiveness. (F.S. 1003.56)

**ESOL Program Transfer of ELL Students**
Students who are enrolled in an ELL program in another school district, whether within or outside of Florida, will be assessed for ELL services based on P.K. Yonge's admissions and enrollment documentation and criteria.

**Equal Access for ELL Students**
ELL students who meet program eligibility criteria shall have equal access to all programs with teachers who possess the same ELL training as that required of all other general education teachers.

**Grading Procedures for ELL Students**
The ELL student's date of entry into a U.S. school (DEUSS) will be used to determine the length of time for ESOL. The student's ESOL program entry date may be used if DEUSS is not available.
Students are to be assessed and graded on mastery at the student's grade level placement.

**Assessment and Accommodations of the state, district, or classroom tests, K-12 for ELL Students**

- Instructional Content: due to PKY DRS' utilization of the inclusion model for its ESOL program, ELL students are to be provided the same instructional content as non-ELL students using ESOL strategies.

- Testing: Accommodations for ELL students will only be offered, as stated, in the standardized assessment manuals and if required by a student's individual ELL Plan.

- Academic Assistance: ELL students being served in the ELL program will qualify for academic assistance/tutorial/remediation in alignment with services offered to the general education population in any given year.

**Promotion/Retention of ELL Student**s

- K-12 ELL Students: Promotion or retention decisions may be made for any individual student classified as ELL based on the same procedures outlined for general education students.

- K-12 ELL Students: In addition to the notification of parents through interim reporting and report cards after each nine weeks, schools will provide an opportunity for a conference involving the teacher or principal and parent for any student in grades 9 -12 not progressing appropriately toward matriculation and/or graduation. Parent conferences concerning possible retention should be documented in the student's cumulative record. ELL students will be promoted based upon the same criteria as non-ELL students, with the exception that these students must be provided with accommodations to their lessons and assignments (such as portfolios) and be delivered instruction through the use of ESOL strategies commensurate with their English language proficiency level

# MIDDLE SCHOOL (GRADES 6-8)

## ADMISSION, ENROLLMENT, PROMOTION, PLACEMENT & TRANSFERS

### Admission Requirements

For information about admission, please visit the P.K. Yonge DRS website at:
https://pkyonge.ufl.edu/admissions-process/

### Enrollment and Grade Level Placement

Placement that facilitates optimum learning for each student shall be determined by established principles of growth and development, by the academic and career interests of the student and by acquisition of subject area skills and competencies. Consistent with P.K. Yonge DRS rules and in accordance with state statute [1012.28 (5) F.S.], the director has designated the principal of the school as the final authority in the placement of students in programs or classes.

### State Policy on Transfer of Students in the Middle Grades

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

- Grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by P.K. Yonge DRS' accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, successful completion of courses shall be validated through performance during the first semester as outlined in subsection (2) of this rule.

- Validation of courses shall be based on performance in classes at P.K. Yonge DRS. A student transferring into P.K. Yonge DRS shall be placed at the appropriate sequential course level and should be passing (with a grade of C or better) each required course at the end of the first semester. Students who do not meet this requirement shall have courses validated using the Alternative Validation Procedure, as outlined in subsection (3) of this rule.

- Alternative Validation Procedure. If validation based on performance as described above is not satisfactory, then any one of the following alternatives identified in P.K. Yonge DRS' Student Progression Plan shall be used for validation purposes as determined by the teacher, principal, and parent:

    - Portfolio evaluation by the director or designee;
    - Demonstrated performance in courses taken at other public or private accredited schools;
    - Demonstrated proficiencies on nationally-normed standardized subject area assessments;
    - Demonstrated proficiencies on the FAST; or
    - Written review of the criteria utilized for a given subject provided by the former school.

Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in paragraphs (3)(c) and (d) of this rule if required."
Specific Authority 1003.4156(3), 1003.25(3) FS. Law Implemented 1003.25(3) FS. History–New 10-20-08.

**Parent/Guardian Role with Placement Decisions**

State law provides the authority for placement of students within the school district (P.K. Yonge DRS). Placement is based on professional educators' evaluations of how well the student is meeting the levels of performance for student progression. Such evaluations take into account whether or not the student has the knowledge and skills to move on successfully to the more difficult work of the next grade or course. Parents may discuss a placement with school officials and ask for an explanation of the placement, and they may review the evidence the school used to make the placement.

**Placement in Intensive Reading 1003.4156 (1) (b) F.S.**

For each year in which a student scores at Level l and below the 20th percentile on Progress Monitoring 3 (Summative) FAST ELA Assessment, the student may be enrolled in supplemental reading instruction the following year. Students scoring at Level 2 and between the 20th and 40th percentile on FAST Progress Monitoring summative assessment may be enrolled in supplemental reading instruction. The method by which reading strategies are delivered shall be determined by diagnosis of reading needs. Supplemental reading instruction shall be designed and offered pursuant to the P.K. Yonge DRS' Comprehensive Reading Plan (CERP).

**Transfers and Withdrawals**

Students transferring into P.K. Yonge DRS once the school year has begun may be assessed in reading and math to determine reading proficiency and to ensure proper course and remedial instruction placement. Students will be placed into middle or high school courses based on mastery of the appropriate Florida Standards and courses offered in the instructional program identified by course number and description including B.E.S.T Standards for ELA and Mathematics.

**Placement from Accredited Schools in Grades 6-8**

Students enrolling in grades 6-8 from an accredited public, private or charter school shall be placed in a grade consistent with the recommendation of the sending school and the support information provided that documents student progress and mastery of standards.

**Placement from Home Education or Unaccredited Schools in Grades 6-8**

Students seeking initial placement in grades 6-8 from a home education program or an unaccredited charter, public or private school shall be evaluated by P.K. Yonge DRS to determine the most appropriate grade level placement. Criteria to be considered shall include age and maturity, standardized achievement test results, state assessment results, progress as it relates to the state standards and benchmarks, previous records from public or private schools and evidence from the student's portfolio of work and achievement while in home education.

In no instance shall the placement be automatic, based solely on the recommendation of the unaccredited public or private school, home educator, or age of the student. The placement decision is subject to review and revision after school personnel have had the opportunity to observe the student's work. Should there be reasonable suspicion of a student's grades, initial assessments may be required to determine grade placement.

**Withdrawal from School at Age 16**

A student who attains the age of 16 years during the school year is not subject to compulsory school attendance beyond the date upon which he or she attains that age, provided the student files a formal declaration of intent to terminate school enrollment with the director of P.K. Yonge DRS.

The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and must be signed by the student and the student's parent.

The following steps must also be taken:

- The school shall notify the student's parent of receipt of the student's declaration of intent to terminate school enrollment.
- The student's school counselor or other school personnel shall conduct an exit interview with the student to determine the reasons for the student's decision to terminate school enrollment and actions that could be taken to keep the student in school.
- The student shall be informed of opportunities to continue his or her education in a different environment, including, but not limited to, adult education and GED test preparation.
- The student shall complete a survey to provide data on student reasons for terminating enrollment and actions taken by schools to keep students enrolled.

**Initial Placement of Homeless Students:**

A homeless student is defined as a child or youth who:

- shares the housing of other persons due to loss of housing, economic hardship, or a similar reason,
- lives in motels, travel trailer parks, or camping grounds due to the lack of alternative adequate accommodations, or emergency or transitional shelters,
- is abandoned in hospitals or awaiting foster care placement, or
- lives in cars, parks, public spaces, abandoned buildings, bus or train stations, or similar settings.

P.K. Yonge Developmental Research School adheres to the McKinney-Vento Homeless Education Assistance Improvements Act of 2001. Homeless students shall be permitted to enroll once admitted into in P.K. Yonge DRS. They shall be provided services comparable to those offered to other students enrolled in the school. It is the responsibility of the P.K. Yonge DRS to contact immediately the school last attended by the homeless student to obtain relevant records. If the student needs to obtain immunization records, P.K. Yonge DRS shall refer immediately the student to the school nurse for assistance. A homeless student shall be permitted to enroll immediately, even if the student is unable to produce records normally required for enrollment. This includes, but is not limited to, records such as previous academic records, medical and immunizations records, and proof of residency.

**Attendance**

Parent and student responsibilities are:

- to be informed of P.K. Yonge DRS policies and school rules about absenteeism and tardiness,
- to appeal a decision about an absence,
- to make up class work in a reasonable amount of time after an excused absence,
- to attend classes daily and be on time,
- to explain or document the reason for an absence, and
- to request make-up work after an absence and to complete it in a reasonable amount of time. For specific information about attendance, please see the Code of Student Conduct.

# SPECIAL PROGRAMS

**Foreign Exchange Students**
Admission of foreign exchange students is limited to students in grade 11.

**Hospital/Homebound Programs for Students in Need of Homebound or Hospital Services**

A homebound or hospitalized student is a student who has a medically diagnosed injury, a chronic physical/psychiatric condition, or has repeated intermittent illness due to a persisting medical problem. The condition, illness or medical problem confines the student to home or hospital and restricts activities for an extended period. A physician licensed in the state of Florida makes the medical diagnosis. "A physician licensed in the state of Florida," as used in this rule, is one who is qualified to assess the student's physical or mental condition.

Students are dismissed from the program when the physician recommends that the student no longer requires participation in the program and is ready to return to school.

The minimum evaluation for determining eligibility is an annual medical statement, from a physician licensed in the state of Florida, including a description of the disabling condition or diagnosis with any medical implications for instruction. The report must state that the student is unable to attend school and must give an estimated duration of condition or prognosis.

Students are eligible for services from their third birthday until they graduate (receive a standard diploma or G.E.D.) or until their 22nd birthday. An Individual Education Plan (IEP) shall be developed or revised prior to assignment to the homebound or hospitalized program placement. Hospital/homebound students are eligible for a standardized test waiver only if they have been found eligible for special education services through an eligible disability program in addition to hospital/homebound.

**Virtual Education 1001.42 F.S.**

**Placement/Acceleration in Florida Virtual School (FLVS)**

As stipulated by the Florida K-20 Education Code (s.1002.20), parents have the right to choose educational options Including Florida Virtual School (FLVS) for their children. A student's full-time school may not deny access to courses offered at FLVS assuming that the desired online course(s) is an appropriate course placement based on the student's academic history, grade level, and age.

P.K. Yonge DRS shall provide students with access to enroll in courses available through the FLVS and shall award units for successful completion of such courses. Access to FLVS shall be available to students during or after the scheduled school day and throughout the summer. Students wishing to take courses from FLVS must work closely with their school counselors.

Students enrolled in a FLVS course that requires a state end-of-course assessment (EOC) are required to take the EOC.

Virtual schools must progress monitor English Language Arts progress toward successful completion of Florida Standards benchmarks at least three times per year. (State Board Rule 6A- 6.054)

**FLVS Guidelines for Middle School**

- It is recommended that students have a 2.0 or higher GPA AND/OR state standardized test scores confirming grade level achievement unless the student has unique needs that may limit

success in the traditional classroom.
- Students must meet with school counselor to determine if placement in a FLVS is academically appropriate for the student based on course prerequisites, the student's academic history and age and appropriateness of the course. ALL courses must be approved by the school counselor.

Requests for courses to be taken during the school day should be made within 30 days prior to the first day of school. The following steps are necessary to enroll in a Virtual School course.

- The parent/student must contact a PKY counselor to create an account and register for Virtual School.
- The PKY school counselor approves course(s). Virtual School will assign a teacher; this can take approximately 2-4 weeks depending upon course/teacher availability.

    - Once a semester has begun, a student may not withdraw from a school course to enroll in the same course online.
    - Students may not simultaneously be placed in the same course concurrently at the school and at FLVS.
    - Students enrolled in a FLVS course during the school day must complete one segment aligned to one semester. Failure to complete the course segment within that time frame will result in the student being dropped from the course and the inability to enroll in future FLVS courses during the scheduled school day.

## CURRICULUM AND INSTRUCTION

**General Program—CourseRequirements1003.4156 F.S.**

To be promoted to grade 9, students are required to complete the following successfully:

- three middle school or higher courses in English which emphasize literature, composition, and technical text,
- three middle school or higher courses in mathematics,
- three middle school or higher courses in social studies, one semester of which must include the study of state and federal government and civics education,
- three middle school or higher courses in science,
- required career and education planning to be completed in middle school
- the equivalent of one class period per day of physical education for one semester of each year required for students enrolled in grades 6 through 8.

*The required career planning standards are incorporated into the US History and Career Planning course; this includes career exploration using the designated state approved program. The program must inform students of high school graduation requirements, high school assessments, college entrance test requirements, and programs through which a high school student can earn college credit, including Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, career academy opportunities, and courses that lead to national industry certification (1003.4156 F.S.) One of the middle school social studies courses must be at least a one semester of a civics education course that includes the roles and responsibilities of federal, state and local governments; the structures and functions of the legislative, executive and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence and the Constitution of the United States. Each student’s performance on the state Civics End-of- Course (EOC) assessment will be 30% of each

semester's final grade in the course.

The physical education requirement shall be waived for students who meet one of following criteria (1003.455 F.S.):

The student is enrolled or required to enroll in a remedial course.

- The student's parent signs a written statement on file at P.K. Yonge DRS that
  - the parent requests that the student enrolls in another course from among those courses offered as options by the school district, or
  - the student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement. Students are required to receive 300 minutes of instruction during the school day. Physical activities outside the school day do not release students from the 300 minutes of instruction requirement. A student must take an approved, alternative middle school course if the physical education course is waived.

**Grade-Level Classification Requirements:**

- classification for 6th Grade - promotion from 5th grade
- classification for 7th Grade - successful completion of 6th grade language arts, mathematics, science and social studies
- classification for 8th Grade - successful completion of 7th grade language arts, mathematics, science and social studies

**Additional Requirements:**

- completion of career and education planning, and
- the equivalent of one class period per day of physical education for one semester of each year for students enrolled in grades 6 through 8, unless student is eligible for a state- approved waiver.

**Academic and Career Plans 1003.4156, F.S.**

Each middle school student prior to entering grade 9 shall develop a four- to five- year academic and career plan based on postsecondary and career goals. Students and their parents shall choose an academic path from among the following:

- four-year college or university, community college plus university or military academy degree,
- two-year postsecondary degree,
- postsecondary career certificate, immediate employment or entry-level military service, or
- a combination of the above. Each student's plan will include a "path" of core courses and a recommended group of electives. Student academic and career plans shall be reviewed annually and may be changed if a student's high school 4-year plan changes. The career and education planning course may be taught in 7$^{th}$ or 8$^{th}$ grade, by any member of the instructional staff and is designed to help students become aware of the relationships that exist between education and career achievement as outlined in s. 1003.4156, F.S.

**School-to-Work Transition**

Beginning in grade 6, students shall receive information, which includes recommended high school coursework that prepares students for success in college- level work. The information shall be made known to parents and students annually through inclusion in the school's handbook, manual, similar

documents, or other communications regularly provided to parents and students.

**Advanced Courses/Honor Roll**

P.K. Yonge DRS Academically Challenging Curriculum to Enhance Learning (ACCEL) options: whole-grade and mid-year promotion, subject matter enrichment and acceleration, credit acceleration program, and virtual instruction in higher grade-level subjects. ACCEL options do not supersede the promotion requirements of 1003.4156. Program specifics are available through P.K. Yonge DRS' School Counseling Department. Such placement shall be made after review by guidance personnel and administration. 1002.3105 F.S.

**High School Credit in Middle School 1003.4156 F.S., 1008.22 (3)(c) 2.a. F.S.**

Middle school students may be enrolled appropriately in high school credit- earning courses in Math, World Languages, and Social Studies. Courses will adhere to high school grading policy, which may be found in the high school program section of the Student Progression Plan.

Students taking Algebra I or Geometry or other courses with a statewide End of Course assessment in middle school at P.K. Yonge must take the EOC assessment and it will be 30% of each semester grade in the course. Students who earn a grade of D or F for Algebra 1 or Geometry in either semester and earn a corresponding EOC score of level 4 or level 5 will qualify for a grade replacement of the earned D or F. The replacement grade will be recorded as a grade of C for the semester. Passing the Algebra I EOC assessment is a graduation requirement.

Middle school students earning high school credit shall simultaneously be credited with meeting the requirements for the appropriate corresponding pre-grade 9 courses. High school courses taken below grade 9 are included in the student's cumulative GPA and may be used to satisfy high school graduation requirements and Bright Futures award requirements.

Credit Acceleration Program 1003.4295, F.S. The Credit Acceleration Program (CAP) authorizes secondary students to earn high school credit in a course that requires a statewide, standardized end-of-course (EOC) assessment if the student attains a specified score (aligned to legislative requirement) on the EOC. These courses include U.S. History, Algebra 1, Geometry, and Biology. P.K. Yonge DRS shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a score indicating satisfactory performance, as defined in F.S. 1008.22(3)c 5 on the corresponding EOC. Students interested in this option should confer with their school counselor. 1003.4295 F.S.

The requirements and eligibility process is as follows:

- The EOC will be administered only at the times established by the state assessment calendar.
- The score necessary to earn credit will be determined by the state and applied in all situations.
- Only credit (no grade) will be earned by meeting the passing score on the EOC.
- If a student takes the EOC and does not earn credit, the student will not be eligible to apply for further CAP testing for the same course until additional preparation has been documented and evaluated.

A student can also earn high school credit through the passage of an Advanced Placement (AP) examination or College Level Examination Program (CLEP) examination. If a student attains a passing score on an AP or CLEP examination, then P.K. Yonge DRS will award course credit to the

student who is not enrolled or who has not completed the course.

**Single Course Acceleration**

Consistent with P.K. Yonge DRS rules and in accordance with state statute 1012.28 (5) F.S., the director has designated the principal of the school as the final authority in the placement of students in programs or classes. All students are eligible for single course acceleration after demonstrating mastery of the current grade level course standards. When a student is accelerated, he/she is still responsible for mastering all standards in the current grade level course and will be required to take all state and district assessments. Integrated curriculum standards such as literacy and social studies may be missed through acceleration yet included on future assessments. In addition, math and science topics are presented only once rather than being repeated year after year. Therefore, the parent should carefully consider the full academic and social ramifications of acceleration and confer with the school counselor to determine if single course acceleration is appropriate for the student based on the student's academic history, teacher recommendation, ability to work independently and the long-range academic, social and emotional effect of acceleration. A course acceleration request should be completed before November 1.

**Procedure for Course Acceleration**

- A teacher or parent who believes a student might be a candidate for course acceleration shall contact the school counselor and share classroom evidence and FAST performance in support of the student's possible assignment to the next grade level course.
- The school counselor shall review the classroom evidence of potential course mastery and complete a review of the student's performance with the parent.
- If testing is authorized per the performance review, the school counselor shall notify the principal and obtain the appropriate assessments.
- The principal's designee shall administer the recommended assessments and consult with the principal to determine if the student demonstrates mastery, defined as 80% or better.
- The principal and school counselor shall complete and submit a course acceleration request to the director of Assessment and Accountability.
- The director will review the documentation of mastery and make a final determination of single course acceleration.
- If the acceleration is to a virtual school, the progress of the student in the new course shall be monitored by the virtual teacher.

**Grade Forgiveness of High School Credit by Middle School Students 1003.428 (4) (d) F.S.**

Middle school students who have taken high school courses may receive grade forgiveness if they have earned a grade or the numerical equivalent of a C, D or F. In such cases, P.K. Yonge DRS' forgiveness policy must allow the replacement of the grade with a grade or the numerical equivalent of a C or higher, earned subsequently in the same or comparable course. For a grade of A or B, the course and grade cannot be forgiven; it will appear on the student's high school transcript and will be used in the calculation of high school grade point average and for Bright Futures. (Section 1003.428(4)(d), F.S.)

**Assessment, Remediation and Progress Monitoring State Assessments 1008.25 (2) (b), 1 F.S.**

Participation in the statewide testing program, which consists of the Florida Standard Assessments, State End-of Course (EOC) assessments and alternate assessments, is mandatory for all K-12 students attending public schools. The assessment of Florida language arts standards shall be administered annually in grades 3-10. The assessment of Florida mathematics standards shall be administered annually in grades 3-7.

Middle school students taking Algebra I, Geometry, or Biology 1 or an equivalent course in middle school must take the State End-of-Course (EOC) and it will be 30% of each semester grade in the course. Students earning a Level 1 or level 2 score on the EOC shall not combine the EOC score and course grade to earn credit in the course when the course grade was below benchmark. Students who score a level 3 or above will be able to earn credit for the course without earning value points calculated into the GPA. These students are not required to take the corresponding grade-level FAST. Passing the Algebra I EOC is a graduation requirement. Civics EOC exams will count as 30% of each semester grade for 7th grade students.

**State Assessments for Transfer Students**

If a student transfers into a Florida middle school from out of country, out of state, a private school, or a home school, and that student's transcript shows credit received in Algebra I or an equivalent course, the student will be required to take Florida's EOC assessment in Algebra I.

A transfer student with high school credit in Algebra I will not take Florida's Algebra I End-of-course (EOC) Assessment if the student passed a statewide, standardized EOC assessment in that course, if administered by the transferring school; achieved a passing score on the high school statewide assessment in mathematics required by the state from which the student transferred for purposes of satisfying the Elementary and Secondary Education Act, or if the student achieves an equivalent score on another assessment as identified pursuant to s.1008.22(11).

A transfer student will take Florida's EOC assessment in Algebra I under all other circumstances and must pass the EOC assessment in order to qualify for a standard high school diploma.

**No Assessment Exemptions Based on Attendance**

P.K. Yonge DRS 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.

**Remediation Requirements 1008.25 (4) (b) F.S.**

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

**Remedial Instruction**

P.K. Yonge DRS offers supplemental learning opportunities. Student eligibility is based primarily on below-grade-level performance.

Consistent with P.K. Yonge DRS' Comprehensive Reading Plan, middle school students who do not demonstrate proficiency on the FAST ELA may receive intervention services in either through supplemental reading instruction or a content area course taught by a content area teacher who has participated in content area reading professional development that builds teacher capacity to deliver scientifically based content area literacy practices that support low performing students.

**Duration of Remediation**

Each student who does not meet minimum performance expectations for the statewide assessment tests in reading, writing, science, mathematics and social studies 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.

**Progress Monitoring 1008.25 (4) (b) 1,2,3 F.S.**

One of three types of progress monitoring shall be developed in consultation with the parent/guardian for any student not meeting district or state proficiency levels in reading, writing, science, mathematics or social studies. Consultation is defined as a conference, a conversation via email, phone, or written exchange. School personnel shall use all available resources to achieve parent understanding of, and cooperation with, the progress monitoring requirements.

The three types of progress monitoring from which to choose are as follows:

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

All progress monitoring shall be tailored to identify the individual assistance deemed necessary to remedy a student's diagnosed deficiencies. The progress monitoring must clearly identify:

- the specific diagnosed academic need(s) to be remediated,
- the success-based intervention strategies to be used,
- how, when, how often, by whom and how long intensive remedial instruction is to be provided, and
- the monitoring and reevaluation activities to be employed.

**Required Remediation through Progress Monitoring and a Multi-Tiered System of Supports (MTSS)1008.25 (4) (b) 1, 2, 3 F.S.**

Students in grades 6-8 who score below proficiency as defined by performance level and percentile rank on the ELA FAST or below criterion on progress monitoring assessments in reading and/or math shall receive remediation through a MTSS in the appropriate subject(s).

Parent Refusal for Remediation through Progress-Monitoring and a Multi-Tiered System of Supports (MTSS)

P.K. Yonge DRS has the authority and responsibility to advise a student's course of study. Statute requires a school to develop a MTSS in consultation with the parent, but it does not require parental approval, nor does it give the parent the right to veto a MTSS. The school is held accountable for the student's success and may implement a MTSS without a parent's approval. Students whose progress-monitoring plan is an IEP, however, must have parent approval of the plan. If the parent refuses to participate in the remedial strategies detailed in the MTSS because he or she believes the strategies are unnecessary or inappropriate, the parent may appeal to the principal. The principal shall make a recommendation for final action to the director. Consistent with P.K. Yonge DRS rules and in accordance with state statute [1012.28 (5) F.S.], the director has designated the principal of the school as the final authority in the placement of students in programs or classes.

# GRADING AND REPORTING PROCEDURES

**State Grading Scale 1003.437 F.S.**
The following grading scale is used by P.K. Yonge

| able Mastery-Language | Point Value on Rubric | Letter Grade | Range (4-point grade system) | Meets Standard Course Credit Earned |
|---|---|---|---|---|
| Mastery | 4 | A | 3.51 - 4.0 | Value Point 4 |
| Proficient | 3.5 | B | 3.01 - 3.5 | Value Point 3 |
| Approaching | 3 | C | 2.51 - 3 | Value Point 2 |
| Beginning | 2.5 | D | 2.01 - 2.5 | Value Point 1 |
| Not Meeting | 1 | F | .01 - 2.0 | No Course Credit |
| No Evidence | 0 | F | 0 | No Course Credit |

**Progress Reports and Report Cards 1003.33 F.S.**

Report cards provide the student and the student's parents with an objective evaluation of scholastic achievement with indicators of progress. The school reserves the right to issue report cards digitally. Report cards shall clearly depict and evaluate the following:

- the student's mastery of the Florida Standards
- the student's academic performance in each class or course in grades K through 12 based on examinations as well as other appropriate academic performance items
- the student's performance at his or her grade level
- the student's conduct and behavior
- the student's attendance, including absences and tardies. Report cards shall be issued at the end of each grading period on uniform dates as adopted annually on the official school year calendar. Students transferring into the P.K. Yonge DRS after the midpoint of a reporting period may be assigned grades based on records/grades from the sending school

**Interim Progress Reports 1008.25 F.S.**
Interim progress reports shall be available to all students in grades 1-12 at the midpoint of each regularly established grading period on uniform dates as adopted annually on the official school calendar. Interim reports may be done via parent conferences as well as through reporting forms.

**District Report on Enrollment and Completion of High School Courses Completed in Middle School**

Schools shall report in Florida's Automated System for Transferring Records (FASTER) the enrollment and completion with a grade C or higher all high school courses taken by middle school students.

**Promotion Requirements 1003.4156 F.S.**

To be promoted to high school, the middle school student must successfully complete:

- three middle school or higher courses in English. These courses shall emphasize literature, composition, and technical text,

- three middle school or higher courses in mathematics. Each middle school must offer at least one high school level mathematics course for which students may earn high school credit,
- three middle school or higher courses in social studies to include one semester of Civics.
- middle school students enrolled in Civics must take the Civics State End-of- Course (EOC) Assessment and the score earned will be 30% of semester grade in the course (1008.22 F.S., HB SB 1076-2013).
- three middle school or higher courses in science, and
- one course in career and education planning to be completed in sixth, seventh or eighth grade.

**No Social Promotion/Administrative Placement 1008.25 (6) (a) F.S.**

Florida statute prohibits the assignment of a student to a grade level based solely on age or other factors that constitute social promotion or administrative placement at the next grade level without regard for student mastery of the appropriate Florida Standards. A student fails to meet the state portion of levels of performance for student progression when the student fails to achieve proficiency levels on the grade/subject level FAST. As the FAST is not the sole determiner of promotion or retention, the Student Success Team or its equivalent shall base a promotion or retention decision on the preponderance of evidence reviewed.

**Promotion under Unique Circumstances**

In limited, unique circumstances, a student may be promoted without meeting the specific assessment performance levels prescribed by the district and the state. Promotion may be recommended by a principal working with the Student Success Team if the student is able to demonstrate mastery of the Next Generation Sunshine State Standards through alternate assessments with the preponderance of evidence indicating that the student's achievement is equivalent to the designated levels of performance for student progression.

**Promotion of Late-in-the-Year Transfer Students.**

The promotion of students transferring into P.K. Yonge DRS during the last grading period shall be determined primarily by the grades and records received from the sending school.

**Mid-Year Promotion**

**Mid-Year Promotion of Retained Students from 6th to 7th or 7th to 8th**

In middle school, mid-year promotion is defined as promotion of a retained student at any time during the year of retention once the student has successfully completed the four (4) core grade academic requirements (language arts, mathematics, science, social studies) of the preceding grade level. Student grade level classification at the end of the first semester will determine which grade level FAST is administered.

**Retention 1008.25 (2) (b) F.S.**

Retention may occur when the school's instructional staff, through its Student Success Team determines that the student demonstrates the need for additional time to attain appropriate academic knowledge and skills in order to meet required school and/or state performance standards.

**Options for Students Not Meeting Promotion Standards 1008.25 (2) (c) F.S.**

There are two options if a student does not meet school or state promotion standards. Those options are as follows:

- remediate before the beginning of the next school year and promote based on the student's demonstrated mastery of appropriate grade level expectations/standards, or
- retain in a different program that takes into account a student's unique academic needs and learning style.

**Parent and Student Notifications 1008.25(8)(a) F.S.**

**Parent Notification of Student's Annual Progress**

Each year, schools shall provide parents with a report of the progress of the student toward achieving state and district expectations for proficiency in reading, writing, science, and mathematics, including the student's results on each statewide assessment test. This report traditionally accompanies the last report card of each year but may be available at an earlier date as determined by the school. In addition, access to progress reporting information shall be provided to parents.

**Parent Notification of Student Retention**

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

**Parent Notification of Remediation**

Parent notification shall be documented when a student is being remediated in reading, writing, science and/or math and is being considered for retention. Parents shall be informed of student progress via quarterly report cards and conferences as deemed necessary by the school. The school reserves the right to issue report cards digitally.

**Parent Notification of Student Assignment to Remedial Classes in Middle School**

Parents of middle school students with scores below proficiency on the ELA FAST shall be notified when their student is placed in an intensive reading class or a content- area class focused on reading strategies in lieu of an elective. The notification shall explain that placement in the course is based on the student's need to master the Florida Standards in as evidenced by a below proficient score on the most recent FAST.

**Parent/Student Notification of Graduation Program Options 1003.429 (3) F.S.**

HB 1255 requires that each school provide students in grades six through twelve and their parents with information concerning the three-year and four-year high school graduation options. The information shall include a timeframe for achieving each graduation option.

**Parent Notification of Classroom Instructional Accommodations Not Allowed on FAST or EOC assessments.**

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

- Inform the parent in writing, and
- Provide the parent with information regarding the impact on the student's ability to meet expected proficiency levels in reading, writing, and math.

# EXCEPTIONAL STUDENT EDUCATION (GRADES 6-8)

P.K. Yonge DRS seeks to identify exceptional students and maintains information on those students screened and identified as "exceptional." The term "exceptional student" includes, but is not limited to, the following:

- students who have intellectual disabilities
- students with speech and language impairments
- students who are deaf or hard of hearing
- students who are blind or visually impaired
- students who have orthopedic impairments
- students who have traumatic brain injuries
- students who have other health impairments
- students who have emotional or behavioral disorders
- students who have specific learning disabilities
- students who are gifted
- students who have autistic spectrum disorders
- students who are developmentally delayed

Information gathered may include the student's social, emotional, physical, psychological, academic and communication behaviors and abilities. Information is collected through screening programs, checklists, teacher observations, standardized tests, and from such individuals as parents, teachers, psychologists, audiologists, social workers, physicians, other professional personnel, and the child himself.

Information is used to assist in the development of appropriate educational programs for exceptional students and for reports to state and federal agencies. Students are screened periodically for vision, hearing, speech, and academic achievement at the initial step in the process of identifying those students with suspected exceptionalities. If a child is selected for further testing, the parent will be notified of the content of the evaluation and the procedural safeguards available.

**Admission and Placement of Students**

**Eligibility for Exceptional Student Education (ESE) Services 1003.43 (11) (a) F.S.**

All students having difficulty meeting promotional requirements shall be monitored carefully by the Multi-Tiered System of Supports (MTSS) Intervention Team or its equivalent. Eligibility for ESE services may be considered upon completion of appropriate interventions and activities. State law requires that students with learning problems in reading and/or math must have been on an intervention plan for a reasonable amount of time as a general education intervention prior to beginning the referral process for Exceptional Student Education. P.K. Yonge DRS has defined the reasonable length of time as a minimum of 45 school days for most students. Exceptions do apply in extreme/emergency situations, and interventions already in place before the start of a new school year do apply toward the 45 days. Eligibility for Exceptional Student Education is determined by the staffing committee in accordance with current eligibility criteria.

**Placement for Students with Disabilities enrolled in Exceptional Student Education (ESE)**

Individual Education Plan (IEP) teams determine the appropriate ESE program placement for ESE students based on their individual needs. School administrators determine in which classroom(s) and with which teacher(s) within the school the student will receive instruction in the ESE program that the IEP team determined appropriate. ESE students shall be placed in appropriate courses as dictated by their IEPs. This will be in the regular education classroom with their peers without disabilities.

## Curriculum and Instruction

### Instructional Accommodations for Exceptional Student Education (ESE) Students

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

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

### Reporting Student Progress Notification of IEP Goals

All parents will be notified of their child's achievement during the school year with at least the same frequency as that of a peer without disabilities enrolled in the same school. Progress toward IEP goals will be reported to the parent at the time designated on the IEP. Report Cards and Grading

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

### Statewide Assessment - Assessment of Students with Disabilities Enrolled in Exceptional Student Education

All students, including Exceptional Student Education (ESE) students, must participate in the state's assessment and accountability system for FAST and End of Course (EOC) exams. If ESE students receive testing accommodations, the accommodations must be listed in the student's Individual Education Plan (IEP) and utilized regularly during classroom instruction and assessment. Allowed accommodations are listed in the procedures manual for each specific assessment.

Legislation provides for a waiver of FAST passing scores as a requirement for graduation with a standard high school diploma for students with disabilities whose abilities cannot be accurately measured by the statewide assessments after attempting each required assessment at least twice. The individual educational plan (IEP) team may request a waiver of the FAST proficiency requirement for a standard high school diploma for those students with disabilities identified in the Enhanced New Needed Opportunity for Better Life and Education for Students with Disabilities Act (ENNOBLES) who also meet the requirements set forth in Sections 1003.43(11)(b) or 1003.428(8)(b), Florida Statutes. Students with disabilities with Section 504 plans are not eligible for a waiver.

Students with disabilities enrolled in courses for which a statewide EOC assessment is required are expected to participate in the Florida EOC Assessments. Waivers are available for an EOC graduation requirement for students who have IEPs. The IEP team must determine that an EOC assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations.

To be considered for a FAST or EOC waiver, the student must:

- be identified as a student with a disability (S.1007.02(2)F.S.)
- have an IEP
- have been provided instruction to prepare the student to demonstrate proficiency in the core content knowledge and skills necessary for grade to grade progression and high school graduation (S.1003.428(8)(a)).
- have taken the appropriate FAST with appropriate accommodations at least twice.
- be progressing toward meeting the state credit, GPA and district graduation requirements.

**Parent Notification of Classroom Instructional Accommodations Not Allowed on FAST or EOC assessments.**

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

- inform the parent in writing, and
- provide the parent with information regarding the impact on the student's ability to meet expected proficiency levels in reading, writing, and math.

This notification is documented on the student's individual educational plan.

**Promotion, Assignment, and Retention of Exceptional Students for Standard Diploma**

Students who receive ESE services and are following the general education program (1) take the state assessment (2) are working toward a standard diploma (3) are required to meet the same guidelines for promotion as students without disabilities.

**Retention of Exceptional Student Education (ESE) Students**

Exceptional Student Education (ESE) students who are pursuing a general education diploma are affected by the same guidelines for retention as are students in regular education. Refer to the sections of this document for general education promotion requirements.

**Additional Programs**

**Hospital Homebound**
A homebound or hospitalized student is a student who has a medically diagnosed injury, a chronic physical/psychiatric condition, or has repeated intermittent illness due to a persisting medical problem. The condition, illness or medical problem confines the student to home or hospital and restricts activities for an extended period of time. A physician licensed in the state of Florida makes the medical diagnosis. "A physician licensed in the state of Florida" as used in this rule, is one who is qualified to assess the student's physical or mental condition. Students are dismissed from the program when the physician recommends that the student no longer requires participation in the program and is ready to return to school.

The minimum evaluation for determining eligibility is an annual medical statement, from a physician licensed in the state of Florida, including a description of the disabling condition or diagnosis with any medical implications for instruction. The report must state that the student is unable to attend school and gives an estimated duration of condition or prognosis. Students are eligible for services from their third birthday until they graduate (receive a standard diploma or G.E.D.) or through their 22nd birthday. An Individual Education Plan (IEP) shall be developed or revised prior to assignment to the homebound or hospitalized program placement.

Hospital/homebound students are eligible for the standardized testing waiver only if they have been found eligible for special education services through an eligible disability program in addition to hospital/homebound.

## REQUIRED INSTRUCTION

The requirements for instruction are designed to conform to the vision, mission and objectives of P.K. Yonge DRS. The procedures herein are consistent with Florida Statute and recognize the unique characteristics and needs of P.K. Yonge DRS students.

**Based on State Standards**

Instruction that complies with the State Board of Education adopted Student Performance Standards shall be offered at P.K. Yonge DRS. These standards are incorporated into appropriate courses in all subject areas in grades K- 12 and are the basis for curriculum, instruction and evaluation of student performance in the district.

**Access to Classroom Instruction and Extra-Curricular Activities**

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

# HIGH SCHOOL STUDENT PROGRESSION PLAN GRADES 9 -12

## ADMISSION, ENROLLMENT, PLACEMENT, TRANSFERS & ATTENDANCE

### Admission Requirements

For information about admission, please visit the P.K. Yonge DRS website:
https://pkyonge.ufl.edu/admissions-process/

### Enrollment and Grade Level Placement and Promotion

### Requirements for Information Prior Enrollment

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

- A final order of expulsion or dismissal shall be recorded in the records of the receiving school.
- The expelled or dismissed student applying for admission to the receiving school shall be advised of the final order of expulsion.
- The principal may recommend to the director that the final order of expulsion be waived and the student be admitted to the school or that the final order of expulsion be honored and the student not be admitted to the school.

### Grade Placement and Promotion within High School

Students shall be considered freshmen, sophomores, juniors, seniors and fifth year seniors based on the credits listed below:

- A student shall be classified as a sophomore with a minimum of 5 credits.
- A student shall be classified as a junior with a minimum of 11 credits.
- A student shall be classified as a senior with a minimum of 17 credits.
- Students in general education programs not reaching graduation status in four years may be provided the opportunity of a fifth year to meet P.K. Yonge DRS' graduation requirements. The student must complete the fifth year before the age of 19 and must have the approval of the principal.
- High schools may promote retained students from grade 9 to grade 10, grade 10 to grade 11, or grade 11 to grade 12 at the end of the first semester upon documentation of the awarding of required credits.
- A junior who is enrolled in a 24-credit diploma program shall be moved to senior status at the end of first semester if enrolled in the necessary coursework to graduate in the spring. Consistent with P.K. Yonge DRS rules and in accordance with state statute (1012.28 (5) F.S.), the director has designated the principal of the school as the final authority in the placement of students in programs or classes.

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

Students enrolled in the three-year ACCEL 18-credit diploma program shall be considered freshmen, sophomores, and juniors according to the same criteria that apply to students seeking a four-year diploma. Students in the 18 credit ACCEL diploma program, who have 17 or more credits at mid-year of their third year of high school, shall move to senior status with all senior rights and privileges. The 17 credits must include 3.5 credits in English, 3.5 credits in Math, 2.5 credits in science and 2.5 credits in social studies (credits must include world history, U.S. history, U.S. government or economics). Students must also have met the Algebra 1 and 10th grade Reading assessment graduation requirements.

**Placement of Students on Community Control 948.03 F.S.**

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

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

Termination of School Placement at Age 16 A student who attains the age of 16 years during the school year is not subject to compulsory school attendance beyond the date upon which he or she attains that age if the student files a formal declaration of intent to terminate school enrollment with P.K. Yonge DRS. The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and must be signed by the student and the student's parent. The following steps must also be taken:

- The school shall notify the student's parents of receipt of the student's declaration of intent to terminate school enrollment.
- The student's school counselor or other school personnel shall conduct an exit interview with the student to determine the reasons for the student's decision to terminate school enrollment and actions that could be taken to keep the student in school.
- The student shall be informed of opportunities to continue his or her education in a different environment, including, but not limited to, adult education and GED test preparation.
- The student shall complete a survey to provide data on student reasons for terminating enrollment and actions taken by schools to keep students enrolled.

**Transfers and Withdrawals**

**Course Weightings for Transfer Students - see 6A- 1.09941 State Uniform Transfer of High School Credits**

Students transferring credits into P.K. Yonge DRS will be subject to the current course credit weighting approved by P.K. Yonge DRS and in alignment with Florida DOE course code directory. If a letter grade is assigned, that grade is entered into our system, even if the grading scale from which the student transferred is not equivalent to P.K. Yonge DRS' grading scale. If only a numerical grade is provided and no grading scale is provided, a 100-point grading scale is applied with the following cut scores 90-100 = A, 80-89.9 = B, 70-79.9 = C, 60-69.9 = D, 59.9 and below = F.

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

**Placement of Out-of-State or Out-of-Country Transfer Students in Grade 11 or Grade 12 1003.433 F.S.**

Transfer students who enter a Florida public school at the eleventh or twelfth grade from out of state or from a foreign country shall not be required to spend additional time in a Florida public school in order

to meet the high school course requirements if the student has met all the requirements of the school district, state or country from which he or she is transferring. Such students who are not proficient in English shall receive immediate and intensive instruction in English language acquisition. However, to receive a standard high school diploma, a transfer student must earn a 2.0 grade point average and pass the grade 10 ELA FAST and Math FSA/alternative assessment. For graduation requirements for transfer students, see: Graduation Requirements.

**Promotion of Late-in-the-Year Transfer Students**

The promotion of students transferring into P.K. Yonge DRS during the last grading period shall be determined primarily by the grades and records received from the sending school.

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

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

- accumulation of at least 16 credits,
- probable graduation within the academic year and
- agreement setting expectations for attendance, behavior, academic achievement.

**Initial Placement of Homeless Students:**

A homeless student is defined as a child or youth who:

- shares the housing of other persons due to loss of housing, economic hardship, or a similar reason,
- lives in motels, travel trailer parks, or camping grounds due to the lack of alternative adequate accommodations, or emergency or transitional shelters,
- is abandoned in hospitals or awaiting foster care placement, or
- lives in cars, parks, public spaces, abandoned buildings, bus or train stations, or similar settings.

P.K. Yonge Developmental Research School adheres to the McKinney-Vento Homeless Education Assistance Improvements Act of 2001. Homeless students shall be permitted to enroll once admitted into in P.K. Yonge DRS. They shall be provided services comparable to those offered to other students enrolled in the school. It is the responsibility of the P.K. Yonge DRS to contact immediately the school last attended by the homeless student to obtain relevant records. If the student needs to obtain immunization records, P.K. Yonge DRS shall refer immediately the student to the school nurse for assistance. A homeless student shall be permitted to enroll immediately, even if the student is unable to produce records normally required for enrollment. This includes, but is not limited to, records such as previous academic records, medical and immunizations records, and proof of residency.

**Attendance**

Parent and student responsibilities are:

- to be informed of P.K. Yonge DRS policies and school rules about absenteeism and tardiness,
- to appeal a decision about an absence,

- to make up class work in a reasonable amount of time after an excused absence,
- to attend classes daily and be on time,
- to explain or document the reason for an absence, and
- request make-up work after an absence and to complete it in a reasonable amount of time. For specific information about attendance, please see the Code of Student Conduct.

## SPECIAL PROGRAMS

### Foreign Exchange Program

### Placement of Foreign Exchange Students

The following guidelines have been established for foreign exchange students:

- All foreign exchange students shall be assigned to grade 11 and must complete a Home Language Survey.
- No foreign exchange students shall receive a P.K. Yonge DRS school diploma nor participate in the graduation ceremony.
- Specific courses shall be provided to foreign exchange students on a space available basis.
- It is recommended that foreign exchange students take U.S. History and English classes.
- Foreign exchange students may be eligible to participate in sports and activities provided they meet Florida High School Athletic Association (FHSAA) or a sponsoring organization's rules and regulations.
- Foreign exchange students are subject to all school rules and regulations.
- Host parents must accept all responsibilities for foreign exchange students including, but not limited to, conferences with school staff.
- P.K. Yonge DRS may limit the number of foreign exchange students they admit based on class size and/or total student enrollment.
- Foreign exchange students must be fluent in English prior to enrollment; therefore, they should not be tested for qualification of ESOL service.
- Representatives from foreign exchange programs must request permission for admission to the high school before May 1 of the preceding school year.
- Foreign students must be a minimum of 16 years old and cannot turn 18 prior to September 1 in the year of enrollment and attendance.

### P.K. Yonge DRS Students Leaving the Country for Foreign Exchange

Rising juniors may participate in a foreign exchange program. Students may not participate in an exchange program in their senior year as it may jeopardize the completion of graduation requirements. There is no credit guarantee for courses taken in a foreign country. Course Descriptions in English can be reviewed for advanced approval, but there is a high probability that no credit will be granted. Therefore, students should consult with their school counselor and carefully weigh their options for meeting graduation requirements.

### Hospital Homebound Information

A homebound or hospitalized student is a student who has a medically diagnosed injury, a chronic physical/psychiatric condition, or has repeated intermittent illness due to a persisting medical problem.

The condition, illness or medical problem confines the student to home or hospital and restricts activities for an extended period of time. A physician licensed in the state of Florida makes the medical diagnosis. "A physician licensed in the state of Florida" as used in this rule, is one who is qualified to assess the student's physical or mental condition. Students are dismissed from the program when the physician recommends that the student no longer requires participation in the program and is ready to return to school. The minimum evaluation for determining eligibility is an annual medical statement, from a physician licensed in the state of Florida, including a description of the disabling condition or diagnosis with any medical implications for instruction. The report must state that the student is unable to attend school and gives an estimated duration of condition or prognosis. Students are eligible for services from their third birthday until they graduate (receive a standard diploma or G.E.D.) or through their 22nd birthday. An Individual Education Plan (IEP) shall be developed or revised prior to assignment to the homebound or hospitalized program placement. Hospital/homebound students are eligible for the FLORIDA STANDARD ASSESSMENTS waiver only if they have been found eligible for special education services through an eligible disability program in addition to hospital/homebound.

**Virtual Education 1001.42 F.S.**

Virtual Course Graduation Requirement: P.K. Yonge DRS has developed multiple blended courses which meet standards for online education. These courses are the preferred method for students to meet the online course requirement. Students are encouraged to meet with their school counselor to determine if this requirement has been met. In addition, P.K. Yonge DRS has partnered with FLVS to ensure that students are able to meet this requirement.

Florida Virtual School is the preferred option for enrollment in online coursework beyond courses listed in the P.K. Yonge course catalog. NCAA division I and II prospective student athletes should consult NCAA initial eligibility requirements regarding virtual courses.

**Placement/Acceleration in Florida Virtual School (FLVS)**

As stipulated by the Florida K-20 Education Code (s.1002.20), parents have the right to choose educational options such as Florida Virtual School (FLVS) for their children. A student's full-time school may not deny access to courses offered by FLVS assuming that the desired online course(s) is an appropriate course placement based on the student's academic history, grade level, and age.

P.K. Yonge DRS shall provide students with access to enroll in courses available through FLVS and shall award credit for successful completion of such courses. Access to virtual school shall be available to students during or after the normal school day and throughout the summer until July 31. Students wishing to take courses from FLVS must work closely with their school counselors. Virtual school is not recommended as an option for a schedule change after the school year begins.

Students enrolled in an FLVS course, which requires a state end-of-course assessment (EOC), are required to take the EOC.

Virtual schools must progress monitor English Language Arts progress toward successful completion of Florida Assessment of Student Thinking benchmarks at least three times per year. (State Board Rule 6A- 6.054)

**FLVS Guidelines for High School**

- Use of designated learning spaces during the scheduled school day has been established to assist in student access to virtual courses. Students enrolled in these classes will be held to daily class attendance requirements even if course is completed prior to the end of the enrolled semester.

- It is recommended that students have a 2.0 or higher and standardized test scores confirming grade level achievement unless the student has medical or behavior issues that may limit success in the traditional classroom.
- Students must meet with their school counselor to determine if placement in an FLVS is academically appropriate for the student based on course prerequisites, the student's academic history and age and appropriateness of the course. ALL courses must be approved by the school counselor.
- Requests for FLVS courses to be taken during the school day should be made within 30 days prior to the first day of school. The following steps are necessary to enroll in a Virtual School course:
    - The parent/student must contact a PKY counselor to create an account and register for Virtual School.
    - The PKY school counselor approves course(s). Virtual School will assign a teacher, and this assignment can take approximately 2-4 weeks depending upon course/teacher availability.
- Students may not simultaneously be placed in the same course concurrently at the high school and at FLVS.
- Students enrolled in a course during the school day must complete the course segment by the end of the semester in which the student was enrolled in the course. Failure to complete the course segment within the semester could result in the student being dropped from the course and the inability to enroll in future courses during the regular school day.

**Program for Credit Retrieval**

A review of student academic and attendance records will be conducted prior to the start of school and at the end of each semester. Students meeting the criteria listed below shall be considered for an opportunity to participate in the credit retrieval program. This program is an option, not a requirement for students:

- who are not on schedule to graduate with their cohort – deficient in credits,
- with a GPA below a 2.0 – in danger of not graduating, or
- who meet one or more of the grade forgiveness criteria. Students should move through the correct progression of the curriculum before the credit retrieval program is allowed when the GPA is above a 2.0. Students must receive a grade of D or F in order to retake a class. Due to National Collegiate Athletic Association (NCAA) eligibility requirements, credit retrieval courses are not recommended for prospective NCAA Division I and II athletes. For additional information, see http://www.ncaa.org/ or http://web1.ncaa.org/ECWR2/NCAA_EMS/NCAA.html.

# CURRICULUM AND INSTRUCTION

**Course/Program Placement**

**Course Placement**

Students will be placed into high school courses based on mastery of the appropriate standards in accordance with the student's four-year plan. Consistent with P.K. Yonge DRS rules and in accordance with state statute (1012.28 (5) F.S.), the director has designated the principal of the school as the final authority in the placement of students in programs or classes.

**Course Prerequisites**

Designated courses listed in the P.K. Yonge DRS High School Course Catalog have prerequisites. These

prerequisites must be honored unless the student petitions and the ensuing conversation with a school counselor indicates that an exception should be made based on data and a student's individual needs.

**Enrollment in Sequential Courses**

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

**High School Credit**

**Definition of High School Credit 1003.436 (1) (a) (b)**

One high school credit is defined in statute as a minimum of 135 (120 block) hours of bona fide instruction in a designated course of study, which contains student performance standards.

**Credit Acceleration Program 1003.4295 F.S.**

The Credit Acceleration Program (CAP) authorizes secondary students to earn high school credit in a course that requires a statewide, standardized end-of-course (EOC) assessment if the student attains a specified score on the EOC assessment.

P.K. Yonge DRS shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a score indicating satisfactory performance, as defined in F.S. 1008.22(3)c 5 on the corresponding EOC assessment. Students interested in this option should confer with their counselor.

The requirements and eligibility process is as follows:

- The EOC assessment will be administered only at the times established by the state assessment calendar.
- The score necessary to earn credit will be determined by the state and applied in all situations.
- Only credit (no grade) will be earned by meeting the passing score on the EOC assessment.
- If a student takes the EOC assessment and does not earn credit, the student will not be eligible to request further CAP testing for the same course until additional preparation has been documented and evaluated.
- Credit System and Grade Averaging for Credit 1003.436 (2) F.S. P.K. Yonge DRS maintains a one-half (.5) credit earned system; full courses will reflect two .5 credit awards. A student enrolled in a full-year course will receive one-half (.5) credit if the student successfully completes either the first or second half of the course but fails the other half and the averaging of the grades obtained in each half would not result in a passing grade. A student enrolled in a full-year course shall receive full credit if the student successfully completes either the first or the second half of a full-year course but fails to successfully complete the other half but the averaging of the numerical grades in each half results in a passing grade. In addition, students may also be required to pass a comprehensive exam for that course. Students must meet additional P.K. Yonge DRS requirements successfully, such as class attendance, and other indicators of performance.

A student can also earn high school credit through the passage of an Advanced Placement (AP) examination or College Level Examination Program (CLEP) examination. If a student attains a passing score on an AP or CLEP examination, then P.K. Yonge DRS will award course credit to the student who is not enrolled or who has not completed the course. No grade will be assigned.

**Credit for High School Courses taken prior to Grade 9 1003.43 (1) F.S.**

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

Middle school students who have taken high school courses may receive grade forgiveness if they have earned a grade or the numerical equivalent of a C, D or F. In such cases, the forgiveness policy must allow the replacement of the grade with a grade or the numerical equivalent of a C or higher, earned subsequently in the same or comparable course. For a grade of A or B, the course and grade cannot be forgiven, will appear on the student's high school transcript, and will be used in the calculation of high school grade point average and for Bright Futures (Section 1003.428(4)(d), F.S.).

Students seeking high school credit for courses taken in a private middle school may be granted credit if (1) the private school is listed with the Florida DOE as a private school with a school number and (2) the credit and course grade are reflected on an official transcript from the school. If the high school course has a state EOC assessment, the student must take the EOC to receive credit.

**College Credit by Examination 1007.27 (7) F.S.**

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

**Volunteer and Non-Academic Activity Credit 1003.43 (1)(k) F.S.**

A student may earn .5 credit in Voluntary Public Service (Course Code 0500370). A minimum of 75 hours of paid, nonpaid, voluntary community or school service is required to earn this .5 credit. The school principal (or designee) is responsible for approving specific volunteer activities.

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

- service to a governmental agency,
- service to a not-for-profit local, national or international organization,
- service to a school or school organization,
- service to a religious organization, or
- other as approved by the principal (or designee). All service/volunteer activities should be documented on the letterhead of the organization and presented to the appropriate person designated at each school. As was stated above, the principal (or designee) is responsible for approval of submitted community service/volunteer hours. There are two classes of community service/volunteer activities: community service and service learning. Both qualify for community service/volunteerhours.
- Community Service—Student community service is defined as community service activities that are non-curriculum based and are recognized by and/or arranged through the school. The community service:

- generally does not include explicit learning objectives or organized reflection or critical analysis activities,
- may include activities that take place off school grounds or may happen primarily within the school, may be carried out as school-wide events, separately organized school programs, or projects conducted by school-sponsored clubs (i.e., Girls/Boys Clubs, National Honor Society), and
- may not be earned for service required as part of a court action.

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

- Service Learning—Service learning is defined as curriculum-based community service that integrates classroom instruction with community service activities. The service must:
  - be organized in relation to an academic course or curriculum,
  - have clearly stated learning objectives,
  - address real community needs in a sustained manner over a period of time, and
  - assist students in drawing lessons from the service through regularly scheduled, organized reflection or critical analysis activities, such as discussions, presentations, or directed writing. An example of service- learning could be students in a science class studying the environment and also helping preserve the natural habitat of animals living at a local lake. Through classroom studies, the students learn about the environment. The students keep the area around the lake clean, post signs providing information to the public, and study soil and water composition as well as the impact of industrial development on wildlife. Throughout the project, students write about their experiences in journals and participate in class discussions about the project and its effect on their lives and the local community. Service/volunteer activities that lead to personal gain in the form of awards such as merchandise, course credit, or money are considered inappropriate.

Students may begin to accumulate service hours upon the completion of grade 8 – throughout the summer following grade 8 and, in the year(s) to follow.

**Awarding of New Credit**

New credit shall be awarded automatically by P.K. Yonge DRS for high school courses taken in an accredited public, private or virtual school by high school students provided EOC assessment requirements have been met. For a list of accreditation agencies see http://www.floridaschoolchoice.org/Information/Private_Schools/accreditation.asp. Credits and grades shall be granted at face value when submitted on an official transcript. An official transcript sent by mail or electronically signed by a school administrator, must be on school letterhead and/or embossed with the school seal. An official transcript must clearly identify the school, the student, course number, date(s) course taken, credit earned and grade in each course. Students who transfer with credits from a private school in which the course title does not correspond with a course title found in the Florida Course Code Directory, will be awarded credit using the appropriate Transfer credit found in the Florida Course Code Directory. An unofficial transcript is one that is hand-delivered by a student or parent, is delivered to a school administrator in an open envelope or is on plain paper.

**Validation of Transfer Credit through Scholastic Performance 6A-1.09941, F.A.C.**

If a student wishes to transfer credit from a non-accredited traditional or virtual/online school, a private school or home school, the process is as follows:

- The student shall be placed at the appropriate, sequential course level. Performance at a minimum of 2.0 after the first half of a grading period in the course may validate the student's prior performance in that subject area.

- Students who do not meet the 2.0 or who choose not to continue to the next sequential level in a particular subject area may validate credit using one of the alternative validation procedures that follow as determined by consensus of the teacher, principal or designee, and parent.

**Portfolio Validation:**

The school shall convene a review committee, which may consist of the Assistant Principal of Academic Achievement and School Counseling; a school counselor; the principal or designee; the student and, if requested by the school, P.K. Yonge DRS' curriculum specialist(s) in the particular content area(s). The student shall present a work portfolio. In it will be demonstrations of B.E.S.T and/or Next Generation Sunshine State Standards content mastery, test scores, products and/or projects.

The review committee shall interview the student, discuss accomplishment of course outcomes and review mastery exhibits. The committee shall then do one of two things:

- award the credit and verify the grade based on the interview and review of the portfolio, or
- require that the student demonstrate mastery on an end-of-course assessment used at the school or published commercially. If a student takes and demonstrates mastery on an end-of-course assessment, credit shall be awarded. If a student does not demonstrate mastery, credit shall be withheld.

**Written Recommendation/Review Validation**

- written recommendation by a Florida certified teacher selected by the parent and approved by the principal, or
- written review of the criteria utilized for a given subject provided by the former School

**Demonstrated Proficiency Validation**

- nationally-normed standardized subject area assessment(s), or
- Florida Standard Assessments proficiency at or above grade level in the corresponding subject area
- Students must be provided at least 90 days from the date of transfer to prepare for either nationally-normed standardized subject area assessments or the Florida Standard Assessments. This process does not eliminate the EOC assessment requirement for courses with a state EOC. (See Assessment for new/transfer students.)

**Awarding of New Credit**

If the school review panel determines that credit cannot be awarded, the student may appeal the decision to the Director of Assessment and Accountability.

**Exclusions from Earning Credit 1003.43 (7) (a) (b) (c) (d) F.S.**

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

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

parent/legal guardian or the student if the student is 18 years of age or older.

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

Certain semester-long dual enrollment courses earn one full high school credit.
See FDOE course code directory https://www.fldoe.org/policy/articulation/ccd/2025-2026-course-directory.stml

**Honors and Advanced Courses of Study**

P.K. Yonge DRS high school division offers Academically Challenging Curriculum to Enhance Learning (ACCEL) options: whole- grade and mid-year promotion, subject matter acceleration, virtual instruction in higher grade-level subjects, the Credit Acceleration Program, and early graduation. Specific options and details for each student are available from the School Counseling Office. (1002.3105 F.S., 1003.4281 F.S.)

**Honors or Advanced Course Definition**

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

- Dual Enrollment (DE) courses,
- Advanced Placement (AP) courses,
- honors level courses designated in the P.K. Yonge DRS High School Course Catalog, or
- honors level and AP courses offered by Florida Virtual School.

**Acceleration Mechanisms - Articulated Acceleration 1007.27 (1) F.S.**

Articulated acceleration will serve either to shorten the length of time necessary for a student to complete the requirements associated with a postsecondary degree or to increase the depth of study available for a particular subject. This shall include, but shall not be limited to, the following:

- Dual Enrollment (DE) courses,
- Advanced Placement (AP) courses, Florida Virtual School (FLVS), or
- credit by examination in courses that have a state End-of-Course assessment (Algebra 1, Algebra 2, Biology, Geometry and U.S. History). Advanced Placement (AP) examinations often lead to the awarding of postsecondary credit. More information about Advanced Placement courses is available at www.collegeboard.com/ap.

**Enrollment in Advanced Placement Courses 1007.27 (6) F.S.**

Advanced Placement (AP) is the enrollment of an eligible secondary student in an Advanced Placement course administered by the College Board. AP students are exempt from the payment of any fees associated with taking an AP course. Students are expected to take an AP exam at the end of each AP course. Schools will impose a fee of the cost of the AP examination, plus 5%, when students who are registered for the examination do not participate.

**Awarding of Advanced Placement Credit**

Students who score a minimum of 3 on a 5- point scale may receive college credit. Students who score a 4 or 5 on certain examinations also benefit from course equivalency credit

The dual enrollment program is defined as enrollment of an eligible secondary student in a postsecondary course, or courses, creditable toward high school completion and a career certificate or an associate or baccalaureate degree. Through an articulation agreement, P.K. Yonge DRS students attend dual enrollment courses at Santa Fe College and the University of Florida. A student shall be granted credit toward high school graduation requirements for appropriate courses taken through dual enrollment. Vocation-preparatory instruction, college-preparatory instruction and other forms of pre-collegiate instruction, as well as physical education courses that focus on the physical execution of skills rather than the intellectual attributes of the activity are ineligible for inclusion in the dual enrollment program. Dual enrollment courses receive the same weighting for GPA calculation as Advanced Placement (AP) courses.

**Prerequisites for Dual Enrollment**

- Students must demonstrate readiness for college-level coursework if the student is to be enrolled in college courses.
- Career pathways dual enrollment is available to students enrolled in courses/programs leading to industry certification.
- Students must have a 3.0 unweighted GPA for college credit dual enrollment courses, or a 2.0 unweighted GPA for career non-college–credit certificate courses.
- Exceptions to the required GPAs may be granted if the school and college agree and the terms of the agreement are contained within the dual enrollment articulation agreement. To continue participation in college-credit dual enrollment, students must maintain a 3.0 unweighted high school GPA and the minimum postsecondary GPA established by SFC and UF. To continue participation in career certificate dual enrollment courses, students must maintain a 2.0 unweighted high school GPA. Regardless of meeting student eligibility requirements for continued enrollment, a student may lose the opportunity to participate in a dual enrollment course if the student is disruptive to the learning process such that the progress of other students or the efficient administration of the course is hindered.

Dual enrollment and early admission students are exempt from the Florida College System degree admissions requirements. (1007.263 F.S.)

**Student Transportation for Dual Enrollment Courses**

Students taking dual enrollment courses on a postsecondary campus must provide their own transportation.

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

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

**Funding 1007.272 (2) F.S.**

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

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

**School-to-Work Transition**

P.K. Yonge DRS shall document the manner in which they have prepared students to enter the workforce, including information regarding the provision of accurate, timely career and curricular counseling to students. This information shall include a delineation of available career opportunities, educational requirements associated with each career, educational institutions that prepare students to enter each career, and student financial aid available to enable students to pursue any post-secondary instruction required to enter that career. P.K. Yonge DRS shall also delineate school procedures for identifying individual student interests and aptitudes which enable students to make informed decisions about the curriculum that best addresses their individual interests and aptitudes while preparing them to enroll in post-secondary education and enter the workforce. Beginning in grade 6, students shall receive information which includes recommended high school coursework that prepares students for success in college-level work. The information shall be made known to parents and students annually through inclusion in the school's handbook, manual, or similar documents or other communications regularly provided to parents and students.

## Graduation: Diplomas, Requirements, Options, and Guidelines

**Graduation Programs for Students in General Education Programs 1003.4282 F.S.**

Each school must provide students in grades six through twelve and their parents with information concerning the three- year and four-year high school graduation options. The selection of one of the graduation program options that follow may be completed by the student and parent/guardian at any time and is exclusively up to the student and parent/guardian.

Students may choose from one of the following options to earn a diploma:

- a four-year 24-credit standard program,
    - Scholar Designation
    - Merit Designation
- a three-year 18-credit acceleration program.

All of the graduation paths include opportunities to take rigorous academic courses to prepare students for their future academic and career choices. All students, regardless of the graduation program, must still earn a 2.0 grade point average on a 4.0 scale and achieve passing scores (or concordant scores) on the Grade 10 Florida Assessment of Student Thinking in ELA and the B.E.S.T Algebra 1 EOC in order to graduate with a standard diploma.

- State Diploma Options 24-Credit Program 1003.4282(a) F.S., This program takes the traditional four years to complete high school and requires students to take at least 24 credits in core content areas. Foreign language credit is not required for this program, although it is recommended for Florida college preparation and is required for admission to Florida's state universities. This program is designed for a variety of students with differing academic abilities. The standard diploma prepares, and may qualify, the student for a variety of post high school opportunities, including a military career, entry-level or apprentice jobs, admission to a vocational or technical school, admission to a community college, or admission to a four-year college or university.

Students who complete a minimum of 24 credits, achieve a cumulative grade point average (GPA) of a 2.0 on a 4.0 scale, and earn a passing score on the statewide assessments required for high school graduation have an option to graduate in fewer than eight semesters (four years).

A student who graduates from high school midyear may receive an initial Bright Futures Scholarship award during the spring term following the student's graduation, if the student applies

for the scholarship award no later than August 31 of the student's graduation year.

Two additional diploma designations are available. In addition to the standard diploma requirements, Scholar and Industry Scholar standard high school diploma designations require:

**Scholar Diploma Designation**

- 1 credit in Algebra II or an equally rigorous course
- 1 credit in Statistics or an equally rigorous course
- Pass the Geometry EOC
- 1 credit in Statistics or an equally rigorous mathematics course
- Pass the Biology I EOC assessment (in addition to 30% of course average)
- 1 credit in Chemistry or Physics and 1 credit in a course equally rigorous to Chemistry or Physics
- Pass the U.S. History EOC assessment (in addition to 30% of course average)
- 2 credits in the same World Language
- 1 credit in AP, IB, AICE or a dual enrollment course (any subject area)

**Industry Scholar Diploma Designation**

- Meet the standard high school diploma requirements 1003.4282
- Attain 1 or more industry certifications under s. 1003.492, F.S.

Students selecting the three-year 18-credit program shall be treated equally with students graduating via the minimum 24-credit general high school graduation program in all ways, including eligibility for valedictorian, salutatorian, Talented 20, and Bright Futures. Students enrolled in the three-year 18-credit graduation program shall not be excluded from activities traditionally provided for graduating students during their anticipated graduation year. Schools shall not establish requirements for accelerated three-year high school graduation programs in excess of the requirements in statute 1003.429 (5) F.S.

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

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

Selection of an accelerated high school graduation program may be completed by a student at any time and is entirely up to the student and parent/guardian. Students who fail to make a selection of the three-year 18-credit graduation program shall be considered to have selected the four-year 24-credit graduation program. 1003.429 (2)(4)(9) F.S.

Prior to selecting the 18-credit graduation program, the following requirements must be met:

- Designated school personnel shall meet with each student and the student's parent/guardian to provide an explanation of the relative requirements, advantages, and disadvantages of this graduation option.

- The student shall submit to the high school principal and school counselor a signed parental consent to enter the three-year accelerated graduation program.
- The student shall have achieved at least a score of 3 on both the Florida Assessment of Student Thinking ELA assessment and B.E.S.T Algebra 1 EOC.

**Automatic Change from Three-Year to a Four-Year Graduation Program**

A student who selected the three-year 18 credit graduation option shall automatically move to a four-year program if one or more of the following occur:

- the student exercises his/her right to change to a four-year program,
- the student fails to earn 5 credits by the end of grade 9 or fails to earn 11 credits
- the student does not meet the GPA, credit, assessment and course grade requirements at the end of grade 11 required in the three-year 18 credit program. There is no provision for a Certificate of Completion under the three- year 18 credit graduation program.

**Additional High School Completion Information**

**Standard High School Diploma Designations 1003.4285 F.S.**

Each standard high school diploma shall include, as applicable:

- a designation reflecting completion of four or more accelerated college credit courses if the student is eligible for college credit pursuant to 1007.27 F.S. or 1007.271 F.S. in: Advanced Placement; International Baccalaureate; Advanced International Certificate of Education, or Dual enrollment courses.
- a designation reflecting one or more industry certifications from the approved list by Workforce Florida, Inc. 1003.492 F.S.
- a Florida Gold Seal Career and Technical endorsement 1003.43 (10) (a) F.S.
  Graduation Requirements for Transfer Students 1003.433 (1) F.S., 1003.4282(8) F.S.

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

- the student earned a comparative score,
- passed an out-of-state subject assessment, or
- passed an out-of-state statewide mathematics assessment.

**Military Dependent Transfer Students 1000.36 F.S.**

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

- LEA officials shall waive specific courses required for graduation if similar coursework has been

satisfactorily completed in another local education agency or shall provide reasonable justification for denial. If a waiver is not granted to a student who would qualify to graduate from the sending school, the local education agency must provide an alternative means of acquiring required graduation coursework so that graduation may occur on time.

- States shall accept exit or end-of-course exams required for graduation from the sending state, national norm-referenced tests, or alternative testing, in lieu of testing requirements for graduation in the receiving state. If these alternatives cannot be accommodated by the receiving state for a student transferring in his or her senior year, the provisions of Article VII Section C apply.

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

**Valedictorian and Salutatorian/Latin Honors/Bright Futures Grade Point Average**

P.K. Yonge DRS will establish valedictorian and salutatorian status, based on the following criteria:

**Graduating Classes of 2026, 2027:**

To award Valedictorian and Salutatorian status, the following criteria must be met:

- Senior class rank (Valedictorian & Salutatorian inclusive) shall be based on a 5.0 weighted grade point average on all courses taken for high school credit. Calculations of GPAs for valedictorian and salutatorian shall be made at the conclusion of the seventh semester of high school.
- P.K. Yonge will select an on-campus valedictorian and salutatorian and a dual-enrolled valedictorian and salutatorian. Any student who has taken one or more dual-enrolled courses is considered a dual-enrolled student.
- A high school transfer student shall be given quality point weighting for any course acceptable or transfer if that course is deemed comparable to a course at P.K. Yonge DRS that receives a quality point weighting. All courses that carry weight on the grade point average should be labeled on the transfer student record as honors, dual enrollment, advanced, advanced placement, accelerated, or some other description that denotes an honors level class. The principal or designee shall make the determination as to which transfer courses qualify for quality points.
- Students graduating from a three-year 18 Credit Graduation Program are eligible for Valedictorian and Salutatorian status.
- A student who transfers to P.K. Yonge DRS during the last two years prior to graduation is not eligible to be named Valedictorian or Salutatorian.

**Change for Class of 2028 Cohort:**

Valedictorian & Salutatorian status shall be based on the Bright Futures calculated grade point average (GPA) on the 16 designated courses taken for high school credit. Calculations of Bright Futures GPAs for valedictorian and salutatorian shall be made at the conclusion of the seventh semester of high school.

A high school transfer student may be given a quality point weighting for any course acceptable for transfer if that course is deemed comparable to a course at P.K. Yonge DRS that receives a quality point weighting. All courses that carry weight on the grade point average should be labeled on the transfer student record as honors, dual enrollment, advanced, advanced placement, accelerated, or some other

description that denotes an honors level class. The principal or designee shall make the determination as to which transfer courses qualify for quality points.

Students graduating from a three-year 18 Credit Graduation Program are eligible for Valedictorian and Salutatorian status.

**Florida Bright Futures Scholarship Program**

In 1997, the Florida Legislature created the Florida Bright Futures Scholarship Program and declared it to be the first education program funded each year from the Florida Lottery. This scholarship program rewards students for their academic achievements during high school by providing funding for them to pursue further educational and career goals. The program is voted on by the State Legislature each year. As a result, changes often occur in the program. Additional information is available on the Florida Department of Education web site at https://www.floridastudentfinancialaidsg.org/pdf/bfhandbookchapter1.pdf

**Participation in the Graduation Ceremony**

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

- completion of 23/24 required graduation credits
- completion of all graduation requirements except passing the required graduation standardized assessment
- completion of a minimum of 75 hours of community service

**Course Substitutions and Exemptions**

**Exemptions from Instruction 1003.42 (3) F.S.**

Any student whose parent/guardian presents a written request to the principal shall be exempted from instruction on reproductive health or any disease, including HIV/AIDS, its symptoms, development and treatment. A student so exempted shall not be penalized by reason of the exemption. Students may be excused from conducting biological experiments upon written request of a parent (1003.47 F.S.). Any student whose parent/guardian presents a written request to the principal shall be exempted from a proposed supplemental literary study, the content or presentation of which causes parent/guardian concern. The student so exempted shall be provided an alternative selection and shall not be penalized by reason of the exemption.

**Interscholastic Sport(s) in Lieu of Physical Education Requirement**

Participation in interscholastic sports at the junior varsity or varsity level for two full seasons, will satisfy the one- credit requirement in physical education. Students who complete two full seasons of an interscholastic sport can satisfy the personal fitness graduation requirement but cannot be given a credit on the transcript. All students who choose to satisfy their physical education requirements by playing an interscholastic sport must complete additional credits in elective courses to meet the 24 credits required by the state for graduation.

Completion of two years of marching band with a grade of "C" or better shall satisfy the 1 credit requirement in Physical Education or 1 credit in Performing Arts. This 1 credit shall not be used to satisfy the Personal Fitness requirement or the requirement for adaptive physical education under an individual education plan (IEP) or 504 plan.

**Practical Arts Courses Substitutions**

Some Practical Arts courses may be used to meet the Arts High School Graduation Requirement. 1003.428(2)(a)5. F.S. The current list is available at: http://www.fldoe.org/articulation/CCD/files/pacourses1213.pdf.

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

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

**Assessment, Remediation and Intensive Requirement**

**Workforce Preparation Assessment 1006.02 (4) F.S.**

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

**PSAT Assessment for all 10th Graders**

P.K.Yonge DRS, shall provide for the administration of the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) to all enrolled grade 10 and 11 students. Each parent has the opportunity to request to exempt his or her child from taking the PSAT/NMSQT.

**Assessment of Virtual Students**

Students enrolled in a FLVS course which requires a state end-of-course assessment (EOC) are required to take the EOC.

Virtual schools must monitor progress of language arts students scoring below grade level benchmarks on the FAST ELA assessment a minimum of three times per year (State Board Rule 6A-6.054).

**No Assessment Exemptions Based on Attendance 1003.33 (2) F.S.**

Schools shall not exempt students from academic performance requirements, such as final exams, based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement.

**Assessment of New/Transfer Students State Rule 6A-1.09941 (F.A.C.)**

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

If a student transfers into a Florida high school from out of country, out of state, a private school, or a home school, and that student's transcript shows credit received in Algebra I or an equivalent course, the decision as to whether the student must take Florida's EOC assessment in Algebra I, shall be made by the school principal as follows:

A transfer student with high school credit in Algebra I will not take Florida's Algebra I End-of-course (EOC) Assessment if the student passed a statewide, standardized EOC assessment in that course, if administered by the transferring school; achieved a passing score on the high school statewide assessment in mathematics required by the state from which the student transferred for purposes of satisfying the Elementary and Secondary Education Act, or if the student achieves an equivalent score on another assessment as identified pursuant to s. 1008.22(11).

A transfer student will take Florida's EOC assessment in Algebra I under all other circumstances and must pass the EOC assessment in order to qualify for a standard diploma.

**State Assessments 1003.43 (5), 1008.22 F.S.**

Participation in the statewide testing program, which consists of the FAST, is mandatory for all K-12 students attending public schools. The assessment of FAST in English Language Arts shall be administered annually in grades 3-10. The FAST science assessment is given in grades 5 and 8. A passing score on the Algebra I EOC and Grade 10 English Language Arts assessment are required for graduation. A student may earn a concordant score on SAT or ACT to satisfy the graduation requirement in English Language Arts.

Students may earn a concordant score on SAT/ACT to satisfy the Algebra 1 EOC graduation requirement.

State End-of-Course (EOC) assessments are required and weighted as 30% of each semester grade in Algebra I, Geometry, Biology, and U.S. History. Students who are failing an EOC tested course may not combine a level 1 or level 2 EOC score with a course grade in order to achieve course credit. Students failing an EOC tested course earning a level 3 or above on the EOC assessment may earn course credit with no value points applied to the grade point average calculation. The course credit will list on the transcript and show the course as CAP.

**Intensive Instruction Definition**

"Intensive instruction," whenever used in this document, means instruction that is deeply concentrated on very specific skills and is systematic and explicit. Such intensive instruction should be in addition to the comprehensive initial instruction all students receive. Intensive instruction is associated with the following characteristics:

- diagnosis/prescription targeted to specific skill development,
- variety of opportunities for repetitions,
- smaller chunks of text or content,
- guided and independent practice,
- skill development and practice integrated into all activities,
- frequent monitoring, and
- criterion-based evaluation of success. Remedial instruction during high school may not be in lieu of English and mathematics credits taken for graduation. When Intensive Reading (Course # 1000410) or Intensive Mathematics (Course # 1200400) is used for remediation, it is counted as an elective. Students taking any such courses must be enrolled in required courses in English and mathematics as appropriate. (1003.43 (2) F.S.)

**Required Remediation through Progress Monitoring 1008.25 (4)(a) (5)(a) F.S.**

Students in grades 9-12 who score below established benchmarks on state standard tests in reading and/or

the Algebra I EOC assessment or below criterion on progress monitoring assessments in reading, and/or math, and students in grades 10, 11 or 12 who have not yet achieved the criterion score for graduation on the FAST test in ELA and/or the Algebra I EOC assessment, shall receive remediation through Multi-Tiered System of Supports (MTSS) in the appropriate subject(s). Each MTSS shall be tailored to identify the individual assistance deemed necessary to remedy a student's diagnosed deficiencies. The MTSS of students identified as having a deficiency in reading, and/or math shall identify the following:

- the student's specific areas of deficiency or skills gaps,
- the desired level of performance,
- the instructional and support services that will be provided to meet the desired level of performance,
- the success-based intervention strategies to be used,
- how, when, how often, by whom and how long remedial instruction is to be provided, and
- the monitoring and reevaluation activities to be used.

Progress monitoring shall be developed in consultation with the parent/guardian for any student not meeting district or state proficiency levels in reading, writing, science or math. Consultation is defined as a conference, a conversation via email, phone or written exchange. School personnel shall use all available resources to achieve parent understanding of, and cooperation with, the progress monitoring requirements. (1008.25 (4)(b) F.S.) The types of progress monitoring from which to choose are as follows:

- a federally required student plan such as an individual education plan (IEP), a school- wide system of progress monitoring for all students, or
- individualized progress monitoring. If a student in any grade K-12 has been identified as having a deficiency in reading, his/her progress monitoring must identify the specific areas of deficiency in phonemic awareness, phonics, oral language, fluency, vocabulary and/or comprehension; the desired levels of performance in these areas; and the instructional and support services to be provided to meet the desired levels of performance. Schools shall provide tri- annual monitoring of the student's progress in meeting the desired levels of performance using the district's identified progress monitoring assessments in fluency and silent reading comprehension. Schools shall monitor the progress of all deficient students frequently and adjust interventions based on data.

Intensive instruction in reading shall be continued until a student's reading deficiency is remediated and shall include the following components:

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

**Content of Remedial Instruction**

All remedial instruction shall include effective, research-based standards-driven instruction.

**Length of Remediation**

Each student who does not meet minimum performance expectations for the statewide assessment tests in reading 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.

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

P.K. Yonge DRS has the authority and responsibility to advise a student's course of study. Statute requires a school to develop a MTSS in consultation with the parent, but it does not require parental approval, nor does it give the parent the right to veto a MTSS. The school is held accountable for the student's success and may implement a MTSS without a parent's approval. Students whose progress monitoring is an IEP, however, must have parent approval of the plan. If the parent refuses to participate in the remedial strategies detailed in the MTSS because he or she believes the strategies are unnecessary or inappropriate, the parent may appeal to the principal. The principal shall make a recommendation for final action to the director. In accordance with state statute [1012.28 (5) F.S.], the director has designated the principal of the school as the final authority in the placement of students in programs or classes.

**Allocation of Remedial Resources**

Allocation of remedial and supplemental instruction resources for students shall occur in the following priority:

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

**Placement for Intensive Reading**

For Grades 10, 11, 12 Consistent with P.K. Yonge DRS' Comprehensive Evidence-Based Reading Plan (CERP), all tenth, eleventh and twelfth grade students who score at Level 1 and below the 20th percentile (PM3) on the FAST ELA test may receive supplemental reading instruction determined by student need in accordance with P.K. Yonge's CERP.

Guidelines for Extracurricular Activities and Athletics - http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1006/Sections/1006.15.html

**Participation in Interscholastic Extracurricular Student Activities**

Regulations on student standards for participation in interscholastic and intrascholastic extracurricular student activities are specified in Florida Statute 1006.15, also known as the "Craig Dickinson Act." The term "extracurricular" means any school-authorized or education-related activity occurring during or outside the regular instructional school day. In order to participate in an interscholastic extracurricular student activity, a student must have a cumulative unweighted GPA of 2.0 or above in the previous semester or a cumulative GPA of 2.0 or higher on a 4.0 scale in the courses required by statute for high school graduation. A student who is academically eligible at the beginning of a semester will continue to be academically eligible for that entire semester.

Likewise, a student who is academically ineligible at the beginning of a semester will continue to be academically ineligible for that entire semester. The student's eligibility for each successive semester will depend upon his/her cumulative GPA at the conclusion of the previous semester. (FHSAA 9.4.1.2) A student may raise or lower his/her cumulative GPA by attending summer school or its graded equivalent if:

- The summer school or its graded equivalent is regularly scheduled and regularly organized under the direction of a district school board or private school;
- All coursework taken by the student is completed before the first day of classes in the

subsequent semester; and

- All courses taken by the student, in which he/she receives a grade, whether during the regular academic year of summer school, or its graded equivalent, must be used to calculate the student's cumulative GPA. (FHSAA 9.4.3) Student participation is also governed by the district's Code of Conduct for Athletic Participation and the policies of the Florida High School Athletic Association(FHSAA).

**For 9th and 10th Graders:**

When the GPA of a student who is participating in an interscholastic extracurricular activity/team falls below 2.0 on a 4.0 scale in the courses required by statute for high school graduation, the school shall, in conjunction with the student and parent/guardian, write and monitor an academic performance contract until such time as the student's cumulative GPA reaches 2.0 or higher.

Students are still considered part of the interscholastic activity/team but are not permitted to participate in practices or competitions until their cumulative grade point average reaches 2.0 or higher. Participation in supplemental instruction programs is strongly recommended for students affected by this requirement.

**For 11th and 12th Graders:**

During his or her junior or senior year, each student is required to have a cumulative grade point average of 2.0 or above on a 4.0 scale in the courses required by statute for high school graduation. Courses in which a state End-of-Course (EOC) assessment is given, must be included in the cumulative GPA for eligibility. At the conclusion of the first semester, schools must include the grade the student earned in all EOC courses up to that point; this might necessitate a hand calculation of the GPA for student participants if the course has not been concluded at the end of the first semester. Upon conclusion of the course or the school year, schools must include the final grade the student earned in all EOC courses, including the percentage of the grade from the EOC mandated by state statute. A student whose cumulative GPA falls below the minimum 2.0 due to the final results of the EOC courses will not subject the school to penalties due to that student's participation in contests during the previous semester(s) regarding the academic requirement. (FHSAA 16.1.2.2)

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

## GRADING AND NOTIFICATION PROCEDURES

Reporting Student Progress

**Report Cards 1003.33 F.S.**

Report cards provide the student and the student's parents with an objective evaluation of scholastic achievement with indicators of progress. The school reserves the right to issue report cards digitally.

Report cards shall clearly depict and evaluate the following:

- the student's academic performance in each class or course in grades K through 12 based on examinations as well as other appropriate academic performance items,

- the student's performance at his or her grade level,
- the student's conduct and behavior, and
- the student's attendance, including absences and tardies.

Report cards shall be available at the end of each grading period on uniform dates as adopted annually on the official school year calendar. Grades shall be issued to all students in attendance. Students transferring into P.K. Yonge DRS after the midpoint of a reporting period may be assigned grades based on records/grades from the sending school.

**Interim Progress Reports**

Interim progress reports shall be available to all students in grades 9-12 at the midpoint of each regularly established grading period on uniform dates as adopted annually on the official school calendar.

**Grading Scale**

| able<br>Mastery-Language | Point Value on Rubric | Letter Grade | Range (4-point grade system) | Meets Standard Course Credit Earned |
|---|---|---|---|---|
| Mastery | 4 | A | 3.51 - 4.0 | Value Point 4 |
| Proficient | 3.5 | B | 3.01 - 3.5 | Value Point 3 |
| Approaching | 3 | C | 2.51 - 3 | Value Point 2 |
| Beginning | 2.5 | D | 2.01 - 2.5 | Value Point 1 |
| Not Meeting | 1 | F | .01 - 2.0 | No Course Credit |
| No Evidence | 0 | F | 0 | No Course Credit |

**Averaging**

The two .5 credit term grades stand alone. The only exception is if the student fails one semester but passes the other. In this case, the student could receive one full credit due to yearlong averaging, if the grades are passing on a numerical basis. The student may also be required to pass a comprehensive exam.

**Grade Weighting 1007.271 (16) F.S. High**

**School Grade Calculation**

- Single period, .5 credit course meeting for a traditional semester of 18 weeks (two 9-week terms
- Single period, 1.0 credit course meeting for the entire year of 36 weeks (two 18-week semesters
- Single period, 1.0 credit 36-week course that has a state End-of-Course (EOC) assessment: Final grade for the course is based on the class grade worth 70% for each semester and the EOC assessment worth 30% each semester.

**Exam Exemptions 1003.33 (2) F.S.**

Any course may have an End-of-Course assessment. P.K. Yonge DRS does not provide exemptions

from mid-term, semester or final exams. The exam can be teacher developed, district developed or part of an advanced program organization (AP, IB, AICE, etc.)

**Honors Credit Used in Calculating Weighted Grade Point Average**

All course code descriptions will align with Florida DOE Course Code Descriptions, and will follow the P.K. Yonge DRS' weighting policy:

- Dual Enrollment and AP courses will receive an academic weighting of 1.0,
- Level 3 courses (except PE) will receive an academic weighting of 0.5, and
- Level 2 and below courses will not receive an academic weighting, unless approved by a local committee and the district.

**Grade Forgiveness 1003.428 (5) (e) 1 F.S.**

**Grade Forgiveness of High School Credit by Middle School Students**

High school level courses taken below grade 9 may be used to satisfy high school graduation requirements and Bright Futures award requirements. Middle school students who have taken high school courses may receive grade forgiveness if they have earned a grade of C, D or F or the numerical equivalent of C, D or F. In such cases, P.K. Yonge DRS' forgiveness policy must allow the replacement of the grade with a grade of C or higher, or the numerical equivalent of a grade of C or higher, earned subsequently in the same or comparable course. For a grade of A or B the course and grade cannot be forgiven and will appear on the student's high school transcript and will be used in the calculation of high school grade point average and for Bright Futures (Section 1003.428 (4) (d) F.S.).

**Grade Forgiveness for High School Students 1003.428 (4) (d) F.S.**

State law requires a cumulative 2.0 GPA to graduate. Forgiveness policies for required courses shall be limited to replacing a grade of D or F, or their numerical equivalent, with a grade of C or higher, or its numerical equivalent, earned subsequently in the same or comparable course.

Forgiveness policies for elective courses shall be limited to replacing a grade of D or F, or their equivalent, with a grade of C or higher, or its equivalent, earned subsequently in another course. These restrictions on forgiveness do not apply to students below grade 9 taking high school courses. Such students may repeat a course for forgiveness with grades C or below. Any course credit not replaced according to the district's forgiveness policy shall be included in the calculation of the cumulative GPA required for graduation. All courses and grades must be included on the student's transcript.

P.K. Yonge DRS may not count the best 24 credits for all courses taken to meet the cumulative GPA for graduation requirements. P.K. Yonge DRS' forgiveness policy is for the purpose of assisting students in meeting the requirement to attain a minimum grade point average necessary to graduate from high school or raise their GPA.

**National Collegiate Athletic Association (NCAA)**

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

- Minimum core-course GPA of 2.300 required

- Change in GPA and test-score index (sliding scale)
- Ten core courses required before the seventh semester of the senior year: A student who enters a NCAA Division II college or university after August 1, 2013, will be required to complete 16 core courses instead of the current 14. For information on the rules, visit http://web1.ncaa.org/hsportal/exec/links?linksSubmit=ShowActiveLinks.

**Parent/Student/Teacher Notifications and Public Reporting 1003.429 (3) F.S.**

Parent/Student Notification of Graduation Program Options
HB 1255 requires that each school provide students in grades six through twelve and their parents with information concerning the three- year and four-year high school graduation options The information shall include a timeframe for achieving each graduation option.

**Parent/Student Notification of Acceleration Mechanisms 1003.02 F.S.**

During course registration, P.K. Yonge DRS shall notify parents of all secondary students of the opportunity and benefits of advanced placement (AP), dual enrollment (DE) and MyDistrict/Florida Virtual School (FLVS) courses.

**Student Notification of Dual Enrollment Opportunities 1007.271 (5) F.S.**

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

**Parent Notification of High School GPA less Than 2.5 1003.43 (5) (e) 2 F.S.**

A student's report card is the parent's official notification of the student's grades and cumulative GPA.

**Parent Notification at End of Grade 10 for Students Not Meeting three-year 18 Credit Program Requirements 1003.429 (7) (a) (b) (c) F.S.**

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

- the requirements that the student is currently not meeting,
- the specific performance necessary in grade 11 for the student to meet the accelerated graduation requirements, and/or
- the right of the student to change to a four-year 24 credit graduation program. Parent Notification of Student's Annual Progress 1008.25 (1) (8) (a) F.S.

Each year, schools shall provide parents with a report of the progress of the student toward achieving state and district expectations for proficiency in reading and mathematics, including the student's results on each statewide assessment test. This report will be available through Skyward following the three reporting periods each year but may be sent at an earlier date as determined by the school. In addition, progress reporting information shall be provided to parents.

**Parent Notification of Student Retention**

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

**Parent Notification of Remediation**

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

**Student and Parent Notification of Student Declaration to Withdraw from School**

A student who attains the age of 16 years during the school year is not subject to compulsory school attendance beyond the date upon which he or she attains that age if the student files a formal declaration of intent to terminate school enrollment with the district school board. The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and must be signed by the student and the student's parent. The following steps must also be taken:

- The school shall notify the student's parents of receipt of the student's declaration of intent to terminate school enrollment.
- The student's school counselor or other school personnel shall conduct an exit interview with the student to determine the reasons for the student's decision to terminate school enrollment and actions that could be taken to keep the student in school.
- The student shall be informed of opportunities to continue his or her education in a different environment, including, but not limited to, adult education and GED test preparation.
- The student shall complete a survey to provide data on reasons for terminating enrollment and actions taken by schools to keep students enrolled. School counseling personnel shall notify all students of the consequences of failure to receive a standard diploma including the potential ineligibility for financial assistance at a postsecondary institution.

**Teacher Notification of Students on Community Control**

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

## EXCEPTIONAL STUDENT EDUCATION (GRADES 9-12)

P.K. Yonge DRS actively seeks to identify exceptional students and maintains information on those students screened and identified as "exceptional." The term "exceptional student" includes, but is not limited to, the following:

- students who have intellectual disabilities
- students with speech and language impairments
- students who are deaf or hard of hearing
- students who are blind or visually impaired
- students who have orthopedic impairments
- students who have traumatic brain injuries
- students who have other health impairments

- students who have emotional or behavioral disorders
- students who have specific learning disabilities
- students who are gifted
- students who have autistic spectrum disorders
- students who are developmentally delayed

Information gathered may include the student's social, emotional, physical, psychological, academic and communication behaviors and abilities. Information is collected through screening programs, checklists, teacher observations, standardized tests, and from such individuals as parents, teachers, psychologists, audiologists, social workers, physicians, other professional personnel, and the child himself.

Information is used to assist in the development of appropriate educational programs for exceptional students and for reports to state and federal agencies. Students are screened periodically for vision, hearing, speech, and academic achievement at the initial step in the process of identifying those students with suspected exceptionalities. If your child is selected for further testing, you will be notified of the content of the evaluation and the procedural safeguards available to you.

**Admission and Placement Eligibility for Exceptional Student Education (ESE) Services 1003.43 (11) (a) F.S.**

All students having difficulty meeting promotional requirements shall be monitored carefully by the Multi-Tiered System of Supports (MTSS) Intervention Team or its equivalent. Eligibility for an Exceptional Student Education program may be considered upon completion of appropriate interventions and activities. State law requires that students with learning problems in reading and/or math must have been on an intervention plan for a reasonable amount of time as a general education intervention prior to beginning the referral process for Exceptional Student Education. P.K. Yonge DRS has defined the reasonable length of time as a minimum of 45 school days for most students. Exceptions do apply in extreme/emergency situations, and interventions already in place before the start of a new school year do apply toward the 45 days. Eligibility for Exceptional Student Education is determined by the staffing committee in accordance with current eligibility criteria.

Placement for Students with Disabilities enrolled in Exceptional Student Education (ESE) Individual Education Plan (IEP) teams determine the appropriate ESE program placement for ESE students based on their individual needs. School administrators determine in which classroom(s) and with which teacher(s) the student will receive instruction in the ESE program that the IEP team determined appropriate. ESE students shall be placed in appropriate courses as dictated by their IEP.

**Curriculum and Instruction**

**Instructional Accommodations for Exceptional Student Education (ESE) Students**

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

Most students with disabilities can achieve general state content standards pursuant to rule 6A-109401, F.A.C. Effective accommodations must be in place to support involvement of students with disabilities in general education. Exceptional education students who are using general state content standards to attain a standard diploma must meet the same requirements. The student's Individual

Educational Plan (IEP) will address the areas of academic need and accommodations to the general curriculum. Students with disabilities participate in the district's K-12 Comprehensive Reading Plan and supplemental and intensive instructional supports as appropriate.

The general state content standards are the foundation of curriculum, instruction, and assessment for all Florida students.

**Reporting Student Progress**

**Notification of IEP Goals**

All parents will be notified of their child's achievement during the school year with at least the same frequency as that of a peer without disabilities enrolled in the same school. Progress toward IEP goals will be reported to the parent at the time designated on the IEP.
Report Cards and Grading

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

**Statewide Assessment:**

**Assessment of Students with Disabilities enrolled in Exceptional Student Education**

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

Legislation provides for a waiver of the statewide standardized assessments as a requirement for graduation with a standard high school diploma for students with disabilities whose abilities cannot be accurately measured by the statewide assessments after attempting each required assessment a minimum of two times. The individual educational plan (IEP) team may request a waiver of the statewide standardized assessment requirement for a standard high school diploma for those students with disabilities identified in the Enhanced New Needed Opportunity for Better Life and Education for Students with Disabilities Act (ENNOBLES) who also meet the requirements set forth in Sections 1003.43(11)(b) or 1003.428(8)(b), Florida Statutes. Students with disabilities with Section 504 plans are not eligible for a waiver. Students with disabilities enrolled in courses for which a statewide EOC assessment is required are expected to participate in the Florida EOC Assessments. Waivers are available

for an EOC graduation requirement for students who have IEPs. The IEP team must determine that an EOC assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations. The student may have the EOC assessment results waived for the purpose of determining the student's course grade and credit.

To be considered for an EOC waiver, the student must:

- be identified as a student with a disability (S.1007.02(2)F.S.),
- have an IEP,
- have taken the EOC with appropriate accommodations (minimum of one test administration)
- have demonstrated achievement of course standards as determined by the IEP team.

**Parent Notification of Classroom Instructional Accommodations Not Allowed on Florida Statewide Standardized Assessments.**

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

- inform the parent in writing, and
- provide the parent with information regarding the impact on the student's ability to meet expected proficiency levels in reading, writing, and math. This notification is documented on the student's individual educational plan.

**Grade Placement**

**Promotion, Assignment, and Retention of Exceptional Students for Standard Diploma**
**Promotion of Exceptional Student Education (ESE) Students**

Students who are receiving Exception Student Education Services following the general education program, take the state assessment (Florida Standard Assessments) and End-of-Course (EOC) assessments and are working toward a standard diploma, fall under the same guidelines for promotion as students without disabilities.

**Retention of Exceptional Student Education (ESE) Students**

Exceptional Student Education (ESE) students who are pursuing a regular education diploma are affected by the same guidelines for retention as are students in regular education. Refer to the sections of this document for general education promotion requirements.

**GRADUATION OPTIONS 1003.428 (3)(a), (3)(a)(1), (3)(a)(2), (3)(b), (8)(a) F.S.**

**Graduation Programs for Students with Disabilities**

A student with disabilities is not restricted or limited to a diploma option/graduation program. Students with disabilities shall be afforded the opportunity to meet all standard graduation requirements and qualify for a standard diploma.

Schools shall provide instruction to prepare students with disabilities to demonstrate proficiency in the skills and competencies necessary for successful grade-to-grade progression and high school graduation. Parents of exceptional students shall be informed of the requirements for obtaining a standard diploma and other diploma options available through the IEP process.

Students with disabilities who have not earned a standard diploma or GED may stay in school until their

22nd birthday. The IEP team will determine appropriate services for students who have graduated but choose to remain at P.K. Yonge DRS.

Standard Diploma Program for Exceptional Student Education (ESE) Students 1003.43 (4)(a), (4)(b) F.S.

Exceptional education students must meet the same requirements for a standard diploma as required by the school district for non- disabled students. Accommodations may be provided in order to meet the needs of students with disabilities. Accommodations change how students learn and demonstrate their knowledge. Accommodations do not change what the students are expected to learn. The transition IEP team determines appropriate accommodations.

**REQUIRED INSTRUCTION**

**Introduction**

The requirements for instruction are designed to conform to the vision, mission and objectives of P.K. Yonge DRS. The procedures herein are consistent with Florida Statute and recognize the unique characteristics and needs of P.K. Yonge DRS students.

**Based on State Standards**

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

**Access in Classroom Instruction and Extra-Curricular Activities**

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

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| 1003.42 (n) | 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; Internet safety; nutrition; personal health; prevention and control of disease; and substance use and abuse. The health education curriculum for students in grades 7 through 12 shall include a teen dating violence and abuse component that includes, but is not limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse. |
| 1003.42 (o) | Such additional materials, subjects, courses, or fields in such grades as are prescribed by law or by rules of the State Board of Education and the district school board in fulfilling the requirements of law. |
| 1003.42 (p) | The study of Hispanic contributions to the United States. |
| 1003.42 (q) | The study of women's contributions to the United States. |
| 1003.42 (r) | The nature and importance of free enterprise to the United States economy. |

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| 1003.42 (s) | A character-development program in the elementary schools, similar to Character First or Character Counts, which is secular in nature. Beginning in school year 2004- 2005, the character-development program shall be required in kindergarten through grade 12. Each district school board shall develop or adopt a curriculum for the character-development program that shall be submitted to the department for approval. The character-development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance;<br>and cooperation. |
| 1003.42 (t) | In order to encourage patriotism, the sacrifices that veterans have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Veterans' Day and Memorial Day. Members of the instructional staff are<br>encouraged to use the assistance of local veterans when practicable. |
| 1003.421 | Recitation of the Declaration of Independence.<br><br>(1) To educate students about the sacrifices made for freedom in the founding of this country and the values on which this country was founded, the last full week of classes in September shall be recognized in public schools as Celebrate Freedom Week.<br><br>Celebrate Freedom Week must include at least 3 hours of appropriate instruction in each social studies class, as determined by each school district, which instruction shall include an in-depth study of the intent, meaning, and importance of the Declaration of Independence.<br><br>(2) To emphasize the importance of this week, at the beginning of each school day or in homeroom, during the last full week of September, public school principals and teachers shall conduct an oral recitation by students of the following words of the Declaration of Independence: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed."<br><br>(3) Student recitation of this statement shall serve to reaffirm the American ideals of individual liberty.<br><br>(4) Upon written request by a student's parent, the student must be excused from the recitation of the Declaration of Independence. |