



**The School District
of
Lee County
Student Progression Plan**



2007-2008

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Introduction

The School District of Lee County's *Student Progression Plan* is intended to provide information related to the academic achievement, requirements, and progress of students in our schools. This document delineates the rules, processes, and procedures which affect student promotion, retention and graduation, as aligned with the Sunshine State Standards and the proficiency levels in reading, writing, mathematics and science determined by the State of Florida. The Student Progression Plan assists in outlining what a student must know and be able to do in order to meet the requirements for promotion and eventual graduation from a Lee County public school.

This document begins with general information that pertains to all elementary, middle, and high school students. The sections following this general information are relevant to each specific school level and are labeled accordingly. An electronic version of this document is available on the School District of Lee County's website, www.leeschools.net, and can be accessed through the Division of Academic Services.

Any questions about the information in this document may be directed to:

The Chief Academic Officer
Division of Academic Services

General Information

ANNUAL REPORTS TO PARENTS

The School District of Lee County (District) must annually report to the parent of each student the progress of the student towards achieving State and District expectations for proficiency in reading, writing, science, and mathematics, including the student's results on each statewide assessment test. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, District and State assessments, and other relevant information. Progress reporting must be provided to the parent in writing in a format adopted by The School Board of Lee County.

The School Board must annually publish in the local newspaper, and report in writing to the State Board of Education by September 1 of each year, the following information on the prior school year:

- The District School Board's policies and procedures on student progression, retention, and promotion.
- By grade, the number and percentage of all students in grades 3 through 10 performing at Levels 1 and 2 on the reading portion of the FCAT.
- By grade, the number and percentage of all students retained in grades 3 through 10.
- Information on the total number of students who were promoted for good cause, by each category of good cause, as specified in §1008.25(6)(b) F.S.
- Any revisions to the District School Board's policy on student retention and promotion from the prior year.

COMMUNICATION TO PARENTS, LEGAL GUARDIANS AND STUDENTS

Student Progression Plan Notification

Parents, legal guardians, and students will be made aware of the criteria established in this

Student Progression Plan through the following means:

- Information included in School Student Handbooks;
- Information posted on the School's and District's website; and/or
- Articles included in School Newsletters.

Reading Deficiency Notification

The parent of any student who exhibits a substantial deficiency in reading must be notified in writing of: that deficiency, a description of the current services and proposed supplemental instructional services and supports; that the child will be retained unless he or she meets one of the good cause exemptions; the strategies for parents to use in helping their child succeed in reading proficiency; that the FCAT is not the sole determiner of promotion; and the district's specific criteria and policies for mid-year promotion, as specified in §1008.25(5)(c), F.S.

Parents/Guardians will also be notified in writing when it is determined that a student is performing below District standards in the areas of mathematics, writing, and/or science and before grade placement decisions are made.

Reading Instruction K-12

All students who score Level 1 or 2 on FCAT are required to have an intensive reading class. Students who need instruction in vocabulary and comprehension are required to have a minimum of one daily period of reading instruction. Students who need instruction in fluency, vocabulary and comprehension are required to receive 90 minutes of daily reading instruction.

Third Grade Retention Notification

Each school district shall provide written notification to the parent of any third grade student who is retained that his or her child has not met the requirement for promotions and the reasons the child is not eligible for a good cause exemption. The notification must include a description of proposed interventions and supports that will be provided to the child, as specified in §1008.25(7)(b)3, F.S.

High School Acceleration Mechanisms Notification

At the beginning of each school year, parents of students in or entering high school shall be notified of the opportunities and benefits of advanced placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, and Florida Virtual School courses, as specified in §1003.02(1)(i), F.S.

High School Students with At-Risk Grade Point Average (GPA)

Parents of students who have a cumulative GPA that is less than the cumulative GPA required for graduation at the end of each semester in grades 9, 10, 11, and 12 shall be notified that the student is at-risk of not meeting the graduation requirements. The District shall be responsible for notifying all high school students of the consequences of failure to receive a standard diploma, including the potential ineligibility for financial assistance at postsecondary educational institutions, as specified in §1003.43(5)(e) 2, F.S.

Report Cards

There will be a regular quarterly issuance of student report cards for all elementary, middle and high school students. These report cards will clearly depict and grade, as specified in §1003.33(2), F.S.

- academic performance
- conduct and behavior
- attendance

The final report card for a school year shall contain a statement indicating end-of-year status or performance or nonperformance at grade level, acceptable or unacceptable behavior and attendance, and promotion, non-promotion, administrative placement, and/or credit earned, as specified in §1003.33(2), F.S.

Parents/guardians shall be notified in writing when a student is performing below District standards. Parents/guardians shall be notified in writing before grade placement decisions are made. School personnel shall utilize all available resources, including conferences to achieve parent/guardian understanding and cooperation regarding possible student grade placement. The final decision for grade placement is the responsibility of the principal.

Reporting Grades to Parents

Grades are updated on a weekly basis. The previous week's grades are posted on the District's electronic grading system by Wednesday of each week.

Schools will send home a minimum of one (1) hard copy of the interim/progress report at least 20 days prior to the end of each grading period. Interim grades are reflective of the cumulative grades for each grading period.

Skills Proficiency

Each student must participate in the statewide assessment tests, as specified in §1008.25(4)(a), F.S. Each student who does not meet specific levels of performance as determined by the District School Board in

reading, writing, and mathematics and science for each grade level, must be provided with additional diagnostic assessments and remediation (see 1.1 Progress Monitoring Plan).

Student Records

Cumulative records shall state explicitly: promotion, retention, administrative placement, remedial placement, accelerated promotion, exceptional student education or other special placement, the major reason for the action, and who approved the action. The Federal Family Rights and Privacy Act of 1974 protects the accuracy and privacy of student education records and guarantees parental access to these records.

Student Workforce Preparation

The FCAT serves as assessment in determining the student's preparation to enter the workforce, as specified in §1006.02(4), F.S.

PROGRESS MONITORING PLAN (PMP)

A student who is not meeting the school district or state requirements for proficiency in reading and mathematics, which includes all students who score below Level 3 in reading or mathematics, shall be covered by one the following plans to target instruction and identify ways to improve his or her academic achievement:

- A federally required student plan such as an individual education plan (IEP); or a Limited English Proficiency Plan (LEP)
- A school wide system of progress monitoring for all students; or
- An individualized progress monitoring plan.

The school in which the student is enrolled, in consultation with the student's parent/guardian, must develop and implement a Progress Monitoring Plan designed to assist the student in meeting State and District expectations for proficiency. Each plan must include, but not be limited to, the provision of intensive remedial instruction in the areas of weakness through one or more of the following activities, (as considered appropriate) by:

- Specialized diagnostic information
- Extended year coursework
- Extended day services
- Altered Instructional Day
- Specific Reading Strategies
- Tutorial programs
- Contracted academic services; and
- Exceptional education services

Upon subsequent evaluation, if the documented deficiency has not been remediated in accordance with the Progress Monitoring Plan, the student may be retained.

An Academic Portfolio will be completed along with a review of the Progress Monitoring Plan for every K-3 student who is retained according to the elementary retention criteria.

COURSE PROVISIONS—EXCEPTIONAL EDUCATION STUDENTS

When providing programs for exceptional students, the District shall use or a combination one of the following strategies:

- Assignment of the exceptional student to a basic education class with accommodations and/or modifications designed to meet the student's needs as determined by the student's Individual Educational Plan; or

- Assignment of the exceptional student to an exceptional education class for instruction in a basic course with the same student performance standards as those required of non-exceptional students in the District **Student Progression Plan**; or
- Assignment of the exceptional student to an exceptional education class designed to meet the student's needs, with this decision reflected in the student's Individual Educational Plan.

The Individual Educational Plan Committee shall determine which one or combination of the above strategies to employ based on the student's present level of educational performance assessment of the student's needs and shall reflect this decision in the student's Individual Educational Plan.

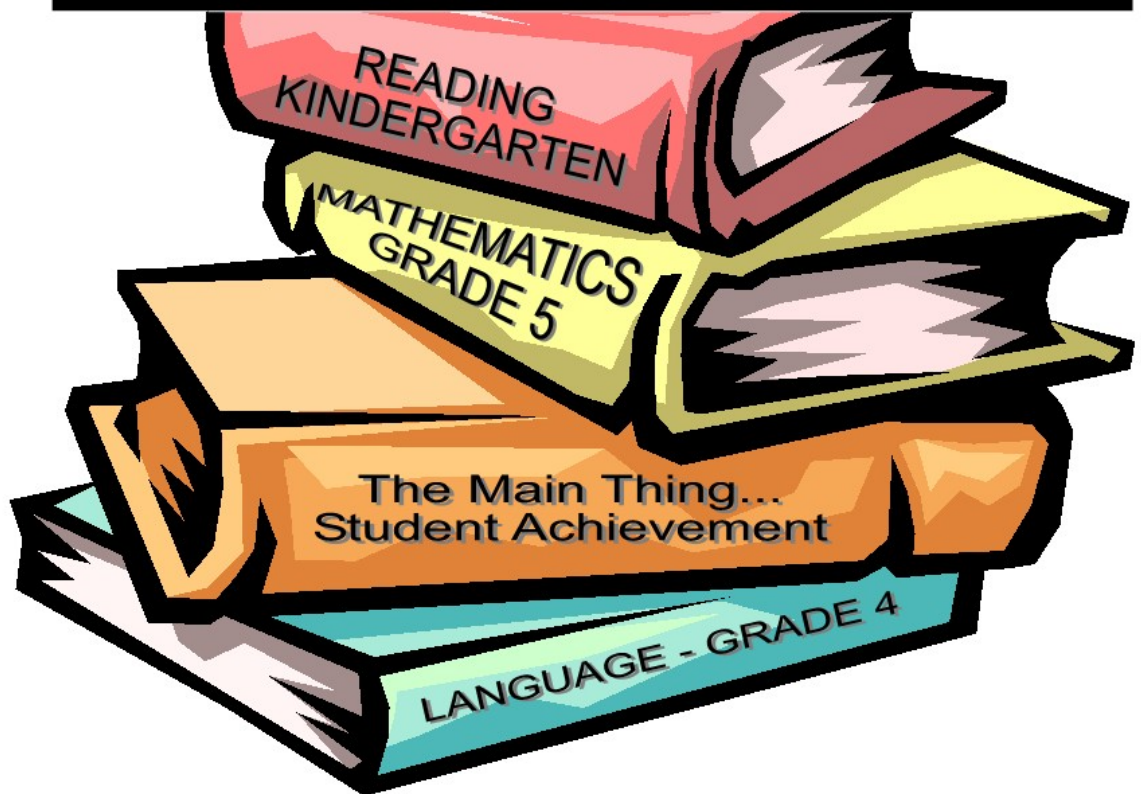
INSTRUCTIONAL PROVISIONS—LIMITED ENGLISH PROFICIENT (LEP) STUDENTS

As required by §1003.56, F.S., LEP students are to be provided with comprehensible instruction that is equal in amount, sequence and scope as that provided to non-LEP students. LEP students who are reading below grade level in English or who score Level 1 or 2 on FCAT in reading should be enrolled in courses appropriate to their level of English proficiency and reading ability.

International and Foreign Exchange Students

- All international (foreign born) students follow the Student Assignment process for enrollment a school assignment.
- Parent/Guardian shall present all required enrollment documents.
- The School District of Lee County does not issue I-20's (form that permitted international students to enroll in The School District of Lee County).
- Upon enrollment, all students must be administered a Home Language Survey (HLS) questionnaire to determine eligibility services. Students shall have access to all programs and services that all native-born students have available to them.
- All students whose HLS contain a "yes" must be referred to the English for Speakers of Other Languages (ESOL) Program for English Language Proficiency Assessment and program placement as needed.
- International students who are not enrolled in a foreign exchange program and who are without educational records shall be provisionally assigned to a grade according to chronological age. The initial placement shall be reviewed by the principal. If the student needs to be placed at a different level the principal shall facilitate an appropriate placement. The highest level of grade placement for students without records or transcripts translated into Carnegie unit in English shall be 11th grade.

Elementary Student Progression Plan



Elementary

ELEMENTARY SCHOOL STUDENT PROGRESSION PLAN

Age Requirements for Kindergarten and First Grade

- Any child who will be five years old on or before September 1st may enter kindergarten, as specified in §1003.21, F.S.
- Any child who will be six years old on or before February 1st must enter school, as specified in §1003.21, F.S.
- This is in accordance with Florida Law and the policies of The School Board of Lee County.

Kindergarten School Readiness Uniform Screening

Beginning with the 2002-03 school year, all School Districts are required to administer the School Readiness Uniform Screening, implemented by the Department of Education, to each kindergarten student in the School District upon the student's entry into kindergarten.

Children who enter public school for the first time in first grade must be administered the School Readiness Uniform Screening adopted for use in first grade.

Elementary Program of Studies (Grades K-5)

The following areas of study are offered in grades K-5:

- Art
- Character Education
- Comprehensive Health Education/Substance Abuse
- Language Arts (writing, spelling, grammar)
- Mathematics
- Music
- Physical Education/Safety†
- Reading*
- Science
- Social Studies

**The District will provide assistance to schools and teachers in the implementation of research-based reading activities, as specified in §1008.25(4)(b), F.S.*

†Students in grades K-5 will receive 150 minutes of physical education per week. As stipulated in HB967, schools have flexibility as to how to implement this requirement.

The PE requirement for students with severe and profound disabilities can be met through participation in adaptive or specially designed PE.

Child Study Team (CST) – Referral

- The membership of the Child Study Team (CST) may vary from school to school. Elementary school principals will utilize the membership list provided in the CST Manual, but they also have the prerogative of supplementing the membership of the CST depending on the need(s) of the student being reviewed.
- Students who are substantially below standard or are being considered for retention and/or placement must have a Progress Monitoring Plan (PMP) written. This plan should include a recommendation for differentiated instruction, which is a description of what is different in the classroom that will assist the student in remedying his or her academic deficiencies. Differentiated instruction is defined as a substantial difference in the amount of time available for instruction and practice and in the instructional strategies used to teach the student.
- Students who are still not meeting the established standards after the second six weeks of the

PMP intervention process will be referred to the CST. Recommendations for further action will be made. The Parents/Guardians will be kept informed of each student's progress throughout the PMP process.

- The CST will make recommendations to the principal regarding:
- opportunity for the student to participate in intensive academic instruction in reading, writing, mathematics, social studies and/or science;
- retention in the same grade;
- administrative placement in the next grade; and
- promotion to the next grade.

Grades 1 – 5	
Grade	Definition
A (90-100)	Excellent
B (80-89)	Very Good
C (70-79)	Average
N (60-69)	Needs Improvement
U (0-59)	Unsatisfactory

Elementary School Grading System

Kindergarten and Grades 1-5, as appropriate	
Grade	Definition
E*	Standards Taught Have Been Mastered and Applied Through Enrichment
S	Adequate Progress Demonstrated
N	Needs Improvement
U	Unsatisfactory
* Applies to Kindergarten only	

Promotion, Placement, and Retention in the Elementary Grades

Promotion

Elementary students who:

- demonstrate mastery of 80% or more of the appropriate grade level curriculum/Sunshine State Standards by the end of the school year;
- meet District and State standards in reading, writing, mathematics science and social studies; and
- meet all the attendance requirements set forth in School Board Policy 4.16 ***shall be promoted to the next grade level.***

NOTE:

No student can be assigned to a grade based solely on age or other factors that constitute social promotion. There must be an appropriate alternative placement for a student who has been retained two or more years. The District may exempt student from mandatory retention only for *Good Cause*.

Retention Determination

Retention shall be determined by the principal after consideration of all data and committee recommendations.

Kindergarten Retention

All kindergarten students who perform substantially below in reading will be considered for retention. Principals may promote substantially below students to first grade, as they determine appropriate.

Performance indicators for kindergarten students may include:

- Stanford 10: Substantially Below
- Star Early Literacy
- DIBELS: Strategic Level
- Literacy
- Academic Report Card Level
- LIGHTS Scale

All kindergarten students functioning minimally below who are being considered for retention will be brought before the Child Study Team for a decision regarding promotion.

Retention—Grades 1 and 2

All grade 1 and 2 students who are performing substantially below in reading will be retained. Any *Good Cause* exemption requests will follow the same procedures mandated by the State for Grade 3. Performance indicators for grade 1 and 2 retention decisions may include:

- DIBELS: Strategic Level
- Stanford 10: Substantially Below
- Star Testing
- Academic Report Card Level
- Reading Unit Tests
- LIGHTS Scale

All grade 1 and 2 students functioning minimally below who are being considered for retention will be brought before the Child Study Team for a decision regarding promotion.

All kindergarten through grade 2 substantially below students who have already been retained once will be reviewed by the Child Study Team in consideration of a second retention prior to grade 3.

Remediation/Retention—Grade 3

Students not meeting specific levels of performance in reading, writing, mathematics, social studies, and science as indicated by the District Stanford Achievement Test (SAT-10) standards, Florida Comprehensive Assessment Test (FCAT) standards, and classroom performance, must receive remediation or be retained within an intensive academic program that is different from the previous year's program and takes into account the student's learning style. The following minimum performance standards apply in the core academic areas of:

Reading

- Substantially below standard on the Stanford Achievement Test
- Substantially below standard on FCAT Reading (Achievement Level 1)

Writing

- Below standard on FCAT Writing (less than 3.0)

Mathematics

- Substantially below standard on FCAT Mathematics (Achievement Level 1)

Science

- (Standards to be determined)

Social Studies

- (Standards to be determined)

Mandatory Retention—Grade 3

All grade 3 students who score Level 1 in Reading on the FCAT and who do not meet State defined *Good Cause* Exemption criteria **must be retained**.

Retention—Grade 4 and 5

Grade 4 and 5 students who score Level 1 in Reading on the FCAT and have not been retained twice in grades kindergarten through grade 5 **shall be retained**. Students may be considered for promotion if they meet State defined *Good Cause* Exemption criteria. The student's academic performance on a Sunshine State Standards shall be reviewed by the Child Study Team.

GOOD CAUSE EXEMPTIONS

Good cause exemptions apply only to students who demonstrate a continued deficiency in reading from mandatory retention for good cause. *Good Cause* exemptions are limited to the following:

- Student who received intensive reading remediation for 2 or more years and was previously retained in K-3 for a total of two years.
- Limited English Proficient (LEP) students with less than two years of English as Second Language (ESOL).
- ESE students whose IEP indicates participation in FCAT is inappropriate.
- Student demonstrates acceptable performance on alternative standardized reading assessment approved by the State Board of Education (SBE). The alternative standardized assessment to be used is the grade 3 reading Norm Referenced Test (NRT) portion of the FCAT, the SAT-10 alternative assessment, or the SAT-9 alternative assessment. The acceptable levels of performance on the alternative assessments for grade 3 for the 2004-2005 school year are: to promote a student using the grade 3 reading NRT portion of the FCAT as an alternative assessment the grade 3 student scoring a level 1 Reading on the FCAT must score at or above the 45th percentile on the grade 3 reading NRT portion of the FCAT
- Student with portfolio showing reading at or above FCAT Level 2.

- ESE student taking FCAT with an IEP/504 plan showing intensive remediation in reading 2+ years still has deficiency in reading and previously retained K-3.
- Students who has received intensive reading remediation for 2 years or more and was previously retained in K-3 for a total of two years.

Good Cause Exemptions

The elementary school Child Study Team (CST) should determine whether or not "...conditions exist such that retention would be more adverse for the student than promotion" (**Technical Assistance Paper**, Florida Department of Education, Reference TAP No. BCIA/98-2, Question 24, Page 9). Students who are substantially below standard or are being considered for retention and/or administrative placement must have a Progress Monitoring Plan written. The Committee should keep in mind that retention, unless mandated, is intended to be the remedy of last resort after other interventions have been unsuccessful.

Intensive reading instruction for students so promoted must include an altered instructional day based upon a Progress Monitoring Plan that includes specialized diagnostic information and specific reading strategies for each student.

Process to Request Good Cause Exemption:

- Teacher submits evidence to principal that promotion is appropriate and based on student's academic record.
- Principal reviews and discusses with teacher and determines promotion or retention.
- Principal recommends promotion in writing to the Superintendent or designee.
- Superintendent or designee accepts or rejects principal's recommendation in writing.

Mid-year Promotion Criteria for Grade 3

- Student demonstrates acceptable performance on alternative standardized reading assessment approved by the State Board of Education (SBE).
- Student demonstrates that he or she is a successful and independent reader, reading at or above grade level, and ready to be promoted to grade 4.
- Reevaluating any retained third grade student may include subsequent assessments, alternative assessments, and portfolio reviews in accordance with rules of the State Board of Education.
- Students promoted during the school year after November 1 must demonstrate proficiency above that required to score at Level 2 on the grade 3 FCAT, as specified in §1008.25(7)(b)4, F.S.
- Additional documentation to be provided by the teacher to substantiate the transition from grade 3 to grade 4, as specified in §1008.25(5)(c), F. S.

Progress Monitoring and Assistance for Grade 3 students

- The PMPs for all retained third grade students who did not score above a Level 1 on the FCAT Reading and did not meet one of the good cause exemptions will be reviewed to address additional supports and services needed to remediate the deficiency. The school will also be required to complete a student portfolio for each retained third grade student, as specified in §1008.25(7)(b)1), F.S.
- Retained third grade students will be provided with intensive instructional services and supports to remediate the identified area of reading deficiency including a minimum of 90 minutes of daily,

uninterrupted, scientifically researched-based reading instruction and other strategies, which may include, but are not limited to: small group instruction; reduced teacher-student ratios; more frequent progress monitoring; tutoring or mentoring; transition classes containing 3rd and 4th grade students; extended school day, week, or year; and/or summer reading camps, as specified in §1008.25(7)(b)2, F.S.

- A third grade student who can demonstrate that he or she is a successful and independent reader, reading at or above grade level, and ready to be promoted to grade 4 may be promoted to grade 4. Reevaluating any retained third grade student may include subsequent assessments, alternative assessments, and portfolio reviews in accordance with the rules of the State Board of Education. Students promoted during the school year after November 1 must demonstrate proficiency above that required to score at Level 2 on the grade 3 FCAT, as specified in §1008.25(7)(b)4, F.S.
- Schools will provide an Intensive Accelerated Class (IAC) to any student in grade 3 who scored at Level 1 on the reading portion of the FCAT and who was retained in grade 3 the prior year. The IAC will: have a reduced teacher-student ratio; provide uninterrupted reading instruction for the majority of student contact time each day and incorporated opportunities to master the grade 4 Sunshine State Standards in the other core subject areas; use a reading program that is scientifically researched-based and has proven results in accelerating student reading achievement within the same school year; provide research-based intensive language and vocabulary instruction, including a speech language therapist; and weekly progress monitoring measures, as specified in §1008.25(7)(b)8, F. S.
- At the end of the first semester each school will report to the district on the progress of students in the Intensive Accelerated Class (IAC). The administration of the grade three probes from the Diagnostic indicators of Basic Early Literacy Skills (DIBELS) along with the Progress Monitoring and Reporting Network (PMRN) will be completed on these students, as specified in §1008.25(7)(b)8g, F. S.
- Retained third grade students who have received intensive instructional services but are still not ready for grade promotion will be offered the option of being placed in a transitional instructional setting specifically designed to produce learning gains sufficient to meet grade 4 performance standards while continuing to remediate the areas of reading deficiency, as specified in §1008.25(7)(b)10, F. S.
- Districts shall provide retained third grade students with a high performing teacher as determined by student performance data and above satisfactory performance appraisals, as specified in §1008.25(7)(b)5, F.S.

Reading Assessment K-3

Each elementary school shall regularly assess the reading ability of each K-3 student. If any K-3 student exhibits a reading deficiency, the parent shall be immediately be notified of the student's deficiency with a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in reading: shall be consulted in the development of a detailed Progress Monitoring Plan (PMP), as specified in §1008.25(4)(b), F.S.; and shall be informed that the student will be given intensive reading instruction until the deficiency is corrected.

Intensive Reading Instruction

The District School Board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low performing readers.

Students who exhibit a substantial deficiency in reading, based upon an assessment system that measures phonemic awareness, phonics, fluency, vocabulary, and comprehension conducted in kindergarten or grades 1, 2, or 3 will be provided intensive accelerated reading instruction during regular school hours in addition to the regular reading instruction. The school will use a state identified reading curriculum for reading instruction, as specified in §1008.25(7)(b)7, F.S.

- Identified students must have their reading proficiency reassessed by locally determined assessments or through teacher observations at the beginning of the grade following the intensive instruction.
- Intensive instruction shall be continued until reading deficiency is remediated.
- Students in grades K-3 who failed to meet standards for promotion to the next grade 4 will be provided instruction through a Reading Enhancement and Acceleration Development (READ) Initiative in order to prevent retention and to offer intensive accelerated reading instruction, as specified in §1008.25(7)(b)7, F.S.
- Third grade students who score at a level 1 on the reading portion of the FCAT during their second year in the third grade will be placed in an intensive acceleration class during their third year in the third grade. The focus of this class will be to increase a child's reading level at least two grade levels in one school year.
- Third grade students who are retained must be provided intensive interventions in reading to ameliorate the specific reading deficiency, as identified by a valid and reliable diagnostic assessment. The intensive interventions must include: effective, instructional practices; participation in the District's summer reading camp; and appropriate teaching methodologies, as specified in §1008.25(7)(a) F.S. (Students transferring into the District should be immediately assessed for reading proficiency to determine if remediation is appropriate. This is especially true in grade 3. If a student transfers after the administration of the FCAT in grade 3, it is up to the District to assess the student's reading proficiency at the end of the year to determine if the student needs to repeat the third grade.) Students will be provided with at least one of the following instructional options: supplemental tutoring in research-based reading services; a "Read at Home" plan outlined in a parental contract, including participation in "Families Building Better Readers Workshops" and regular parent-guided home reading; and/or a mentor tutor with specialized reading training, as specified in §1008.25(7)(b) 6, F.S. Remedial and supplemental resources will be allocated first to students who are deficient in reading by the end of grade 3 and second to students who fail to meet performance levels required for promotion, as specified §1008.25(3), F.S.

Student Assignment

The Student Assignment Office will administratively assign fifth grade students who do not complete a Student Assignment application to a middle school within their zone.

All students who are retained shall maintain their seat at the retaining school; however, parents may opt for an alternate placement through the Student Assignment process.

Middle School Student Progression Plan



***MIDDLE SCHOOL STUDENT PROGRESSION PLAN
PROGRAM OF STUDIES***

Information concerning specific courses offered and implementation procedures are found in the **Middle School Program of Studies**. New programs may be developed and implemented during the year.

The program of studies for Middle School grades reflects State and local offerings, which include:

Language Arts	Art
Mathematics	Music
Science	Health
Social Studies	Physical Education
Reading*	Career/Technical

* In addition to research based reading courses, reading application instruction is a part of the regular instructional program. Students performing at Level 1 and Level 2 on FCAT must be scheduled for direct reading instruction in a reading class. Students may exit reading by demonstrating proficiency at Levels 3, 4, or 5 on the FCAT. A Progress Monitoring Plan is required for a student performing at Level 1 and 2 on the FCAT.

Students entering grade 6 in 2006-2007, in order to be promoted to the ninth grade, must earn 12 academic credits, 3 each in math, language arts, science and social studies (details are available on page 19).

Each school will hold a parent meeting either in the evening or on a weekend to inform parents about the course curriculum and activities.

For each year in which a student scores at Level 1 or Level 2 on FCAT Reading, the student must be enrolled in and complete an intensive reading course the following year.

For each year in which a student scores at Level 1 or Level 2 on FCAT Mathematics, the student must receive remediation the following year.

Extended Learning Components

Exploratory and enrichment courses, such as technology education, family and consumer science, foreign language, and business technology, extend student learning beyond the core components.

MIDDLE SCHOOL GRADING SYSTEM

The system and interpretation of that system for grading in middle school is as follows:

Grade	Percent	Definition
A	90-100	Outstanding Progress
B	80 – 89	Above Average Progress
C	70 – 79	Average Progress
D	60 – 69	Lowest Acceptable Progress
F	0-59	Failure

PROMOTION, REMEDIATION AND/OR RETENTION

Promotion

Beginning with students entering grade 6 in 2006-2007, promotion to the next grade level within the middle school requires that the student successfully complete the academic courses as follows:

- Three middle school or higher courses in English.
- Three middle school or higher courses in mathematics. Each middle school must offer at least one high school level mathematics course for which the student may earn high school credit.
- Three middle school or higher courses in Social Studies, one semester of which must include the study of state a federal government and civics education.
- Three middle school or higher courses in science.
- One course in career and education planning to be completed in 7th or 8th grade. The course must include the career exploration using CHOICES for the 21st century or a comparable program; must use the Florida Academic Counseling and Tracking for Students (FACTS.org) website; and shall result in the completion of a personalized academic and career plan signed by the student's guidance counselor and parent.

Remediation and Retention

- Students who score at Achievement Level 1 on the FCAT in reading or mathematics in grades 3 through 10 will be required to receive remediation.
- Students who score lower than Level 3 on the FCAT writing tests at grade 4 and 8 will be required to receive remediation
- Parents/Guardians shall be notified in writing when a student is determined to be performing below District standards and before grade placement decisions are made.
- Students who have not met the requirements for promotion to the next grade shall be retained except for “good cause.” “Good cause” must be based on performance, diagnostic and observation data, the student's history, and a review of his or her special needs.
- No student can be assigned to a grade based solely on age or other factors that constitute social promotion. There must be an appropriate alternative placement for a student who has been retained two or more years.

MIDDLE SCHOOL RETENTION POLICIES

General Information

- A student will be classified as a 7th grade student by earning 3 or more of the core academic credits in English (Language Arts), Social Studies, Math and Science.
- A student will be classified as an 8th grade student by earning 6 or more core academic credits in English (Language Arts), Social Studies, Math and Science.
- A student will be classified as a 9th grade student by earning the required 12 core academic credits, completing the semester-long course in career and education planning and completing a Career Education Plan for high school, and choosing a major area if interest. Majors may be changed each year of high school.

Grade 6 and 7

Beginning in 2006-2007, a student who fails any core academic subject must retake that subject to restore credit.

Grade 8** - retention policy 2007-2008 only

Grades	FCAT Achievement Levels	Recommendation
Fail 1 Academic Class*	Level 3-5	Promote
	Level 1-2	Retain or Place or Promote **Upon Academic Review Committee recommendation – Remediate/successful comple- tion of summer school****
Fail 2 Academic Classes	Level 1-5	Retain or Place*** or Promote **Upon Academic Review Committee recommendation – Remediate/successful comple- tion of summer school****
Fail 3 or more Aca- demic Classes	Level 1-5	Retain Remediate

*Academic Classes: Reading, Language Arts, Mathematics, Science, Social Studies

**The Academic Review Committee should include a review of the learning gains, performance of grade level assignments, class participation, tests, and other classroom assignments in submitting a recommendation to the principal. Teacher, counselor, and parent input will be considered by the principal when making a final decision concerning student placement for the next school year.

***8th grade students placed require Administrator-on-Assignment approval.

****All 8th grade students who have been retained will have the opportunity to attend summer school.

ADMINISTRATIVE PLACEMENT

Eighth grade students who are administratively placed in ninth grade will be immediately identified for intensive strategies in high school. The District will have procedures in place for providing the high school with the information needed to begin the intensive strategies as soon as the student enters. They will:

- be ineligible to participate in sports (Florida High School Activities Association, by Article 11 - 11.5.1, 11.5.3 and 11.2.14);
- participate in intensive instruction classes, which are eligible for elective credit only.

PROGRESS MONITORING PLAN

Students who are being considered for retention and/or placement must have a Progress Monitoring Plan (PMP) written. This plan must include a recommendation for differentiated instruction, which is a description of what is different in the classroom that will assist the student in remedying his or her academic deficiencies. Differentiated instruction is defined as a substantial difference in the amount of time available for instruction and practice and in the instructional strategies used to teach the student.

HIGH SCHOOL CREDIT FOR MIDDLE SCHOOL STUDENTS

The District recognizes the need to provide high school educational experiences for those students regularly enrolled in the middle school who have demonstrated mastery of middle school Sunshine State Standards. Middle school students may enroll in high school courses taught at the middle school to advance their achievements in an academic discipline. Students must score a Level 3 or above on FCAT mathematics to enroll in high school mathematics courses. Middle school students may earn high school credit for course work taken during middle school. High school courses taken as a middle school student will be included in the student's high school transcript and the student's high school grade point average (GPA).

GRADE FORGIVENESS FOR HIGH SCHOOL COURSES TAKEN BY MIDDLE SCHOOL STUDENTS

Any student in grades 9–12 may retake a required course for the purpose of improving a grade if it meets the following criteria. Grade forgiveness for required courses shall be limited to replacing a grade of “D” or “F” with a grade of “C” or higher earned subsequently in the same or comparable course. Forgiveness policies for elective courses shall be limited to replacing a grade of “D” or “F” or their equivalent with a grade of “C” or higher or its equivalent earned subsequently in the same, a comparable, or another course. These restrictions on forgiveness do not apply to students below 9th grade taking high school courses. Such students may repeat a course for forgiveness with grades of “C”, “D” or “F”. Any course grade not replaced according to a District forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation. The District may no longer count the best twenty-four (24) credits of all courses taken to meet the cumulative grade point average for graduation requirements. If a student receives a “D” or “F” and subsequently receives a “D” or “F”, when retaking the same course, the lower of the two grades will be marked as elective credit and both grades will be calculated in the GPA.

HIGH SCHOOL COURSES TAKEN ON THE MIDDLE SCHOOL CAMPUS

Students enrolled in any high school courses taken on the middle school campus will earn high school credit.

COURSES TAKEN ON THE HIGH SCHOOL CAMPUS

Middle school students may earn high school credit for successful completion of a high school course taken on the high school campus. These course offerings are limited to courses not available at the middle school level. Students must meet the following eligibility and enrollment criteria:

Eligibility Criteria

In order to be eligible to take a high school course on a high school campus, a middle school student must:

- attain a cumulative 3.5 grade point average in his or her core academic subjects, which include reading, language arts, mathematics, social studies, and science; and
- be recommended by the principal

Enrollment Criteria

- Middle school students may enroll in a high school course if space is available on the high school campus.
- Parents/Guardians must agree to provide their own transportation to the high school and then to the middle school.
- Both the middle school and high school principals must be notified in advance of such placement and approve the enrollment in the high school academic course.
- Middle school students should enroll in the spring of the year. Middle school counselors are responsible for communicating with the future high school at the time of spring registration. Both principals must be notified of the enrollment at this time.

High School On-Line Courses

- Students may enroll in courses available through the Florida Virtual School and will be awarded credit for successful completion of such courses. Access will be available to students during or after the normal school day and through summer school enrollment, as specified in §1001.42(21), F.S.
- Students who take high school from any other on-line school/organization will receive credit for that course only if that school/organization is accredited by one of the regional associations of colleges and schools, e.g. Southern Association of Colleges and Schools (SACS). Students must have permission from their high school to enroll. Official transcripts from the school or organization granting the credit are required for verification.

MIDDLE GRADES PROMOTION REQUIREMENTS (EXCEPTIONAL EDUCATION STUDENTS)

FCAT Level 1 – Requires Intensive Reading, Reading 6-8 (7810020) satisfies this requirement for students with disabilities

Available Courses:

Academics: General

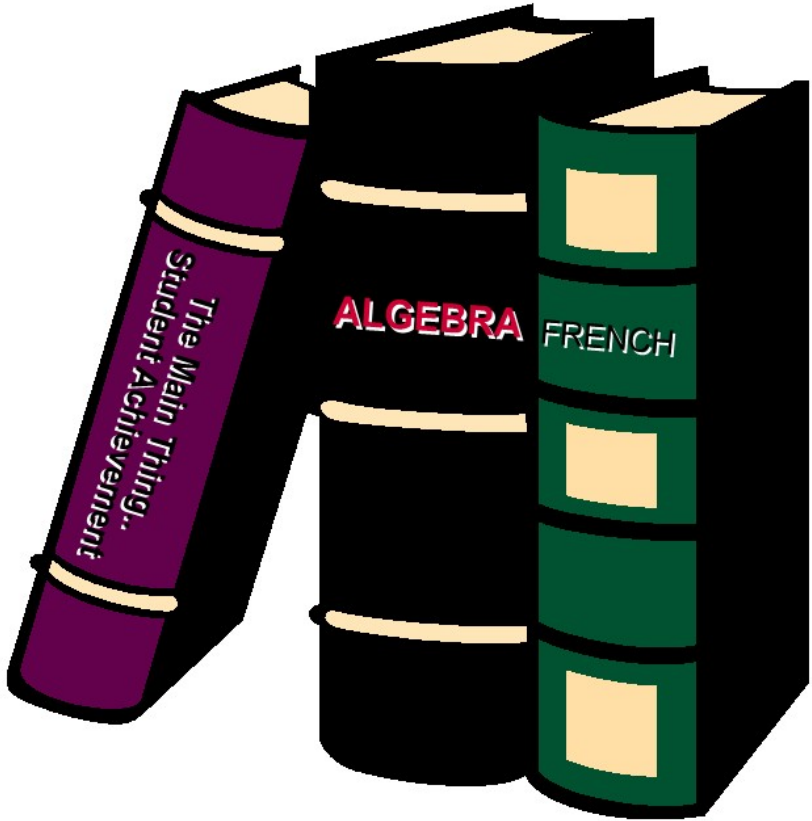
7855010	Academics: 6-8	Independent, Supported
7855030	Academic Skills: 6-8 (Pre-Academics)	Supported
7855050	Developmental Skills: 6-8	Participatory

Academics: Subject Areas

7810010	Language Arts: 6-8	Independent, Supported
7810020	Reading: 6-8	Independent, Supported
7810030	Communications: 6-8	Independent, Supported, Participatory
7812010	Mathematics: 6-8	Independent, Supported
7820010	Science: 6-8	Independent, Supported
7820020	Health: 6-8	Independent, Supported
7821010	Social Studies: 6-8	Independent, Supported
7821030	Career Ed: 6-8	Independent, Supported, Participatory
7880010	Exploratory Vocational: 6-8	Independent, Supported, Participatory

Gen Education	Independent Level	Supported Level	Participatory Level
3 courses – English	3 Language Arts courses	3 Language Arts courses	4 General Academic Courses
3 courses – Math	3 Math Courses	3 Math courses	4 Subject Area Courses
3 courses – Social Studies (1 sem. – state, federal gov't. and civics)	3 Social Studies Courses	3 Social Studies Courses	4 Special Skills Courses
3 courses – Science	3 Science Courses	3 Science Courses	
1 semester Career and Education Planning	1 semester Career and Education Planning	1 semester Career and Education Planning	1 semester Career and Education Planning

High School Student Progression Plan



High School Student Progression Plan

GRADUATION REQUIREMENTS

Credit Accumulation

- One full credit for high school graduation is defined as a minimum of 135 hours of instruction in a designated course that contains student performance standards.
- The State Board of Education shall determine the number of postsecondary credit hours earned through dual enrollment, as specified in §1007.271 F.S., that satisfy the requirements of the district's interinstitutional articulation agreement, as specified in §1007.235 F.S. and that equal one full credit of the equivalent high school course identified, as specified in §1007.271(6) F.S.
- One full credit means a minimum of 120 hours of bona fide instruction in a designated course of study that contains student performance standards for purposes of meeting high school graduation requirements in a school that has been authorized to implement block scheduling by the district school board.
- The hourly requirement for one-half credit is defined to be one-half the requirement for a full credit.
- Credit is earned upon successful mastery of course student performance standards.
- Florida Statute §1003.436(2), F.S. defines the rules governing the earning of credit for one (1) credit courses offered in the State of Florida. When a student fails one semester of a full year, one (1) credit course, all of the following criteria must be met for a student to receive a full credit when that student earned a failing grade for one semester.

The student must:

- be in attendance according to the School Board's policy on attendance (Policy 4.16);
- receive a passing percentage of each of the following criteria:
 - homework, participation, and other indicators of performance as outlined in the course syllabus; and
 - achieve a passing grade on the final exam for the semester failed, demonstrating mastery of the course standards.
- Selected vocational job preparatory programs described in the **High School Program of Studies** may be applied toward required credit. The credit substituted for English, Mathematics, or Science shall be on a curriculum equivalency basis as provided for in the **State Course Code Directory**. Vocational course substitution shall not exceed two credits. This substitution is limited to one vocational program.

Florida Gold Seal Career and Technical Endorsement

Any student who exceeds the prescribed minimums in career and technical courses may receive a Florida Gold Seal career and technical endorsement to a standard diploma.

Zero Grade Progression

Students will advance from one grade level designation to the next based upon completion of a school year of attendance. This will be known as the zero progression plan, whereby a student begins their first year of high school as a freshman, his/her second year of attendance will carry a designation of sophomore, the third year of attendance will carry the designation of junior, culminating with the student's fourth year designation of senior. The student will then remain at the senior designation until all graduation requirements are met.

Graduation Options/Course Requirements

- In conjunction with the State of Florida, the goal of The School District of Lee County is to provide students, with guidance from their parents or guardians, the opportunity to select the graduation option that will most appropriately prepare them for their chosen postsecondary path. To that end, the following options have been established, as specified in §1003.43, F.S. or §1003.429, F.S:
 - a four-year, 24-credit standard program;
 - a three-year, 18-credit standard college preparatory program; or
 - a three-year, 18-credit career preparatory program.

Note: Schools using a block schedule may have school-based requirements for graduation that exceed the District's requirements. Students are to refer to that high school's **Program of Studies** for the school's graduation requirement.

- At the beginning of each school year, parents of students in or entering high school shall be notified of the opportunity and benefits of advanced placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, and Florida Virtual School courses.

High School Course Progression (Entering freshman 2007-2008)

The new high school diploma requirements apply to students entering their first year in high school in the 2007 –2008 academic school year and thereafter.

Curricular Area	Credits Required	9th Grade	10th grade	11th Grade	12th Grade
Language Arts	4	English I	English II	English III	English IV
Mathematics (Florida requires Algebra or its equivalent for graduation)	4	Algebra I or 1a	Algebra 1b, Geometry, Informal Geometry	Algebra II, Liberal Arts Math, Informal Geometry	Pre-calculus, Calculus, Liberal Arts Math, Inte- grated Math III, Analysis Func- tions
Science (2 courses must have labs)	3	Biology	Chemistry, Inte- grated Science	Zoology, Physics, Anatomy, Astron- omy	
Social Studies	3	World Geogra- phy, East West Heritage (required elec- tives at RHS)	World History	American History	Economics/ American Government
Physical education	1 (new course integrating Health and PE)	Any grade level	Any grade level	Any grade level	Any grade level
Fine/Performing Arts	1	Any grade level	Any grade level	Any grade level	Any grade level
Elective	8 (4 in a major area of interest)	Any grade level	Any grade level	Any grade level	Any grade level

16 core curriculum credits:

8 credits in majors, minors and/or electives:

- **4 credits for major:** Students will choose a major area of study at the end of their 8th grade year from a list of available majors for their assigned school. The 4 credits will be sequential courses in a career/technical program, fine/performing arts, or academic content area. Students may revise major areas of interest each year as part of the annual course registration process, and should update their education plan to reflect this change.
- **4 credits in elective courses selected by the student:** these credits may be combined to allow for a second major area of interest, a minor area of interest, elective courses, intensive reading or math intervention courses, or credit recovery courses.
- **Minor area of interest:** composed of 3 sequential courses selected by the student
- **Elective courses:** general electives of interest to the student and selected to pursue a complete education and meet eligibility requirements for scholarships.

Standard Diploma Options

- A Standard Diploma will be awarded when a student has successfully completed the graduation requirements, as specified in §1003.43, F.S. or §1003.429, F.S. and as set forth in the District's **Student Progression Plan:**
 - Earn an overall unweighted 2.0 grade point average (GPA) on a 4.0 scale, as specified in §1003.43(5)(c)(d) F.S.;
 - Earn a passing score on the reading and mathematic portions of the grade 10 Florida Comprehensive Assessment Test (FCAT) or passing scores on a standardized test (SAT/ACT after taking FCAT three times) that are concordant with passing scores on the FCAT.
 - Earn a passing score on FCAT Writes+ (score to be determined by the Florida DOE)
 - Must successfully complete credits in the required subject areas for one of the following:
 - the traditional 24-credit standard diploma
 - the three-year, 18-credit college preparatory diploma
 - the three-year, 18-credit career preparatory diploma

A student eligible for and officially placed in an exceptional student education (ESE) program may be awarded credit toward a Standard Diploma under the following conditions:

- Completion of a course with regular education students; or
- Completion of a course in an ESE class that covers content, intended outcomes, and student performance standards that are being used in a regular education course.
- According to the ENNOBLES Act (Enhanced New Needed Opportunity for Better Life and Education for Students with Disabilities). The IEP team may waive the FCAT requirement for graduation with a 24-credit standard diploma. To be considered for the waiver, a student must meet all of the following criteria:
 - the student must be identified as a student with a disability with a current Individual Educational Plan. As specified in §1007.02(2) F.S., students with disabilities include students with mental retardation handicaps, hearing or visual impairment, speech or language impairment, serious emotional or behavioral disorder, orthopedic impairment, other health im-

- pairment, autism, traumatic brain injury or a specific learning disability.
- the student has taken the grade 10 FCAT with appropriate, allowable accommodations at least twice and has participated in the March administration of the FCAT during the senior year;
 - the student has participated in intensive remediation in mathematics and/or reading, if passing scores were not earned;
 - the student is progressing toward meeting the minimum number of course credits prescribed by the state and district school board;
 - the student has demonstrated the knowledge, skills and abilities required by the grade 10 Sunshine State Standards;
 - the student has an overall grade point average of unweighted 2.0 or higher on a 4.0 scale, as specified in §1003.43(5)(c)(d) F.S.;
 - the IEP team has determined that the FCAT cannot accurately measure the student's abilities, even if all appropriate, allowable testing accommodations are used.
- If there is sufficient evidence that the student has mastered the applicable Sunshine State Standards and the IEP team determines that the FCAT is **not** an accurate measure of the student's ability, the FCAT requirement may be waived for either the reading portion, the mathematics portion, or both portions of the test, and the student may graduate with a standard diploma.
 - An FCAT waiver may be used only for the traditional 24-credit graduation program. The FCAT waiver is not available to students in either of the three-year, 18-credit options.
 - Students who enter grade 9 in the 2004–2005 school year and thereafter may select one of the graduation options listed in the chart(s) following below. Students are encouraged to consider their postsecondary education or career plan goals when selecting an option.
 - Six of the 18 credits required for completion of the 3-year, 18-credit, college preparatory program must be received in classes that are honors, dual enrollment, advanced placement, or International Baccalaureate. This applies to students who entered the program as 9th graders in 2004-2005. Students who enter the program as 9th graders in 2006-2007 must meet the above requirement without the use of honors classes.
 - For students entering grade 9 for the 2006-2007 school year, the following requirements must be met prior to a student selecting a college preparatory program or a career preparatory program:
 - The student and student's parent/guardian must meet with designated school personnel to receive an explanation of the relative requirements, advantages, and disadvantages of each graduation option.
 - The student must receive the written consent of the student's parent/guardian.
 - Beginning with the 2004–2005 school year, each student in grades 6–9 and their parents will be provided with information concerning the 3-year and 4-year high school graduation options, including the respective curriculum requirements for each option.
 - Selection of one of the graduation options must be completed by the students prior to the end of grade 9 and is exclusively up to the student and parent/guardian.
 - Students who enter the School District after grade 9 upon transfer from a private school or an-

other state or who were prevented from choosing a graduation option due to illness during grade 9 will have an extension of the deadline to the end of the first semester of grade 10 to select an accelerated graduation option.

- If the parent and student fail to select a graduation option, the student shall be considered to have selected the 24 general requirements for high school graduation, as specified in §1003.429(1)(a), F.S.
- Students must achieve a cumulative weighted grade point average of 3.0 on a 4.0 scale, in the courses required for the college preparatory or career preparatory accelerated 3-year graduation program.
- Students must receive a weighted or unweighted grade that earns at least 3.0 points, or its equivalent, to earn course credit toward the 18 credits required for the college preparatory accelerated 3-year graduation option.
- Students must receive a weighted or unweighted grade that earns at least 2.0 points, or its equivalent, to earn course credit toward the 18 credits required for the career preparatory accelerated 3-year graduation option.
- If, at the end of grade 10, a student is not on track to meet the credit, assessment, or grade-point-average requirements of the accelerated graduation option selected, the school will notify the student and parent/guardian of the requirements the student is not meeting and the specific performance necessary in grade 11 to meet the requirements and the right of the student to change to the 4-year program set forth.
- The student may choose to change to the 4-year program.
- The student will automatically move from the 3-year to the 4-year standard 24 credit program if the student exercises this choice, has not earned five credits by the end of grade 9 or eleven credits by the end of grade 10, does not receive a score of 3 or higher on the grade 10 FCAT writing assessment, or does not meet the requirements for accelerated graduation by the end of grade 11. A student who has not completed all requirements for the 3-year options, including earning passing scores on the FCAT and achieving the required grade point average, must meet the 24-credit option and attend high school for a fourth year.
- Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment tests in reading, writing, science, and mathematics must continue to be provided with remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance.

HIGH SCHOOL PROGRAMS FOR STUDENTS ENTERING NINTH GRADE IN

2004-05 AND 2005-2006

Subject Area	Graduation Requirements of Traditional 24-Credit Program	Graduation Requirements of Three-Year College Preparatory Program¹	Graduation Requirements of Three-Year Career Preparatory Program
English	4 credits with major concentration in composition and literature	4 credits with major concentration in composition and literature	4 credits with major concentration in composition and literature
Mathematics	3 credits, one of which must be Algebra I or its equivalent	3 credits at the Algebra I level or above, from the list of courses that qualify for state university admission	3 credits, one of which must be Algebra I or its equivalent ²
Science	3 credits in natural science, two of which must have a laboratory component	3 credits in natural science, two of which must have a laboratory component	3 credits in natural science, two of which must have a laboratory component
Social Studies	1 credit world history 1 credit American history .5 credit American government .5 credit economics	1 credit world history 1 credit American history .5 credit American government .5 credit economics	1 credit world history 1 credit American history .5 credit American government .5 credit economics
Foreign Language	Not required for high school graduation but required for state university system admission	2 credits in the same language or demonstrated proficiency in same second language	
Practical Arts/ Performing Fine Arts	1 credit practical arts career/technical education or exploratory career education, or 1 credit performing fine arts, or .5 credit in practical arts and .5 credit in performing fine arts	Not required	3 credits in a single vocational/career education program, or 3 credits in a single career/technical dual enrollment program, or 5 credits in vocational/career education courses (including 3 credits in one sequential career and technical education program)
Life Management Skills	.5 credit	Not required	Not required
Physical Education	1 credit to include .5 credit personal fitness and .5 credit physical education elective ³	Not required	Not required
Electives	8.5 credits	3 credits	2 credits unless 5 credits in career/technical education
TOTAL	24 credits	18 credits	18 credits
State Assessment Requirements	Earn passing scores on the Grade 10 FCAT	Earn passing scores on the Grade 10 FCAT	Earn passing scores on the Grade 10 FCAT
Grade Point Average (GPA) Requirements	Earn a cumulative GPA of 2.0 on a 4.0 scale	Earn a cumulative weighted GPA of 3.0 on a 4.0 scale in the courses required for the college preparatory program and earn a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits	Earn a cumulative weighted GPA of 3.0 on a 4.0 scale in the courses required for the career preparatory program and earn at least 2.0 points or its equivalent in each of the 18 required credits

¹All courses earned toward the college preparatory program must satisfy admission requirements for the state university system. Six of the 18 credits must be in classes that are honors, dual enrollment, advanced placement, International Baccalaureate, Advanced International Certificate of Education, or specifically listed as rigorous by the Department of Education.

²See high school guidance counselor for Algebra I equivalents.

³See high school guidance counselor for physical education electives.

HIGH SCHOOL PROGRAMS FOR STUDENTS ENTERING NINTH GRADE IN 2006-07

Subject Area	Graduation Requirements of Traditional 24-Credit Program	Graduation Requirements of Three-Year College Preparatory Program¹	Graduation Requirements of Three-Year Career Preparatory Program
English	4 credits with major concentration in composition and literature	4 credits with major concentration in composition and literature	4 credits with major concentration in composition and literature
Mathematics	3 credits, one of which must be Algebra I or its equivalent	3 credits at the Algebra I level or above, from the list of courses that qualify for state university admission	3 credits, one of which must be Algebra I or its equivalent ²
Science	3 credits in natural science, two of which must have a laboratory component	3 credits in natural science, two of which must have a laboratory component	3 credits in natural science, two of which must have a laboratory component
Social Studies	1 credit world history 1 credit American history .5 credit American government .5 credit economics	1 credit world history 1 credit American history .5 credit American government .5 credit economics	1 credit world history 1 credit American history .5 credit American government .5 credit economics
Foreign Language	Not required for high school graduation but required for state university system admission	2 credits in the same language or demonstrated proficiency in same second language	
Practical Arts/ Performing Fine Arts	1 credit practical arts career/technical education or exploratory career education, or 1 credit performing fine arts, or .5 credit in practical arts and .5 credit in performing fine arts	Not required	3 credits in a single vocational/career education program, or 3 credits in a single career/technical dual enrollment program, or 5 credits in vocational/career education courses (including 3 credits in one sequential career and technical education program)
Life Management Skills	.5 credit	Not required	Not required
Physical Education	1 credit to include .5 credit personal fitness and .5 credit physical education elective ³	Not required	Not required
Electives	8.5 credits	3 credits	2 credits unless 5 credits in career/technical education
TOTAL	24 credits	18 credits	18 credits
State Assessment Requirements	Earn passing scores on the Grade 10 FCAT	Earn passing scores on the Grade 10 FCAT	Earn passing scores on the Grade 10 FCAT
Grade Point Average (GPA) Requirements	Earn a cumulative GPA of 2.0 on a 4.0 scale	Earn a cumulative weighted GPA of 3.5 on a 4.0 scale in the courses required for the college preparatory program and earn a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits	Earn a cumulative weighted GPA of 3.0 on a 4.0 scale in the courses required for the career preparatory program and earn at least 2.0 points or its equivalent in each of the 18 required credits

¹All courses earned toward the college preparatory program must satisfy admission requirements for the state university system. Six of the 18 credits must be in classes that are dual enrollment, advanced placement, International Baccalaureate, Advanced International Certificate of Education, or specifically listed as rigorous by the Department of Education.

²See high school guidance counselor for Algebra I equivalents.

³See high school guidance counselor for physical education electives.

Students Entering Ninth Grade in 2007-2008 School Year

Subject Area	Graduation Requirements of 24-Credit/4-year Traditional Program	Graduation Requirements of 18-Credit/3-year College Preparatory Program (1)	Graduation Requirements of 18-Credit/3-year Career Preparatory Program
English	4 credits, with major concentration in composition, reading for information, and literature	4 credits, with major concentration in composition and literature	4 credits, with major concentration in composition and literature
Mathematics (a minimum of three credits must be earned in grades 9-12))	4 credits, one of which must be Algebra I or its equivalent, or a higher-level mathematics course (2)	3 credits at the Algebra I level or above from the list of courses that qualify for state university admission	3 credits, one of which must be Algebra I or its equivalent (2)
Science	3 credits in natural science, two must have a laboratory component	3 credits in natural science, two must have a laboratory component	3 credits in natural science, two must have a laboratory component
Social Studies	1 credit world history 1 credit American history .5 credit American govt. .5 credit economics	1 credit world history 1 credit American history .5 credit American govt. .5 credit economics	1 credit world history 1 credit American history .5 credit American govt. .5 credit economics
Foreign Language	Not required for high school graduation, but required for admission into state universities	2 credits in the same language or demonstrated proficiency in a second language	Not Required
Fine Arts	1 credit in fine arts	Not Required	Not Required
Physical Education	1 credit in physical education to include the integration of health (3)	Not Required	Not Required
Majors, Minors, or Electives	8 credits <ul style="list-style-type: none"> 4 credits in a major area of interest 4 credits in elective courses, which may be combined to allow for a second major area of interest, a minor area of interest (3 credits), individual elective courses, intensive reading or mathematics intervention courses, or credit recovery courses 	3 credits in electives	3 credits in single vocational/career education program and 2 credits in electives or 3 credits in single career/technical certificate dual enrollment and 2 credits in electives or 5 credits in vocational/career education (including 3 credits in one sequential career and technical education program)
Total	24 credits	18 credits	18 credits
State Assessment Requirements	Passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)	Passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)	Passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)
Grade Point Average (GPA) Requirements	Cumulative GPA of 2.0 on a 4.0 scale	Cumulative GPA of 3.5 on a 4.0 scale in the courses required for the college preparatory program and a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits	Cumulative weighted GPA of 3.0 on a 4.0 scale in the courses required for the career preparatory program and a weighted or unweighted grade that earns at least 2.0 points or its equivalent in each of the 18 required credits

(1) All courses earned toward the 18-credit/3-year College Prep Program must satisfy admission requirements for the state university system. To determine which courses meet state university system admissions requirements, please use the Comprehensive Course Table or see school guidance counselor for assistance. At least 6 of the 18 credits must be in classes that are dual enrollment, Advanced Placement (AP), International Baccalaureate (IB), Advance International Certificate of Education (AICE), or specifically listed as rigorous by the Department of Education.

(2) See high school guidance counselor for assistance with Algebra I equivalents. Courses or series of courses deemed "equivalent" for satisfying the Algebra I graduation requirements are: Algebra I; Algebra I Honors; Algebra I a and I b; Applies Mathematics I and II, Integrated Mathematics I and II; and Pacesetter Mathematics I.

(3) See High school Guidance counselor for physical education electives.

Certificate of Completion

Any student who has completed the minimum number of credits but was unable to achieved the cumulative GPA (an overall 2.0 on a 4.0 scale), as specified in §1003.43(5)(c)(d), F.S., and/or failed to pass the FCAT shall be awarded a regular Certificate of Completion. However, any student who is entitled to a Certificate of Completion may elect to remain in school either as a full-time student or part-time student for up to one additional year (Exceptional Student Education students may remain until age 22) and receive special instruction designed to remedy his or her identified deficiencies, as specified in §1003.43(10)(b), F.S. The student may only take courses needed to prepare for the area of deficiency on the FCAT.

- Certificate of Completion – College Placement Test Eligible may be awarded to a student who completes standard course requirements and earns an overall unweighted 2.0 grade point average on a 4.0 scale, as specified in §1003.43(5)(c)(d) F.S., but who is unable to earn a passing score on the grade 10 FCAT. Students who receive a Certification of Completion – College Placement Test Eligible must be allowed to take the College Placement Test and be admitted to remedial or credit courses at a Florida community college, as appropriate.
- A special certificate of completion is available to students with disabilities who are unable to meet all of the requirements for a special diploma. The certificate indicates that the student passed the required ESE courses but did not master all of the Sunshine State Standards Access Points.
- A student who has not completed all requirements for the three-year options, including earning passing scores on the FCAT and achieving the required grade point average, must meet the 24-credit option and attend high school for a fourth year. The awarding of a Certificate of Completion is limited to students choosing the 24-credit option who have not earned passing scores on the 10th grade FCAT, or completed other District requirements for graduation, or maintained a 2.0 grade point average, as specified in §1003.43(10), F.S.
- A student who has received a Certificate of Completion who subsequently meets the requirements for a standard high school diploma shall be awarded a standard high school diploma whenever the requirements are completed.

Special Diploma Options

State Board of Education Regulations (SBER) 6-1.0996 graduation requirements for certain Exceptional Student Education (ESE) students with disabilities allow school districts to prescribe special requirements for graduation for students who have been properly identified as mentally handicapped, hearing impaired, specific learning disabled, emotionally or behaviorally disordered, profoundly handicapped, orthopedically impaired, other health impaired, traumatic brain injured or language impaired. Nothing contained in this rule shall be construed to limit or restrict the right of a an exceptional student with disabilities to a standard diploma.

The Individual Educational Plan (IEP) team, which includes parents, students and school staff, will determine whether the student is pursuing a course of study leading toward a Standard or Special Diploma. This determination will be documented on the IEP developed during the student's eighth grade year, or the IEP developed during the year prior to the student's 14th birthday, whichever occurs first. This diploma decision must be reviewed annually.

A student who receives a Special Diploma is eligible to receive ESE services until they obtain a Standard Diploma until the end of the semester the student turns 22, whichever comes first.

Special Diploma Requirements

Special Diploma Option 1:

A Special Diploma Option 1 is awarded when a student with disabilities has successfully completed the graduation requirements as set forth in The School District of Lee County **Student Progression Plan** and has mastered the Sunshine State Standards Access Points applicable for the identified levels (independent, supported, or participatory). Reference is made to the **High School Program of Studies** for assisting in the selection of course titles.

Students working toward a Special Diploma option are exempt from the FCAT score requirements. They must be assessed annually by the FCAT or the Florida Alternate Assessment, as determined by the IEP team and their eligibility for Alternate Assessment participation. An unweighted 2.0 GPA is required, as specified in §1003.43(5)(c)(d) F.S.

When a student transfers from a Special Diploma course of study to a course of study for a Standard Diploma, all Special Diploma course credits will be used as elective credit for a Standard Diploma.

Credit will be awarded toward a Special Diploma under the following conditions:

- completion of an ESE class that covers intended outcomes and student performance standards specifically designed and identified for a Special Diploma.
- some courses designed for a Special Diploma award multiple credits. These courses may be repeated for additional credits to meet graduation requirements.

District Specific Course requirements:

Independent Level

Subject	Credits	Suggested Courses *
English	3	7910110 English 9-12 7910390 Life Skills Communication
Mathematics **	3	7912050 Mathematics 9-12 7912340 Life Skills Mathematics
Science	1	7920010 Science 9-12
Health & Safety	1	7920050 Health & Safety
Social Studies	1	7921010 Social Studies 9-12
Post-School Adult Living Preparation	1	7960010 Life Management & Transition 7963010 Preparation for Postschool Adult Living
Career & Technical Education	6	7963140 Self Determination 7980010 Exploratory Education 7980110 Career Preparation 7980120 Career Experiences 7980130 Career Placement
Physical Education	1	As appropriate
Electives	7	Reading courses recommended
Total	24	Credits needed for graduation

Note: * General education courses may replace any of the suggested ESE courses to satisfy the requirements

** A vocational course with strong mathematics emphasis may be substituted for one mathematics requirement

Recommended Sequence of Program and Courses for Independent Level:

1st Year	2nd Year
<ul style="list-style-type: none"> • English • Mathematics • Health & Safety • Self Determination/Career Exploration • Reading/Electives (as determined by student need) 	<ul style="list-style-type: none"> • English • Mathematics • Social Studies • Career Preparation • Reading/Electives (as determined by student need)
3rd Year	4th Year
<ul style="list-style-type: none"> • English • Mathematics • Science • Career Experience • Reading/Electives (as determined by student need) 	<ul style="list-style-type: none"> • Life Management & Transition • Career Placement • Additional academics as determined by Individual Educational Plan Committee • Reading/Electives (as determined by student need)

Supported Level:

Subjects	Credits	Suggested Courses
Academics	3	7961010 Academic Skills for Functional Living
Communication	3	7961020 Communication Skills for Functional Living
Personal	3	7961030 Personal & Home Skills for Functional Living
Community	3	7961040 Leisure & Recreational Skills for Functional Living 7961050 Community & Social Skills for Functional Living
Physical Education	1	As appropriate
Electives	11	Career/Vocational Courses, general or special education electives, or any of the above courses
Total	24	Credits for graduation
<p>Note: General education courses may replace any of the above ESE courses to satisfy the requirements.</p>		

Participatory Level:

Subjects	Credits	Suggested Courses
Cognitive	4	7962010 Cognitive and Linguistic Skills
Life	4	7962020 Life Sustaining and Environmental Interaction Skills
Leisure/ Recreational Quality of Life	4	7962030 Leisure & Recreational Skills for Improvement of Quality of Life
Subjects	Credits	Suggested Courses
Motor/Sensory	4	7962040 Developmental Functional Motor & Sensory Skills
Physical Education	1	7915010 Specially Designed Physical Education
Electives	7	Any of the above courses or other electives.
Total	24	Credits needed for graduation
<p>Note: General education courses may replace any of the above ESE courses to satisfy the requirements.</p>		

Special Diploma Option 2:

The intent of Special Diploma Option 2 is to provide graduation incentives to those ESE students who have not been successful in a traditional school/academic setting and/or are considered “at risk” of dropping out of school. Historically, this population of ESE students has not been successful in earning high school credits for either a Standard Diploma or a Special Diploma Option 1. Option 2 is designed for ESE students who would benefit from an individually designed, community-based job preparatory program. Option 2 is also designed to increase the value of school attendance with age appropriate pupils. The intent of Option 2 is to prepare the ESE student for the transition from school to work and independent living that will continue after graduation. To be considered for Option 2 an ESE student would typically have attended a minimum of four semesters in a high school-level program.

The student must be at least 16 years of age prior to selecting Option 2. Graduation will only be possible for students from ages 17–21. The transition Individual Educational Plan team members must verify that the student has met all the community and employment competencies documented on the Individual Graduation Plan prior to awarding a Special Diploma under Option 2. The student/parent/guardian must provide transportation to and from the job site. The District shall not provide transportation to and from the job site for a Special Diploma Option 2 student.

The Florida Sunshine State Standards Access Points that have been developed for various exceptionalities students with disabilities and established by The School Board of Lee County are replaced in the Option 2 requirements by community and employment competencies.

Both sets of competencies are developed and documented during the transition IEP. The ESE student must demonstrate mastery of the following:

- Student performance standards for the ESE career course in which the student is enrolled (ESE Career Placement or ESE Supported Competitive Employment);
- Community and employment competencies developed and documented during the transition IEP.

Community and employment competencies specified in the Individual Graduation Plan.

- There is no specified number of credits or minimum GPA necessary for graduation under Option 2.
- The Individual Graduation Plan will be developed and signed by the student/parent/guardian, ESE teacher, and employer prior to placement in employment and implementation of Option 2. The plan will identify the following:
 - Expected community and employment competencies;
 - Criteria for determining and certifying mastery of the competencies;
 - Work schedule and minimum number of hours to be worked per week; and
 - Description of the supervision to be provided by District staff.

The student must be employed in a community-based job where the employer:

- has a Federal Employer Identification number;
- provides the student opportunities to interact with non disabled co-workers;
- adheres to the requirements of the Fair Labor Standards Act and Child Labor Laws; and
- provides an opportunity for employment to continue after graduation;
- offers opportunities for advancement; and
- offers wages at, or above, minimum wage
- offers full time employment based on industry standards, unless otherwise determined by the IEP committee

The number of hours of work per week must be specified on the Individual Graduation Plan. The minimum length of time for employment prior to receiving a Special Diploma under Option 2 shall be:

- Full-time employment based upon industry standards; and
- Continuous employment for at least one semester, as stipulated under SBER 6-1.0996.

The transition IEP Committee may modify the full-time employment standard by decreasing the number of hours per week to be worked for an individual student if this modification is in the best interest of the student. This modification must be stated on the IEP.

If the student is employed as an individual contractor, a copy of the contract, Form 1099, and documentation of pay may be substituted for other documentation of employment.

A graduation exit meeting must occur when the student has demonstrated mastery of the community and employment competencies that were documented on the Individual Graduation Plan. The parent/guardian, student, ESE teacher, employer, and appropriate agency representative should be present at this meeting. The principal's signature is required on the Individual Graduation Plan to authorize graduation under Special Diploma Option 2.

Graduation by Examination/Florida High School Diploma

Applicants for graduation by examination must meet several criteria to qualify to take the General Education Development (GED) Tests.

- All applicants must be at least 16 years of age but under the age of 18.
- All applicants must have both parent/guardian's and the school principal's permission.
- All applicants must be under extraordinary circumstances.
- All applicants must have withdrawn from school by the time they take the GED test.

An applicant successfully completing the test shall be issued a Florida High School Diploma by the Department of Education and shall be considered a high school graduate. Rules applicable under State Board of Education Regulations at the time of application shall govern the administration of this program.

Students who want to receive a Lee County High School diploma and have the opportunity to participate in the graduation ceremony at their high school must complete the GED Exit Option Program. This program requires students to pass the FCAT by January of their senior year, pass the GED and adhere to the requirements of the GED Exit Option contract.

High School Equivalency Diploma Assistance Exception

Special assistance to obtain a high school equivalency diploma, as specified in §1003.435, F.S., may only be given when all requirements for graduation are completed *except* for the required cumulative grade point average.

Adult Student High School Diploma

Establish the following graduation requirements for students enrolled in adult general education, as specified in §1003.43(6)(a)(b)(c), F.S.:

- Physical education – the one credit in physical education is not required for graduation and shall be substituted with an elective credit keeping total credits consistent with the 24 credits;
- Science – the District may waive the lab component of science requirement when facilities do not exist or are inaccessible;
- Performing Fine Arts – any course listed within the State Course Code Directory instructional personnel assignments in the areas of art, drama, dance or music may be taken by adult education students

Articulated Acceleration Mechanisms

Articulated acceleration shall be available and will serve to shorten the time necessary for a student to complete the requirements associated with a high school diploma and a postsecondary degree, broaden the scope of curricular options available to students or increase the depth of study available for a particular subject. This shall include but not be limited to dual enrollment, early admission, advanced placement, credit by examination, and the International Baccalaureate Program and the Advanced International Certificate of Education Program. Credit earned through the Florida Virtual School shall provide additional opportunities for early graduation and acceleration.

Home education students may participate in dual enrollment, career and technical dual enrollment, early admission, and credit by examination.

Full-Time Early Admission

Early admission shall be in form of dual enrollment through which eligible secondary students enroll in a postsecondary institution in courses that are creditable toward the high school diploma and the associate or baccalaureate degree. Students enrolled are exempt from the payment of registration, matriculation, and lab fees. This program allows the student to enter college following completion of grade 11 (completion of grade 10 with special permission from school principal or designee) substituting two semesters of college work or its equivalent for one year of high school, provided requirements for mastery of District performance standards and FCAT have been met.

Advanced Placement

Advanced Placement (AP) is the enrollment of an eligible secondary student in a course offered by the Advanced Placement Program administered by the College Board. Postsecondary credit for an AP course shall be awarded to students who score a minimum of 3 on a 5-point scale on the corresponding AP exam. Students shall be exempt from the payment of any fees.

Credit by Examination

Credit by examination shall be the program through which postsecondary credit is earned based on the receipt of a specified minimum score on nationally standardized general or subject area examinations. The State Board of Education states minimum scores required for an award of credit in the statewide articulation agreement.

International Baccalaureate Program

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

Program Requirements	Credits
Language Arts	4
Mathematics (including Algebra I)	4
Science	4
Social Studies	4
Foreign Language	4
Physical Education	none
Fine and Performing Arts	none
Practical Arts	none
Life Management Skills	none
Electives	1-4
<i>Additional Course Requirements</i>	
Theory of Knowledge	1
Sixth Subject	1 or 2
Total	24-28

- Completion of a minimum of 150 hours Creative Action Services (CAS) (service project)
- Completion of Extended Essay
- Successful completion of required IB examinations

Advanced International Certificate of Education Programs

The Advanced International Certificate of Education Program (AICE) and the International General Certificate of Secondary Education (pre-AICE) Program shall be the curricula in which eligible secondary students are enrolled in a program of study offered through the (AICE) Program or the International General Certificate of Secondary Education (pre-AICE) Program administered by the University of Cambridge Local Examinations Syndicate. The State Board of Education shall establish rules which specify the cutoff scores and Advanced International Certificate of Education examinations which will be used to grant postsecondary credit at community colleges and universities. Any such rules, which have the effect of raising the required cutoff score or changing the (AICE) examinations which will be used to grant postsecondary credit, shall apply to students taking Advanced International Certificate of Education examinations after such rules are adopted by the State Board of Education. Students will be awarded a maximum of 30 semester credit hours. The specific course for which a student receives such credit shall be determined by the community college or university that accepts the student for admission. Students enrolled in either program of study shall be exempt from the payment of any fees for administration of the examinations regardless of whether the student achieves a passing score on the examination. Any student who earns 9 or more credits from one or more of the acceleration mechanisms provided for in this section is exempt from any requirement of a public postsecondary educational institution mandating enrollment during a summer term.

Inter-institutional Articulation Agreements

The Superintendent of schools and president of the community college shall establish an articulation committee to develop a comprehensive inter-institutional articulation agreement for the school district. The district inter-institutional articulation must be completed prior to fall registration each year.

Dual Enrollment Programs

The dual enrollment program is defined as the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward high school completion and a career and technical certificate or an associate or baccalaureate degree. An eligible secondary student is a student who is enrolled in a Florida public secondary school or in a Florida private secondary school which is in compliance with §1003.42(2), F.S., and conducts a secondary curriculum pursuant to §1003.43, General requirements for high school graduation, F.S. Students enrolled in postsecondary instruction that is not creditable toward the high school diploma shall not be classified as dual enrollments. Students who are eligible for dual enrollment shall be permitted to enroll in dual enrollment courses conducted during school hours, after school hours, and during the summer term. Instructional time for such enrollment may vary from 900 hours; however, the school district may only report the student for a maximum of 1.0 FTE. Each semester of instruction that is eligible for high school and postsecondary credit shall be reported by school districts as 75 membership hours for purposes of FTE calculation. Any student so enrolled is exempt from the payment of registration, tuition, and laboratory fees. Vocational-preparatory instruction, college-preparatory instruction and other forms of precollegiate instruction, as well as physical education courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, are ineligible for inclusion in the dual enrollment program. Recreation and leisure studies courses shall be evaluated individually in the same manner as physical education courses for potential inclusion in the program.

The Department of Education adopted guidelines to achieve comparability across school districts of both student qualifications and teacher qualifications for dual enrollment courses. Student qualifications must:

- demonstrate readiness for college-level coursework if the student is to be enrolled in college courses
- demonstrate readiness for career-level coursework if the student is to be enrolled in career courses
- indicate that in addition to the common placement examination, student qualifications for enrollment in college credit dual enrollment courses must include at least a 3.0 unweighted GPA, and student qualifications for enrollment in career certificate dual enrollment course must include at least a 2.0 unweighted grade point average

Career dual enrollment shall be provided as a curricular option for secondary students to pursue in order to earn a series of elective credits toward the high school diploma. Career dual enrollment shall be available for secondary students seeking a degree or certificate from a complete career-preparatory program and shall not be used to enroll students isolated career courses.

An Articulation Agreement between The School District of Lee County, Edison Community College, Florida Gulf Coast University, Florida State University, the University of Florida, Florida International University, Johnson and Wales, Tallahassee Community College, and Hodges University, provides advanced instruction for those students who demonstrate a readiness to engage in post-secondary academic work. In this program, students may earn credit toward both a high school diploma and an Associate or Baccalaureate Degree. A copy of the Dual College Enrollment Agreement may be reviewed on the LEARN server at www.lee.k12.fl.us.

Dual Enrollment and Advanced Placement Instruction

The school district, community college, and state university may conduct advanced placement instruction within dual enrollment courses. Students enrolled in a joint dual enrollment and advanced placement course may be funded by either dual enrollment or advanced placement formula, as specified in §1001.62, F.S.; however, no student shall be funded through both a dual enrollment and advanced placement program. The school board shall utilize the funding formula that more closely approximates the cost of the course. Post-secondary credit for a joint dual enrollment and advanced placement course shall be awarded as either dual enrollment or advanced placement credit, based on student preference. An award of advanced placement credit must be limited to students who score a minimum of 3 on a 5-point scale on the Advanced Placement Examination. No student shall claim double credit based on the completion of a single joint dual enrollment and advanced placement course, nor shall any student be required to complete the Advanced Placement Examination.

HIGH SCHOOL GRADING SYSTEM

Standard Grading System

The system and interpretation for grading shall be as follows:

Grade	Percent	Value	Definition
A	90-100	4 points	Outstanding Progress
B	80-89	3 points	Above Average Progress
C	70-79	2 points	Average Progress
D	60-69	1 point	Lowest Acceptable Progress
F	0-59	0	Failure

Weighted Grading System

The weighted credit is the same for all courses designated to be given weighted credit and is calculated as follows:

- Honors – (.02 per 1/2 credit each semester. This equals .04 additional weight per 1.0 credit course.)
- Level 3 and above classes (.02 per 1/2 credit each semester. This equals .04 additional weight per 1.0 credit course.)
- AP – (.04 per 1/2 credit each semester. This equals .08 additional weight per 1.0 credit course.)
- IB – (.04 per 1/2 credit each semester. This equals .08 additional weight per 1.0 credit course.)
- Dual Enrollment (.04 per 1/2 credit. This equals .08 additional weight per 1.0 credit course.)

Grade Challenges

Any challenge to a grade must be made within ninety (90) calendar days from the end of the semester in which the grade was earned.

Grade Point Average Calculation

Each high school student is allowed to enroll in courses leading to 18-24 or more credits. All courses taken must be included in the GPA calculation unless the grade has been forgiven by retake.

Students in grades 9–12 who have cumulative grade point averages below the required unweighted 2.0 level on a 4.0 scale, as specified in §1003.43(5)(c)(d) F.S., for graduation will be identified and receive counseling and assistance toward meeting this requirement, as specified in §1003.43(5)(e)1 F.S.

Final Exams

Final exams will be required of all students. The exams will be weighted 20% of the semester/term grade, with each quarter grade accounting for 40% of the semester/term grade.

Schools shall not exempt students from academic performance requirement, 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, as specified in §1003(2), F.S.

Graduation Recognition Program for Standard Diploma Students

A new graduation recognition program, known as the *Cum Laude* system, was approved by The Lee County School Board on June 14, 2005.

Through the School District of Lee County's *Cum Laude* system, all high school students who enter the ninth grade during the 2005-2006 school year and are pursuing a standard high school diploma will be eligible to earn one of several special designations. Based on the final, weighted grades, graduates may be recognized during commencement (and on their diplomas and transcripts) as having earned one of these special designations:

RANK DESIGNATION**GRADE POINT AVERAGE**

<i>Summa Cum Laude</i> (“with highest praise”)	4.00 and higher
<i>Magna Cum Laude</i> (“with great praise”)	3.75 to 3.99
<i>Cum Laude</i> (“with praise”)	3.50 to 3.74
Rank with Distinction	3.25 to 3.49
Rank with Honors.....	3.00 to 3.24

Among the many benefits of this system is that beginning with the class of 2009, the highest honors in a graduating class will no longer be limited to a Valedictorian and Salutatorian. Every student, rather than just one or two who excels academically, will be appropriately recognized. While the former designations of Valedictorian and Salutatorian will no longer be used for the Commencement Ceremonies, class rank will continue to be calculated based on a weighted grade point average system. Students who take Advanced Placement and Dual Enrollment courses will continue to add “weighted” grade points to their average, and the resulting weighted GPA will continue to be used for admission and scholarships to colleges and universities.

ADDITIONAL CREDIT ISSUES**Volunteer Community Service**

Any course listed in the **State Course Code Directory**, using currently adopted curriculum frameworks, may contain a component of volunteer community service as appropriate.

Volunteer Service Credit

The District may award a maximum of ½ credit in social studies *and* ½ credit elective for student completion of non-paid voluntary community or school service work. Students must complete a minimum of 75 hours of service in either category. Credit may not be earned for service provided as a result of court action. District School Boards that approve the award of credit for student volunteer services must develop guidelines regarding the award of credit, and school principals are responsible for approving specific volunteer activities.

Grade Forgiveness

Any student in grades 9–12 may retake a required course for the purpose of improving a grade. Grade forgiveness for required courses shall be limited to replacing a grade of “D” or “F” with a grade of “C” or higher earned subsequently in the same or comparable course. Forgiveness policies for elective courses shall be limited to replacing a grade of “D” or “F” or their equivalent with a grade of “C” or higher or its equivalent earned subsequently in the same, a comparable, or another course. These restrictions on forgiveness do not apply to students below 9th grade taking high school courses. Such students may repeat a course for forgiveness with grades of “C” “D” or “F”. Any course grade not replaced according to a District forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation. The District may no longer count the best twenty-four (24) credits of all courses taken to meet the cumulative grade point average for graduation requirements. If a student receives a “D” or “F” and subsequently receives a “D” or “F”, when retaking the same course, the lower of the two grades will be marked as elective credit and both grades will be calculated in the GPA.

Dropout Prevention Accelerated Credit

A student in a dropout prevention program (grades 9–12) may earn accelerated credit through an approved course modification designed to modify time or integrate performance standards. This option is available if such a program is available at the student's school.

High School Courses or Programs Excluded from Credit Awarding

Remedial instruction provided during high school may not be in lieu of required English and Mathematics credit, as specified in §1008.25(4)(b), F.S.

No student may be granted credit toward high school graduation for enrollment in the following programs or courses, as specified in §1003.43(7), F.S.:

- more than a total of nine electives in remedial programs;
- more than one credit in exploratory vocational courses;
- more than three credits in practical arts family and consumer science classes; 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 Individual Educational Plan or student performance plan and signed by the principal, guidance counselor, and the parent if the student is not 18 years or older. A statement as to appropriateness of a Level I course in a Progress Monitoring Plan (PMP) or placed in the student's cumulative folder will meet the requirement relating to a **Student Progression Plan**.

Required Reading Instruction Grades 9-12

All students who score Level 1 or 2 on FCAT are required to have an intensive reading class. Students who need instruction in vocabulary and comprehension are required to have a minimum of one daily period of reading instruction. Students who need instruction in fluency, vocabulary and comprehension are required to receive 90 minutes of daily reading instruction.

Physical Education (PE) Requirements

For high school students, grades 9-12, enrolled in high school prior to July 1, 2007, the State of Florida requires .5 credit of personal fitness and .5 credit of a PE elective to graduate from high school.

This requirement may be waived in the following ways:

- Participation in two seasons of an interscholastic sport at the junior varsity or varsity levels AND a passing grade of "C" on the Personal Fitness Competency test replaces both the .5 credit requirement in Personal Fitness and .5 credit requirement in a PE elective for a total of 1 credit in PE.
- Completion of one semester of marching band with a passing grade of "C" replaces the .5 credit of the PE elective. The student must still take the Personal Fitness class (.5 credit) to complete the 1 credit in PE.
- Completion of one semester of an R.O.T.C. class (that has a substantial component of drills as part of the course description) with a passing grade of "C" replaces the .5 credit of the PE elective. The student must still take the Personal Fitness class (.5 credit) to complete the 1 credit in PE.
- Students who complete the International Baccalaureate program of studies are exempt from all high school physical education and health requirements as specified in §1003.428(1), F.S.

For students entering high school as freshmen after July 1, 2007, the State of Florida requires one of the following: A) .5 credit of personal fitness and .5 credit of physical education or B) the Health Opportunities through Physical Education (HOPE) class or C) the HOPE-PE variation option to fulfill the PE graduation requirement.

If the high school offers the student option A) then the following waiver rules apply:

- Participation in two seasons of an interscholastic sport at the junior varsity or varsity levels AND a passing grade of “C” on the Personal Fitness Competency test replaces both the .5 credit requirement in Personal Fitness and .5 credit requirement in a PE elective for a total of 1 credit in PE.
- Completion of one semester of marching band with a passing grade of “C” replaces the .5 credit of the PE elective. The student must still take the Personal Fitness class (.5 credit) to complete the 1 credit in PE.
- Participation in a dance class satisfies the .5 credit of the PE elective. The student must still take the Personal Fitness class (.5 credit) to complete the 1 credit in PE.
- Completion of two years in a R.O.T.C. class satisfies 1 credit of the PE electives. However, the student must still take the Personal Fitness class (.5 credit) to satisfy the PE graduation requirement. Students using the R.O.T.C. waiver and the Personal Fitness class will have 1.5 credits in PE.

If the high school offers the student options B) or C) then the following waiver rules apply:

- Participation in two seasons of an interscholastic sport at the junior varsity or varsity levels AND a passing grade of “C” on the Personal Fitness Competency test satisfies the full 1 credit Physical Education requirement.
- Participation in two years in an R.O.T.C. class satisfies the full 1 credit Physical Education requirement and the full 1 credit Performing Arts requirement.

Adult Education

A maximum of four credits earned in adult programs may be applied to graduation requirements for a day school program. The same standards for course content and performance that apply to the credits earned in the regular assigned school apply to credits earned in adult education. The principal or his or her designee shall approve adult education subjects taken for day school credit.

Student Work Program

In this program, a student is permitted to substitute supervised work experience for credit. Job entry procedures shall be as provided in the **State Course Code Directory**.

Transfer of Credits

Course credit may be transferred from other schools or agencies with the following conditions:

Courses and credits earned at another State or regionally accredited high school, community college, or university offered for acceptance shall be based on an official transcript authenticated by the proper school authority.

The requirements of the School Board shall not be retroactive for transfer students, provided the student has met all requirements of the school district or state from which he or she is transferring (SBER 6-1.099).

Students transferring into The School District of Lee County as seniors who would have been eligible to graduate from the sending school upon satisfactory completion of the senior year in that school shall be eligible to graduate from The School District of Lee County upon satisfactory completion of a normal senior **Program of Studies** as determined by the principal of the Lee County school. All other students transferring into Lee County shall meet all Lee County standards for graduation as determined by grade level enrollment at the time of entrance.

Out of State Transfer Students

Students who enter a Florida public school at the 11th or 12th 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 of the School District or state from which he or she is transferring. However, to receive a standard high school diploma, a transfer student must earn an unweighted 2.0 grade point average on a scale of 4.0, as specified in §1003.43(5)(c)(d) F.S., and pass the grade 10 FCAT, as specified in §1008.22(3), F.S., or an alternate assessment, as specified in §1008.22(9), F.S.

Students who have met all requirements for the standard high school diploma except for passage of the grade 10 FCAT or an alternate assessment by the end of grade 12 must be provided the following learning opportunities:

- participation in an accelerated high school equivalency diploma preparation program during the summer;
- upon receipt of a certificate of completion, be allowed to take the College Placement Test and be admitted to remedial or credit courses at a state community college, as appropriate;
- participation in an adult general education program as provided in §1004.93, F.S. for such time as the student requires to master English, reading, mathematics, or any other subject required for high school graduation. Students attending adult basic, adult secondary, or vocational-preparatory instruction are exempt from any requirement for the payment of tuition and fees, including lab fees. A student attending an adult general education program shall have the opportunity to take the grade 10 FCAT an unlimited number of times in order to receive a standard high school diploma, as specified in §1003.433(1)(2)(a)(b)(c), F.S.

International and Foreign Exchange Students

International Students

- All international (foreign born) students follow the Student Assignment process for enrollment and school assignment.
- Parent/Guardian shall present all required enrollment documents.
- The School District of Lee County does not issue I-20's (form that permitted international students to enroll in The School District of Lee County).
- Upon enrollment, all students must be administered a Home Language Survey (HSL) questionnaire to determine eligibility services. Students shall have access to all programs and services that all native-born students have available to them.
- All students whose HLS contain a "yes" must be referred to the English for Speakers of Other Languages (ESOL) Program for English Language Proficiency Assessment and program placement as needed.
- International students who are not enrolled in a foreign exchange program and who are without educational records shall be provisionally assigned to a grade according to chronological age. The initial placement shall be reviewed by the principal. If the student needs to be placed at a different level the principal shall facilitate an appropriate placement. The highest level of grade placement for students without records or transcripts translated into English shall be 11th grade.
- Students who have been enrolled in an ESOL program for less than 2 school years and have met all requirements for the standard high school diploma except for passage of the grade 10 FCAT or alternate assessment may receive immersion English language instruction during the summer following their senior year. Students receiving such instruction are eligible to take the FCAT or alternate assessment and receive a standard high school diploma upon passage of the grade 10 FCAT or the alternate assessment.
- Students who have received a high school diploma from their home country will be directed to the local post-secondary institutions.

Foreign Exchange Students

All foreign exchange students must notify the Student Services Department prior to enrollment and must follow the school choice process for enrollment and school assignment.

Students who enroll in The School District of Lee County as foreign exchange students with the intent to obtain a Lee County Schools High School Diploma must adhere to the following conditions:

- A student must declare in writing to the Student Services Department his or her intent to obtain a Standard Diploma from a Lee County high school prior to beginning the registration process for enrollment.
- The student must provide the Student Services Department with an English version of an official transcript from an evaluation agency. The translation must list the courses taken, the grade received and the number of Carnegie units that should be awarded.
- Credits taken in a foreign country as determined by the official transcript will be used as unweighted credits in determining the student's initial grade point average.
- The student, after enrollment, must meet all requirements including course credits, grade point average, and successful completion of State-mandated tests for a Standard Diploma.

Foreign exchange students who intend to receive a Standard Diploma are eligible for local academic awards.

Correspondence Course Credit

A student who is enrolled in and attending classes full-time at a District high school may earn credits toward graduation by successfully completing high school correspondence courses approved by a regional accrediting agency. The following criteria must be met before credit through correspondence may be counted toward the 18-24 credits necessary for graduation:

- Credit will be accepted according to the District approved guidelines for transfer of credits. The student must have prior approval from the principal to register for correspondence work.
- All fees for the correspondence credit course will be the responsibility of the student.
- Credit earned through correspondence shall receive a letter grade if it comes from a regionally accredited correspondence school and may be calculated in the grade point average for establishing the minimum unweighted 2.0 GPA required for graduation.
- Final exams will be proctored by school personnel and forwarded to the proper agency for correspondence work.
- Application may be made at the school by requesting the "Non-School Calendar Educational Experience" application form (MIS 692).

High School On-Line Courses

- Students may enroll in courses available through the Florida Virtual School and will be awarded credit for successful completion of such courses. Access will be available to students during or after the normal school day and through summer school enrollment, as specified in §1001.42(21), F.S.
- Students who take high school from any other on-line school/organization will receive credit for that course only if that school/organization is accredited by one of the regional associations of colleges and schools, e.g. Southern Association of Colleges and Schools (SACS). Students must have permission from their high school to enroll.

- A student who enrolls in full-time virtual school must register with the Home School program. Once the student completes all the requirements for graduation he/she must go to School Assignment to be assigned to a school. The school of assignment will enter the credits on the computer and issue a diploma. If the student wants to receive a diploma and participate in the graduation ceremony, the student must enroll in a Lee County high school the last semester of the senior year and take classes on campus. The student must also take and pass the FCAT SSS in reading, writing, and math, and have a minimum GPA of 2.0 on a 4.0 scale, as specified in §1003.43(5)(c)(d) F.S.

Non-School Calendar Educational Experience

During summer vacation or other times when school is not in session, educational opportunities arise which may be of lifelong benefit to the student. Under certain circumstances a student might be able to receive up to one credit per year for such experiences. Numerous accredited postsecondary institutions offer “summer camp” experiences in academic subjects. The intent of this program is to allow students to earn high school credit as a result of the participation.

Procedures/Rules:

- Student must be in grades 9–12 and enrolled in a Lee County high school.
- Student must apply for credit prior to undertaking this experience. The high school Assistant Principal for Curriculum completes the application form (MIS 692).
- Evidence of coursework to be pursued, contact hours, and extra work required must be documented. Credit earned will be calculated in the GPA.
- Student/family is responsible for all costs.
- Evidence of completion of educational experience must be presented to the schools’ designated administrator within 60 days of completion for consideration.
- Credit will be considered only for successful completion of program with college course program objectives consistent with Florida Course State Frameworks or performance objectives.
- Credit will only be considered in courses in the **High School Program of Studies** at time of application.
- Applicant may be required to present evidence of post secondary school’s accreditation.

Course Modifications

- Accelerated Graduation: Students may meet the graduation requirements with less than four years of attendance by earning more than the minimum number of credits per year. In addition to taking a full class load during the regular school day, other opportunities for earning additional credits exist in the following programs:
 - Any accredited on-line program
 - Florida Virtual School
 - Adult Education
 - Dual Enrollment
 - Approved Correspondence School programs
 - Non-School Calendar Education Experience
- Students may attend classes scheduled away from the school site if the course is listed in the **State Course Code Directory**. The program must be in compliance with SBER 6A-1.09441 and SBER 6A-1044 to qualify for funding. Instruction must be provided by qualified instructional personnel as defined in SBER 6A-1.0503.

- Any course requiring changes in the language of a course description must be approved via the District waiver process.
- The District shall make accommodations for basic and vocational courses, as necessary, to assure exceptional students the opportunity to meet the graduation requirements for a Standard Diploma as defined in SBER 6A-6.0312.

The curriculum frameworks for Sunshine State Standards will be maintained with instructional accommodations provided as defined by the student's IEP for exceptional students obtaining a Standard Diploma.

The particular outcomes and student performance standards that a student must master to earn credit must be specified on the student's IEP. If the student transfers to another school in the District, recommended course accommodations on the IEP shall be implemented.

The accommodations to basic or vocational courses may include, but are not limited to, any of the following:

- Instructional time may be increased or decreased;
- Instructional methodology may be varied;
- Special communications systems may be used by the teacher or the students
- Classroom and District test administration procedures and other evaluation procedures may be modified as specified in SBER 6A-1.0943 to accommodate the student's disability; and/or
- Alternate instructional materials may be used.

Students who receive services in the exceptional student education program are eligible for course modifications by one or combination of the following strategies:

- Assignment of the exceptional student to a basic education class for instruction, with accommodations and/or modifications designed to meet the student's needs as determined by the student's IEP; and/or
- Assignment of the exceptional student to an exceptional education class for instruction in a basic course with the same student performance standards as those required of non-exceptional students in the District **Student Progression Plan**; and/or
- Assignment of the exceptional student to an exceptional education class designed to meet the student's needs at the appropriate level.

The student's IEP team will determine which one or combination of the above strategies will be utilized based on assessment of the student's needs. This decision will be written into the student's IEP. Accommodations and/or modifications that are stated in the student's IEP must be provided and not reflected in the assignment of a student's grade for that course.

In the case of Level III offenses committed by a non ESE student who is 18 years old or older and has 15 or less high school credits and is or was enrolled as a Lee County District student at the time of the offense, the principal will withdraw the student (W26) and recommend that the student enroll in an adult education GED program.

Athletic Participation Requirements

In order to be eligible to participate in interscholastic and/or extracurricular student activities, each student must meet such other requirements for participation as may be established by the School District and the Florida High School Activities Association (Article 11). All Florida High School Activities Association requirements must be met, as specified in §1006.15, F.S.

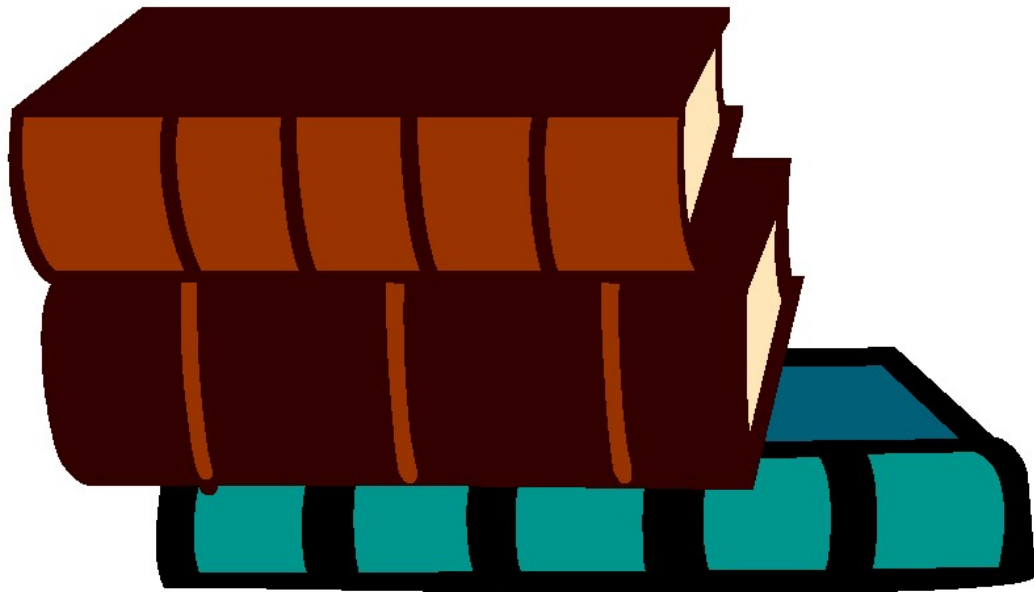
Florida Bright Futures Scholarship Program

The Florida Bright Futures Scholarship Program establishes a lottery-funded scholarship to reward any Florida high school graduate who merits recognition of high academic achievement and who enrolls in an eligible Florida public or private post-secondary educational institution within three years of high school graduation.

The Florida Bright Futures Scholarship Program is the umbrella program for all State-funded scholarships based on academic achievement in high school. This program restructures the two existing programs – The Florida Academic Scholarship (formerly The Florida Undergraduate Scholarship) and The Florida Gold Seal Vocational Scholarship (formerly The Gold Seal Vocational Endorsement Scholarship) awards, and adds a third award – the Florida Medallion Scholarship.

The Florida Department of Education has established a toll free number, 1-800-827-2004, for anyone interested in applying for one of the three Bright Futures scholarships. Students should begin by contacting their school's guidance counselor.

Home School Education Procedures and Guidelines



Home Education

Grade Placement Procedures for Students Leaving Home School and Entering The School

District of Lee County

- Students leaving home school and entering the District shall be treated the same as students transferring from non-accredited schools.
- Students leaving home school and enrolling in the District shall be administratively placed in the appropriate grade level based on the most recent school records on file with the District or the grade level recommended by the parent when there is no history of school enrollment. The principal will determine final grade placement.
- Decisions regarding student promotion, grade level placement, and retention of home-schooled students entering the District are primarily the responsibility of the individual school principal. The final decision regarding the methods in which grade placement decisions must be made shall be based on the criteria established in the District **Student Progression Plan** for the elementary, middle, and high school levels.
- Criteria to be considered may include age and maturity, standardized achievement test results, state assessments, previous record in public and private schools, progress as it relates to graduation standards, and compliance with the home education program requirements while in home education. In no instance shall placement in a grade be automatic, based solely on the recommendation of the home school parent/guardian. The provisional placement decision is subject to screening and review of the student's work and performance. Subsequent to appropriate screening, the student shall be allowed to remain in the assigned grade or placed in the most appropriate grade.
- Compliance with the Home Education Program requirements includes the Annual Educational evaluation, if the student was registered in Home Education one full year.

High School Grades 9-12 Enrollment Procedures:

With appropriate verified documentation of satisfactory completion of a Home Education Program registered with the District, a student shall be provisionally placed in the regular program for these grades. The provisional placement will be validated before the end of the first semester or ninety (90) days in the program.

Participation in High School Program Options

Home education students may participate in dual enrollment, career and technical dual enrollment, early admission, and credit by examination.

Transfer of High School Credits

Work or credits for a home education student who transfers into a District school shall be validated based on the criteria outlined in the **Student Progression Plan** during the first grading period and, as outlined below as set forth in SBER 6A-1.09941:

- Portfolio evaluation (inspection) completed by the Office of Student Welfare and Attendance;
- Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
- Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
- Demonstrated proficiencies on standardized subject area assessments;
- Demonstrated proficiencies on the FCAT; or
- Written review of the criteria utilized for a given subject provided by the former school.

Students transferring into the District will be required to validate their current course or grade placement within a grading period and to complete appropriate subject or grade level examinations successfully. The final determination will be based on classroom performance and not on any single test score.

Work or credit transferred from other states or accredited school districts shall be evaluated in terms of the requirements of the state or accredited school district where such credit was earned.

Students transferring into the District from non-accredited schools shall be required to validate their current courses or grade placement through satisfactory completion of academic work in the District within a grading period (forty-five days for grades K-8, and ninety (90) days or semester for grades 9-12) and by successfully completing any appropriate subject or grade level examinations. The final determination will be based primarily on classroom performance and not on any one single test score.

Home school students who wish to receive a diploma and participate in the graduation ceremonies must enroll in a Lee County high school for the last semester of their senior year.

Participation of Home Schooled Students in Interscholastic Extracurricular Student Activities

- Students in grades K-12 may participate in extracurricular or sports activities offered at the Lee County Public Schools, as referenced in School Board Policy 4.07.
- Students may participate in interscholastic extracurricular activities providing they adhere to the requirements, as specified in §1006.15, F.S.
- Students who want to participate in an interscholastic extracurricular activity must meet the same residency requirements as other students in the school at which he or she participates. The residency requirement is identified as the School Zone. Therefore, all home education students who want to participate in an interscholastic extracurricular activity, must go through School Assignment and be assigned a school.
- Home school students participating in interscholastic extracurricular activities must meet the requirements of participation as set forth in Board Policies 4.06 and 4.25 and by the Florida High School Athletic Association (Policy 16 Section C). All Florida High School Athletic Association requirements must be met, as specified in §1006.15, F.S.